

# Skidmore College

## Chairperson/Program Director Handbook



2008-2009

**Also available online:**

<http://www.skidmore.edu/administration/dof/campus-only/ChairsDirectors/2008-09-Chair-Dir-Handbook.pdf>



# 2008-09 CHAIR/DIRECTOR HANDBOOK

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## Who's Who in 2008-09 - DIRECTORY (New in bold)

| <b>DEPARTMENT CHAIRS</b>                                                                |                                              |                            |                             |
|-----------------------------------------------------------------------------------------|----------------------------------------------|----------------------------|-----------------------------|
| American Studies                                                                        | Greg Pfitzer                                 | 5026                       | Tisch                       |
| Art Studio                                                                              | Kate Leavitt                                 | 5032                       | Saisselin                   |
| <b>Art History</b>                                                                      | <b>Katie Hauser</b>                          | <b>5054</b>                | <b>Scribner</b>             |
| Biology                                                                                 | Corey Freeman-Gallant                        | 5086                       | Dana                        |
| Chemistry                                                                               | Steve Frey                                   | 5124                       | Dana                        |
| Classics                                                                                | Dan Curley                                   | 5463                       | Ladd                        |
| Dance                                                                                   | Mary DiSanto-Rose                            | 5375                       | Sports/Rec. Ctr.            |
| Economics                                                                               | Bob Jones                                    | 5094                       | Harder                      |
| Education                                                                               | Joyce Rubin                                  | 5148                       | Palamountain                |
| English                                                                                 | Linda Simon                                  | 5160                       | Palamountain                |
| Exercise Science                                                                        | Pat Fehling                                  | 5376                       | Sports/Rec. Ctr.            |
| <b>Foreign Languages &amp; Literatures</b>                                              | <b>Mary Beth O'Brien</b>                     | <b>5216</b>                | <b>Palamountain</b>         |
| <b>Geosciences</b>                                                                      | <b>Kyle Nichols</b>                          | <b>5194</b>                | <b>Dana</b>                 |
| Government                                                                              | Kate Graney                                  | 5242                       | Ladd                        |
| <b>History</b>                                                                          | <b>Jennifer Delton</b>                       | <b>5269</b>                | <b>Tisch</b>                |
| <b>Management &amp; Business</b>                                                        | <b>Christine Page</b>                        | <b>5107</b>                | <b>Palamountain</b>         |
| Math & Computer Science                                                                 | Pierre von Kaenel                            | 5292                       | Harder                      |
| Music                                                                                   | Tom Denny                                    | 5326                       | Filene                      |
| <b>Philosophy &amp; Religion</b>                                                        | <b>William Lewis</b>                         | <b>5402</b>                | <b>Ladd</b>                 |
| <b>Physics</b>                                                                          | <b>Mary Odekon</b>                           | <b>5123</b>                | <b>Dana</b>                 |
| <b>Psychology</b>                                                                       | <b>Denise Evert</b>                          | <b>5303</b>                | <b>Tisch</b>                |
| Scribner Library                                                                        | Ruth Copans                                  | 5506                       | Scribner                    |
| Sociology, Anthropology & Social Work                                                   | Susan Bender – Acting 2008-09                | 5420                       | Tisch                       |
| Theater                                                                                 | Lary Opitz                                   | 5432                       | J.K. Bernhard               |
| <b>PROGRAM DIRECTORS (* = Interdisciplinary Program)</b>                                |                                              |                            |                             |
| *Asian Studies                                                                          | Gordon Thompson                              | 5322                       | Filene                      |
| <b>*Environmental Studies</b>                                                           | <b>Karen Kellogg</b>                         | <b>5198</b>                | <b>Dana</b>                 |
| *First-Year Experience                                                                  | Beau Breslin                                 | 8111                       | Starbuck                    |
| Honors Forum                                                                            | David Vella                                  | 5291                       | Harder                      |
| <b>*International Affairs</b>                                                           | <b>James Kennelly</b>                        | <b>5108</b>                | <b>Palamountain</b>         |
| *Latin American Studies Minor                                                           | Jordana Dym                                  | 5272                       | Tisch                       |
| *Law and Society                                                                        | Erica Bastress-Dukehart                      | 5265                       | Tisch                       |
| <b>*Neuroscience</b>                                                                    | <b>Hugh Foley (Acting 2008-09)</b>           | <b>5308</b>                | <b>Tisch</b>                |
| <b>Social Work</b>                                                                      | <b>Crystal Moore</b>                         | <b>5428</b>                | <b>Tisch</b>                |
| <b>*Women's Studies</b>                                                                 | <b>Leslie Mechem</b><br><b>Kate Berheide</b> | <b>5464</b><br><b>5415</b> | <b>Ladd</b><br><b>Tisch</b> |
| <b>OTHER DIRECTORS (* - reports to VPAA)</b>                                            |                                              |                            |                             |
| *Academic Technologies                                                                  | Justin Sipher, Director                      | 5909                       | Harder                      |
| Early Childhood Center                                                                  | Karen Brackett, Director                     | 5472                       | Palamountain                |
| *Tang Teaching Museum & Art Gallery                                                     | John Weber, Dayton Director                  | 5068                       | Tang                        |
| *Library                                                                                | Ruth Copans                                  | 5506                       | Scribner                    |
| <b>DEAN OF FACULTY STAFF</b>                                                            |                                              |                            |                             |
| Muriel Poston, Dean of the Faculty                                                      |                                              | 5705                       | Palamountain                |
| <b>Paty Rubio, Associate Dean of the Faculty</b>                                        |                                              | <b>5705</b>                | <b>Palamountain</b>         |
| Michael Ennis-McMillan, Dean of Studies                                                 |                                              | 5720                       | Starbuck                    |
| Beau Breslin, Assistant Dean of the Faculty & Director of First-Year Experience Program |                                              | 8111                       | Starbuck                    |
| Cori Filson, Director of the Office of Off-Campus Study and Exchanges                   |                                              | 5355                       | Starbuck                    |
| Loretta Greenholtz, Academic Safety Officer                                             |                                              | 5136                       | Dana                        |
| Winston Grady-Willis, Director for Intercultural Studies                                |                                              | 5020                       | Tisch                       |
| Bill Tomlinson, Director of Sponsored Research                                          |                                              | 5178                       | Palamountain                |
| Barry Pritzker, Director of Foundation and Corporate Relations <i>*Ex Officio</i>       |                                              | 5654                       | North Hall                  |
| Ann Henderson, Registrar and Director of Institutional Research <i>* Ex Officio</i>     |                                              | 5710                       | Starbuck                    |

|                                                           |                           |           |                  |
|-----------------------------------------------------------|---------------------------|-----------|------------------|
| <b>ACADEMIC SUPPORT STAFF 2008-09</b>                     |                           |           |                  |
| American Studies                                          | Nancy E. Osberg-Otrembiak | 5020      | Tisch            |
| Art Studio                                                | Denise Hughes             | 5030      | Saisselin        |
| Art History                                               | Terri A. Brandt           | 5053      | Scribner         |
| Athletics, Fitness and Recreation                         | Sharon A. Shearman        | 5371      | Sports/Rec. Ctr. |
| Biology                                                   | Susanne L. Ciani          | 5070      | Dana             |
| Chemistry                                                 | Cheryl A. Towers          | 5120      | Dana             |
| Classics                                                  | Ruby Grande               | 5460      | Ladd             |
| Dance                                                     | Debra J. Nichols          | 5360      | Sports/Rec. Ctr. |
| Economics                                                 | Amelia C. Clarke          | 5091      | Harder           |
| Education                                                 | Peggy Daly                | 5140      | Palamountain     |
| ECC/English                                               | Mary Wright               | 5470/5150 | Palamountain     |
| English                                                   | Jeanne M. Eddy            | 5150      | Palamountain     |
| Exercise Science                                          | Debra J. Nichols          | 5360      | Sports/Rec. Ctr. |
| Foreign Languages & Literatures                           | Patty Ivory               | 5200      | Palamountain     |
| Geosciences                                               | Eleanor Hutchins          | 5190      | Dana             |
| Government                                                | Barbara J. McDonough      | 5240      | Ladd             |
| History                                                   | Susan M. Matrazzo         | 5261      | Tisch            |
| Management & Business                                     | Nancy R. Walker           | 5101      | Palamountain     |
| Management & Business                                     | Lisa A. Bradshaw          | 5102      | Palamountain     |
| Math & Computer Science                                   | Kim Newsom                | 5280      | Harder           |
| Music                                                     | Michele F. Koskinen       | 5320      | Filene           |
| Philosophy & Religion                                     | Ruby Grande               | 5400      | Ladd             |
| Physics                                                   | Cheryl A. Towers          | 5120      | Dana             |
| Psychology                                                | Carol M. Lloyd            | 5300      | Tisch            |
| Scribner Library                                          | Judith Ann Moliero        | 5506      | Scribner         |
| Sociology, Anthropology & Social Work                     | Linda Santagato           | 5411      | Tisch            |
| Theater                                                   | Kathelyn M. Mendenhall    | 5431      | J.K. Bernhard    |
| <b>PROGRAM DIRECTORS</b>                                  |                           |           |                  |
| Asian Studies                                             | Ruby Grande               | 5201      | Palamountain     |
| Environmental Studies                                     | Carol Goody               | 5948      | Dana             |
| First-Year Experience                                     | Allie Taylor              | 8111      | Starbuck         |
| Honors Forum                                              | Carol Goody               | 5948      | Palamountain     |
| International Affairs                                     | Patti Ivory               | 5201      | Palamountain     |
| Latin American Studies Minor                              | Nancy E. Osberg-Otrembiak | 5270      | Tisch            |
| Law and Society                                           | Barbara J. McDonough      | 5240      | Ladd             |
| Neuroscience                                              | Nancy E. Osberg-Otrembiak | 5270      | Tisch            |
| Social Work                                               | Linda Santagato           | 5411      | Tisch            |
| Women's Studies                                           | Patti Ivory               | 5201      | Palamountain     |
| Academic Computing                                        |                           |           |                  |
| Athletic Program                                          | Sharon A. Shearman        | 5371      | Sports/Rec. Ctr. |
| Early Childhood Center                                    | Mary S. Wright            | 5470      | Palamountain     |
| Tang Teaching Museum & Art Gallery                        | Lori W. Geraghty          | 5539      | Tang             |
| <b>DEAN OF FACULTY STAFF</b>                              |                           |           |                  |
| Muriel Poston, Dean of the Faculty                        | Sarah Iacobacci           | 5705      | Palamountain     |
| Paty Rubio, Associate Dean of the Faculty                 | Jill Jones                | 5705      | Palamountain     |
| Michael Ennis-McMillan, Dean of Studies                   | Pat Choukeir              | 5720      | Starbuck         |
| Beau Breslin, Dir. of First-Year Experience Prog.         | Allie Taylor              | 8111      | Starbuck         |
| Cori Filson, Dir., Office of Off-Campus Study & Exchanges | Selina Dean               | 5355      | Starbuck         |
| Loretta Greenholtz, Academic Safety Officer               |                           | 5136      | Dana             |
| Bill Tomlinson, Director of Sponsored Research            | Anita Miczek              | 5178      | Palamountain     |
| Winston Grady-Willis                                      | TBA                       |           |                  |
| Barry Pritzker, Dir. of Found. & Corp. Relations          | Margot Pancerella         | 5651      | North Hall       |
| Ann Henderson, Registrar and Dir. of Inst. Research       | Theresa Knickerbocker     | 5711      | Starbuck         |

# Skidmore College Important Dates for Departments & Programs 2008-09

## Fall 2008 Semester

August 2008

8/28 Academic Staff Meeting  
8/29 New Faculty Orientation  
8/31 New Students Arrive

September 2008

9/1 Returning Students Arrive  
9/3 Classes Begin  
9/5 Faculty Meeting  
9/26 Chairs Meeting

October 2008

10/3 Faculty Meeting  
10/9 Yom Kippur (NO CLASSES)  
10/17-19 Celebration Weekend  
10/27-31 Advising Week  
*\* Reminder-Start submitting ATE and CRF for spring hires if not already done*

November 2008

11/5 Chairs and Program Directors Meeting  
11/7 Faculty Meeting  
11/14 Withdrawal Deadline  
11/26-30 Thanksgiving Vacation

December 2008

12/5 Faculty Meeting  
12/10 Classes end  
12/12 Academic Staff Meeting  
12/15-19 Final Examinations  
12/20 Fall Semester Ends

## Spring 2009 Semester

January 2009

1/15 New Students arrive (tentative)  
1/16 Chairs & Program Directors Meeting  
1/17 London and returning students arrive  
1/19 Martin Luther King Day (observed)  
1/20 Classes Begin

February 2009

2/6 Faculty Meeting  
2/27 Faculty Meeting

March 2009

3/7-15 Spring Vacation  
3/20 Chairs Meeting  
3/30-4/3 Advising Week  
*Reminder – submit ATE & CRF for renewable hires – all contracts due back by*

*May 30, 2009*

April 2009

4/3 Faculty Meeting  
4/9 Withdrawal Deadline  
4/24 Chairs & Program Directors Meeting  
4/24 Faculty Meeting  
4/29 Classes End  
4/30 Academic Festival (tentative)

May 2009

5/4-8 Final Examinations  
5/8 Academic Staff Meeting  
5/9 Spring Semester ends  
5/11-15 Senior Week  
5/13 Faculty Meeting  
5/16 Commencement

Please visit the DOF website for detailed events calendar & any changes at  
<http://cms.skidmore.edu/dof/index.cfm>

|                                                                                         |
|-----------------------------------------------------------------------------------------|
| <b>Sabbatical &amp; Pre-Tenure Research Leaves</b>                                      |
| <i>(recommended for 2008-09)</i>                                                        |
| <b><u>TENURED SABBATICAL LEAVES</u></b>                                                 |
| <u>Entire Year 2008-09</u>                                                              |
| <i>Barbara Black, Associate Professor, English</i>                                      |
| <i>Thomas Lewis, Professor, English</i>                                                 |
| <i>Thomas Phillips, Associate Professor, Psychology</i>                                 |
| <i>Mary Stange, Professor, Philosophy &amp; Religion</i>                                |
|                                                                                         |
| <u>Fall 2008</u>                                                                        |
| <i>Carolyn Anderson, Professor, Theatre</i>                                             |
| <i>John Cunningham, Professor, Art</i>                                                  |
| <i>Raymond Giguere, Professor, Chemistry</i>                                            |
|                                                                                         |
| <u>Spring 2009</u>                                                                      |
| <i>Matthew Hockenos, Associate Professor, History</i>                                   |
| <i>Steven Hoffmann, Professor, Government</i>                                           |
| <i>Hédi Jaouad, Professor, Foreign Languages &amp; Literatures</i>                      |
| <i>Margo Mensing, Associate Professor, Art</i>                                          |
| <i>William Mudrovic, Associate Professor, Foreign Languages &amp; Literatures</i>       |
| <i>Paul Sattler, Associate Professor, Art</i>                                           |
| <i>Shirley Smith, Associate Professor, Foreign Languages &amp; Literatures</i>          |
| <i>Mason Stokes, Associate Professor, English</i>                                       |
|                                                                                         |
| <b><u>PRE-TENURE RESEARCH LEAVES</u></b>                                                |
| <u>Entire Year 2008-09</u>                                                              |
| <i>Monica Das, Assistant Professor, Economics</i>                                       |
| <i>Joshua Ness, Assistant Professor, Biology</i>                                        |
| <i>Joshua Woodfork, Assistant Professor, American Studies</i>                           |
|                                                                                         |
| <u>Fall 2008</u>                                                                        |
| <i>Hassan López, Assistant Professor, Psychology</i>                                    |
| <i>Tillman Nechtman, Assistant Professor, History</i>                                   |
| <i>Thomas H. Reynolds, Assistant Professor, Exercise Science</i>                        |
|                                                                                         |
| <u>Research Leaves with Union College – Fall 2008</u>                                   |
| <i>Matthew Hockenos, Associate Professor, History</i>                                   |
| <i>Shirley Smith, Associate Professor of Italian, Foreign Languages and Literatures</i> |
| <i>Mason Stokes, Associate Professor, English</i>                                       |
|                                                                                         |

# FACULTY ELIGIBLE FOR LEAVE 2009-10

| TYPE:                                                                                                        |                           | Alternate Date |
|--------------------------------------------------------------------------------------------------------------|---------------------------|----------------|
| Bibow, Joerg ~ Assistant Professor, Economics                                                                | Pre-Tenure Research Leave | 2010-11        |
| Burns, Timothy W. ~ Associate Professor, Government                                                          | Sabbatical - Tenured      |                |
| Cahn, Victor L. ~ Professor, English                                                                         | Sabbatical - Tenured      |                |
| Choi, Youngon ~ Assistant Professor, Psychology                                                              | Pre-Tenure Research Leave | 2010-11        |
| Devine, Joanne M. ~ Professor, English                                                                       | Sabbatical - Tenured      |                |
| DiSanto-Rose, Mary ~ Associate Professor, Dance                                                              | Sabbatical - Tenured      |                |
| Faustini, Giuseppe ~ Professor , Foreign Languages and Literatures                                           | Sabbatical - Tenured      |                |
| Ford, Kristie A. ~ Assistant Professor, Sociology, Anthropology and Social Work                              | Pre-Tenure Research Leave | 2010-11        |
| Franke, Sylvia ~ Assistant Professor, Biology                                                                | Pre-Tenure Research Leave | 2010-11        |
| Freeman-Gallant, Corey R. ~ Associate Professor; Class of 1964 Chair for Leadership in the Sciences, Biology | Sabbatical - Tenured      |                |
| Frey, Steven T. ~ Associate Professor, Chemistry                                                             | Sabbatical - Tenured      |                |
| Gonzalez, Francisco J. ~ Associate Professor, Philosophy and Religion                                        | Sabbatical - Tenured      |                |
| Graney, Katherine E. ~ Associate Professor, Government                                                       | Sabbatical - Tenured      |                |
| Holland, Anthony G. ~ Associate Professor, Music                                                             | Sabbatical - Tenured      |                |
| Jones, Robert John ~ Associate Professor, Economics                                                          | Sabbatical - Tenured      |                |
| Lepkowska-White, Elzbieta M. ~ Associate Professor , Management and Business                                 | Sabbatical - Tenured      |                |
| Linke, Richard J. ~ Associate Professor; The Ella Van Dyke Tuthill '32 Professor in Studio Art, Art (Studio) | Sabbatical - Tenured      |                |
| Miller, Doretta M. ~ Professor; The Robert Davidson Chair in Art, Art (Studio)                               | Sabbatical - Tenured      |                |
| Miller, David John ~ Professor; Director of the Schick Art Gallery, Art (Studio)                             | Sabbatical - Tenured      |                |
| Nagarajan, Rajesh ~ Assistant Professor, Chemistry                                                           | Pre-Tenure Research Leave | 2010-11        |
| Norelli, Barbara P. ~ Social Sciences Instructional Services Associate Librarian, Scribner Library           | Sabbatical - Non-Tenured  |                |
| Opitz, Lawrence M. ~ Professor, Theater                                                                      | Sabbatical - Tenured      |                |
| Peterson, David A. ~ Associate Professor, Art (Studio)                                                       | Sabbatical - Tenured      |                |
| Segol, Marla B. ~ Assistant Professor, Philosophy and Religion                                               | Pre-Tenure Research Leave | 2010-11        |
| Simon, Linda S. ~ Professor; Director of the Writing Lab, English                                            | Sabbatical - Tenured      |                |
| Zappen, Susan H. ~ Associate College Librarian for Collections, Scribner Library                             | Sabbatical - Non-Tenured  |                |

| 2011-12                                                           | 2010-11                                                                                                                                                                                                                                           | 2009-10                                                                                                                                                                                                                                             | 2008-09                                        | 2010-11                      | 2009-10                     |  |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|------------------------------|-----------------------------|--|
| TENURE TRACK                                                      | TENURE TRACK                                                                                                                                                                                                                                      | TENURE TRACK                                                                                                                                                                                                                                        | TENURE TRACK                                   | TENURE TRACK                 | TENURE TF                   |  |
|                                                                   | Campa, Mary I. (PS)                                                                                                                                                                                                                               | Bonner, Jennifer (BI)                                                                                                                                                                                                                               | Bibow, Joerg (EC)                              | Das, Monica (EC)             | D'Abate, Ca                 |  |
|                                                                   | Dodge, Tonya (PS)                                                                                                                                                                                                                                 | Bryant, Lei (MU)                                                                                                                                                                                                                                    | Choi, Youngon (PS)                             | Lopez, Hassan (PS)           | Givan, Benje                |  |
|                                                                   | Graciani, Rubén G. (DA)                                                                                                                                                                                                                           | Eckmann, Michael (MCS)                                                                                                                                                                                                                              | Ford, Kristie (SASW)                           | Nechtman, Tillman (HI)       | Hellman, Ma                 |  |
|                                                                   | Inamoto, Masako (FLL)                                                                                                                                                                                                                             | Gibson, Cathy (ES)                                                                                                                                                                                                                                  | Franke, Sylvia (BI)                            | Ness, Joshua (BI)            | Park, Iona (I               |  |
|                                                                   | Murray, Jackie (CL)                                                                                                                                                                                                                               | Grady-Willis, Winston (AM)<br>**                                                                                                                                                                                                                    | Nagarajan, Rajesh (CH)                         | Reynolds, T.H. (EX)          | Silvers, Laur               |  |
|                                                                   | Rhee, Michelle Young-Mee (EN)                                                                                                                                                                                                                     | Grindstaff, Kelly (ED)                                                                                                                                                                                                                              | Segol, Marla (P&R)                             | Woodfork, Joshua C. (AM)     | Taylor, Nata<br>apportioned |  |
|                                                                   | Tierney, R. Kenji (SASW)                                                                                                                                                                                                                          | Johnson, Rebecca (PS)                                                                                                                                                                                                                               | WRITER-IN-RES.<br>S. Stern - (Spring)*<br>(EN) |                              | Grady-Willis<br>**          |  |
|                                                                   | ARTIST-IN-RES.<br>Becker, Alma (TH)<br>Baytelman, Pola (MU)<br><br>Emery, Michael (MU)<br>Harney, Mary (DA)<br>Turner, Anne (MU)<br><br>Vinci, Jan (MU)                                                                                           | Lander, Maria Fernanda (FLL)                                                                                                                                                                                                                        |                                                |                              |                             |  |
|                                                                   |                                                                                                                                                                                                                                                   | Roe-Dale, Rachel (MCS)                                                                                                                                                                                                                              |                                                |                              |                             |  |
|                                                                   |                                                                                                                                                                                                                                                   | Silva, Sonia (SASW)                                                                                                                                                                                                                                 |                                                |                              |                             |  |
|                                                                   |                                                                                                                                                                                                                                                   | Swift, Daniel (EN)                                                                                                                                                                                                                                  |                                                |                              |                             |  |
|                                                                   |                                                                                                                                                                                                                                                   | Taylor, Flagg (GO - .75<br>apportioned pos.)                                                                                                                                                                                                        |                                                |                              |                             |  |
|                                                                   |                                                                                                                                                                                                                                                   | Zhao, Aiwu (M&B)                                                                                                                                                                                                                                    |                                                | LIBRARIANS<br>Cortes, Yvette |                             |  |
|                                                                   |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                     |                                                |                              |                             |  |
| ARTIST-IN-RES.<br>Nazarenko, John                                 |                                                                                                                                                                                                                                                   | ARTIST-IN-RES.<br>Brown, Joel (MU)                                                                                                                                                                                                                  |                                                |                              |                             |  |
| LIBRARIANS<br>Copans, Ruth<br>(Post: end of 4-yr)                 |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                     |                                                |                              |                             |  |
| MISCELLANEOUS<br><br>Casey, Janet (EN+AM<br>-special appointment) | MISCELLANEOUS<br><br>Murphy-Berman, Ginny (PS)<br><br>TEACHING ASSOC.<br>Bales, Kara Cetto (CH)<br><br>Black, Sarah R. (GE)<br><br>Domozych, Catherine (BI)<br>Linz, Jill (PY)<br>van Hook, Sue (BI)<br>WRITER-IN-RES.<br>Herbek, G. (EN) (Fall)* | Hihn, Dick (MU)<br><br>Bond, Will (TH)<br>Bouchard, Kate (TH)<br><br>MISCELLANEOUS<br><br>Marsella, Kim (ES)<br>TEACHING ASSOC.<br>Larsen, Elaine C. (BI)<br>McQuade, Denise (BI)<br>WRITER-IN-RES.<br>Millhauser, S. (Spring)* -<br>Professor (EN) |                                                |                              |                             |  |
|                                                                   | LIBRARIANS<br>Cosgrove, John<br>(Post 6yr - end 4yr.)                                                                                                                                                                                             | LIBRARIANS                                                                                                                                                                                                                                          |                                                |                              |                             |  |
|                                                                   | Hofmann, Linda<br>(Post: 1st 3-yr.)                                                                                                                                                                                                               | Norelli, Barbara<br>(Post: end of 4-yr)                                                                                                                                                                                                             |                                                |                              |                             |  |
|                                                                   | Putnam, Elizabeth<br>(Post 1st 3-yr.)                                                                                                                                                                                                             | Dung-Lan Chen - 2nd 3 yr.<br>(Pre: 1st 3-yr)                                                                                                                                                                                                        |                                                |                              |                             |  |
|                                                                   | Zappen, Susan<br>Post: (end of 3-yr)                                                                                                                                                                                                              | Yvette Cortes (Pre: 1st 3 yr)                                                                                                                                                                                                                       |                                                |                              |                             |  |
|                                                                   | Krzystyniak, Andrew<br>(Initial 3 year)                                                                                                                                                                                                           |                                                                                                                                                                                                                                                     |                                                |                              |                             |  |
|                                                                   |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                     |                                                |                              |                             |  |

# Introductory Information and Readings – Role of Chairs/Directors

## ***DEPARTMENT CHAIRS***

**By Artin Arslanian**

(Bennett and Figuli, eds., *Enhancing Departmental Leadership*, pp. 5-7)

It was by a haphazard process of selection that I became chair of a medium-sized department (10 FTE's). I came to the position unexpectedly and quite unprepared. This was true for many of the new chairs on campus. Most of us had not read about departmental leadership, and our requests to the administration of the college for an orientation seminar went unanswered. Although some of us solicited advice from experienced chairs on campus, it is safe to say that we embarked on our tasks with little experience but full of good intentions. We were resolved to nurture departmental collegiality, encourage excellence in teaching and scholarship, and improve the departmental image on and off campus. We soon learned that these lofty goals were not easily accomplished. We tried our best – with mixed results.

I jotted down a few pointers for the new chair when I recently moved to another college. These are distilled from my experience and the thoughts of other chairs. I share these knowing full well that differences in institutional size, mission, and philosophy may invalidate some of them.

- Always work within the philosophic and pedagogic tradition, and budgetary guidelines of your college... There should be a good fit between your plans and the institutional goals and realities. Ideas and methods considered brilliant in one institution might be damned in another with a different mission, tradition, structure, and clientele.
- Learn to say no early. Resources of all kinds are limited and are invariably outpaced by demand. Do not concentrate most of the resources on a few: all members should receive their fair share. However, make public the criteria informing the distribution of departmental funds and use them consistently; otherwise you'll be (rightly) accused of favoritism or shiftiness.
- Fight the urge to do something as soon as a colleague complains against another or in case of a crisis. First, hear out all parties involved and try to ascertain the facts. Do not become an intermediary or messenger between the feuding parties – this will further complicate the problem. Call the grieving individuals to your office, discuss their concerns and ask them to work out a solution, reminding them that we are condemned to live together as a family in these days of almost nonexistent career mobility.
- When chairing departmental meetings, state the issues and let all present have their say first. Do not begin by arguing your case or solutions as it will create the semblance of an adversarial relationship with those who disagree with you – they may not even bother to express their opinions. Try to maintain an atmosphere conducive to discussion by all members of the department at the price of not having sufficient opportunity to elaborate your position fully. If here is a minority view, give its proponents a second or third opportunity to make their case, but avoid taking formal votes that tend to create winners and losers. Summarize the majority view in such a way as to make some concessions to the concerns of the minority and announce it as the reflection of the department's thinking.
- Do not discuss the shortcomings and weaknesses of the department's members with others if you want to enhance your credibility and the image of the department. Always talk about their contribution, accomplishments, and strength, especially in the case of those who are rumored to have criticized you in public.
- Avoid creating an inquisitorial atmosphere when evaluating for tenure, promotion, salary raises, or merit pay. Required, frequent, and systematic evaluations are the key to a potentially difficult

and sometimes explosive situation. Frequent discussions with individual faculty members about teaching, publications, professional growth, and involvement in the life of the college community create a relaxed environment for open discussion. But make sure to give equal time to the faculty members for the evaluation of your performance as chair and discussion of departmental goals, problems, and priorities. If done frequently and systematically, this procedure will greatly ease the tense atmosphere that permeates yearly evaluations.

- Read the papers and publications of the members of your department, discuss their works with them, and honor their accomplishments in the department and in the wider college community.
- Make sure that candidates visiting the campus are treated professionally. Provide them with pertinent information about departmental needs, educational philosophy, salary, and benefits, but refrain (and restrain others) from gossiping about the members of the department, the faculty at large, or the administration. Indiscretions of this sort have a way of haunting the department, and sometimes the college, whether that candidate is offered a job or not.
- If a colleague takes a problem to the dean's office before resorting to all the departmental procedures, do not invest additional time on the matter. Just inform the dean that the faculty member has failed to exhaust the departmental grievance procedures. A wise dean will refer the case back to the department, lest a precedent be set that will soon flood his office with requests from faculty.
- Do not check your mail after hours or on weekends. If there are problems, there is very little that you can do about them when everyone is away from the campus. Most probably the only thing you will accomplish is to ruin your evening or weekend!

I am sure that others can easily supplement this list from their experience. Let me close with a confession: I failed to follow some of these guidelines – and often paid the price!

## ***TOMORROW'S ACADEMIA: ADVICE FOR FUTURE DEPARTMENT CHAIRS***

The Stanford University Center for Teaching and Learning

<http://ctl.stanford.edu>

An archive of all past postings (with a two week delay) can be found at:

<http://ctl.stanford.edu/Tomprof/postings.html>

Folks:

The posting below has some excellent advice for new, and existing, department chairs. It is by Jeffrey L. Buller, dean of the Wilkes Honors College at Florida Atlantic University

[<<mailto:jbuller@fau.edu>>jbuller@fau.edu] The article appeared in The Department Chair: A Resource for Academic Administrators, Spring, 2006, Vol. 16, No. 2. For further information on how to subscribe, as well as pricing and discount information, please contact, Sandy Quade, Account Manager, John Wiley & Sons, Phone: (203) 643-8066 ([squadepe@wiley.com](mailto:squadepe@wiley.com)). or see: <http://www.josseybass.com/WileyCDA/WileyTitle/productCd-DCH.html>

Regards,

Rick Reis

[reis@stanford.edu](mailto:reis@stanford.edu)

### **Tomorrow's Academia: Advice for Future Department Chairs**

People become department chairs for any number of reasons, but regardless of the avenues that bring them to the position, there are bound to be questions about how to prepare, what qualities to develop, and what knowledge to gain. No one can be completely prepared for the challenges of the chair position because it is impossible to perfectly predict the situations that will arise. Nevertheless, the following suggestions provide some general advice to keep in mind whether you are actively seeking the position or you are appointed to it.

#### **Learn the Technical Operation of Your Institution**

You probably have a good understanding of how curriculum proposals are approved, budgets are set, disputes are negotiated, and searches are approved within your department. (If you don't, stop reading and go find out now. This knowledge is essential.) But how do these processes work outside your department? For example, which office-in fact, which specific person in which office-is contacted when the roof is leaking? Aside from recording students' schedules and grades, what are the responsibilities of the registrar's office? Who ensures that commencement runs smoothly? If an alumnus needs to have a diploma replaced, how do you handle this request? If you wish to change the number of credits required for a major in your discipline, which bodies must approve your proposal and when does it become official? As chair, you will daily be asked questions about the way your department functions and the operational processes of your institution as a whole. Knowing this information will make you more effective.

#### **Develop Conflict Management and Resolution Skills**

No matter how collegial your department may be, the occasional dispute will arise. If your institution offers training in dispute mediation, register for it. If this type of training is not available at your institution, local community colleges or continuing education programs frequently offer it. If neither of these options is available, read a book devoted to this topic. Learn in advance what approaches are most likely to lead to a satisfactory resolution of the conflict. Once issue flairs up at a department meeting or is dropped in your lap, it's usually too late to start developing the skills you need to address it.

### **Balance Your Administrative Duties With Your Remaining Workload**

Some faculty view the chair position as a "career killer": The job takes time away from the research and course improvement needed for promotion, and it holds a high probability of alienating other faculty members when tough decisions are made, yet promises only a low probability of making friends and influencing people." These concerns should be carefully considered, but their reality is less frightening. For every example of a career suffering even modestly because of service as chair, there are dozens of examples of people who are able to successfully balance administration, teaching, and research and whose willingness to make difficult decisions gained them the respect of their peers. Be reasonable about your workload and plan accordingly. Talk to your dean to see if you can gain a better sense of how the demands of the position might affect your schedule. Perhaps you can negotiate an additional course release in order to keep an important scholarly project on track, make arrangements to team-teach a course, or receive additional graduate support for your research project. Most senior administrators have confronted the same question of balancing priorities, and you will discover that there is far more understanding and support than you may realize. Be candid with your dean about your fears. You will likely receive advice on how to handle difficult situations, and you will gain a clearer sense of how well you'll be supported by upper administration.

### **Become Familiar With Parliamentary Procedure**

Parliamentary procedure will help you negotiate the complexities of the committee structure on your campus, allow you to be more effective in amending or tabling motions when necessary, and place you in a position where your issues are more likely to help shape your institution's agenda. In the heat of a particularly intense debate, claims are often made that parliamentary procedure requires this or that. Since most faculty have only a general sense of whether the claim may be true, decisions can be made that could have been more effectively challenged or debated. Use available resources to acquire expertise in the basics of conducting meetings and the priority of various types of motions.

### **Pick Your Battles**

A chair cannot fix every problem or advance every initiative. Those who try either scatter their energies too widely or make the department nervous that everything is going to change. (New chairs will learn that no department is ever ready for as much change as they claim to be.) It is more productive for chairs to focus their attention on a few important improvements than to try to do too much. After your term as chair is over your legacy is likely to be only one or two significant achievements anyway. Do those well and you will have made the best contribution possible.

### **Expand Your View**

As chair, you will need to advocate for and view matters from the entire purview of your discipline. At the very least, you will need to start thinking of yourself as a psychologist rather than as a clinical psychologist, a historian rather than as a U.S. historian, a physicist rather than as a solid state physicist. Consider issues from the perspective of your entire college, institution, or university system. It can sometimes be better to forgo a more immediate desire for the benefit of a longer-term need. Every department and institution is different, but in general you'll benefit most by making decisions based on what you believe is right than on what you believe is expedient. Postponing the creation of a new department line to increase staffing in admissions or the development office could alter the financial chemistry of your institution so that there are more new lines in the future. Allowing a new position to be added in another department may serve your majors better than staffing a new position in your own department. Like a chess player, an effective department chair must view the entire board to see how an individual move affects every other. You will be a far better advocate for your discipline if you understand how it fits into the overall needs of students, faculty, and other university constituents.

### **It's Not Personal**

If you've ever had the privilege of directing students in a play or taking them on an extended trip abroad, you're well aware of the phenomenon of suddenly becoming the lightning rod for others'

discontent. The wise director or program leader knows this is going to happen and doesn't take it personally. Somehow, this lesson, so easily learned in situations involving students, is harder to recall when we're dealing with faculty. The psychology that occurs during long, intense work with any group will occur when you're serving as department chair. One or more faculty members may sometimes treat you coldly, and you'll be convinced that they're upset with something you did or said. Only later will you discover that the cause of their apparent rudeness had nothing at all to do with you. On other days, faculty will blame you for everything that is going wrong, even if you had no control over the situation. Don't let this common occurrence distract you from what you need to do and want to accomplish. As chair, you will occasionally be the object of frustration and animosity simply because these emotions require some outlet. Remember that all that anger is really directed at the chair itself, not at you as a person.

### **Find a Mentor**

Every new chair can benefit from occasional conversations with someone who has gone through the same experiences and who knows how the system works. If your institution does not provide you with a formal mentor, take the initiative to find your own. Choose a chair or former chair in a department that is similar to yours in size, mission, or focus. It is generally best that your mentor not be a former chair of your department. Such an individual, while wanting in most cases to be helpful, is likely still to be involved (at least tangentially) in department politics and anything you say could be used against you. Former chairs of your department will inevitably have an agenda and their own way of doing things; your goal is to discover the way that works best for you, not to adopt what worked well for someone else. Your mentor will provide you with advice and counsel, but it is up to you to decide whether to follow that advice.

### **Find a Confidante**

Find someone you can talk to, even vent to, when necessary. Having a person to whom you can turn when you need to voice your frustrations is not the same as having a mentor. Mentors provide advice; confidantes lend an ear. A good confidante is someone you can talk to freely without worrying that it's going to get back to your faculty or upper administration. For this reason, the person you choose as an outlet for your deepest concerns and annoyances should never be a member of your current institution. The further away from your institution this person is, the better. Everyone needs someone to vent to now and then, but do so wisely and only when it is absolutely necessary. No one likes to feel that every time they hear from someone it is about a new complaint. Moreover, even the things you say in the greatest confidence could be repeated to the wrong people. Use your confidante carefully, and cherish a good one who comes your way.

### **Gain Experience from Every Opportunity**

If there is time before you begin your term as department chair, seek out opportunities to serve on as many department committees as possible. Heading a committee can help you hone your organizational skills. Serving on a committee headed by someone else exposes you to different models of leadership. Each committee you work with will educate you about another aspect of your department and how it works. Serving on college- or institution-wide committees can also expand your contact with the individuals and offices that can help you do your job better when you're chair. Volunteering for search committees outside your area can be particularly productive: You'll improve the skills needed to implement searches yourself, and you'll have an opportunity to ask candidates about methods used to solve particular problems at the institutions where they're currently working or studying. All committee work, no matter how dreary or routine, will provide you with at least some new insights or perspectives. Don't lose the chance to take full advantage of these opportunities.

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## ***LESSONS LEARNED AS A DEPARTMENT CHAIR***

The Stanford University Center for Teaching and Learning <http://ctl.stanford.edu>

An archive of all past postings (with a two week delay) can be found at: <http://ctl.stanford.edu/Tomprof/postings.html>

Folks:

The posting below is a valuable "lessons learned" list from a former department chair, Matthew Lombard, of the Department of Broadcasting, Telecommunications and Mass Media at Temple University in Philadelphia, (lombard@temple.edu). The comments should be of interest to both regular faculty and other department chairs.

Regards,

Rick Reis

reis@stanford.edu

### **Lessons Learned as a Department Chair**

For whatever it may or may not be worth, before I end this last message as chair I want to tell you some of the things I've learned or had reinforced while in the job (apologies to those who suffered as I learned!):

- Administration is critically important to a successful department, school and university and involves a lot more than most of those who aren't administrators think.
- Effective, regular communication at all levels is critically important for successful administration.
- Too many administrators (as too many faculty and people generally of course) aren't effective communicators.
- Policies and procedures, and the interests of the department and institution, are very important, but people - and treating them with fairness, honesty, respect and compassion - are more important.
- High faculty and staff morale, which depends on effective communication and valuing people over policy among other things, is critically important for successful administration and makes life a lot more pleasant.
- Many meetings are of limited value - too often they're scheduled because they've always been scheduled, they last too long, they feature announcements that are more suited to e-mail or other formats, the distributed agendas are too general and/or not followed, the agenda tasks could be accomplished in focused discussions among smaller groups of people, etc.
- A seemingly limitless number of formal and informal barriers and challenges often make trying to accomplish administrative goals incredibly frustrating, but finally accomplishing them can be very satisfying.
- Nearly all academic administrators both impose decisions (top down administration) and determine and implement the decisions of their colleagues (bottom up administration); finding the right balance between the two is essential to success; I think the most effective

administrators lead not by imposing or following but by whenever possible guiding discussions to build reasonable and practical consensus.

- There's only so much time and energy, so administrators can choose to do more things less carefully and thus less well, or fewer things more carefully and thus more effectively; again, finding the right balance is essential to success (if I err, I prefer to err on the side of doing fewer things better).
- Successful administrators (as others) invest great amounts of time and physical and emotional energy into their job but they always remember it's just a job (we all may feel indispensable at times but our institution will carry on with or without us - it's more important to enjoy our life).
- Effective administrators at all levels seek to make incremental and infrequent but regular, scheduled changes rather than shock-to-the-system, constant and unpredictable changes.
- The best administrators always remember that faculty are peers and not subordinates, and treat them accordingly.
- Effective administrators keep organized records for their own and their successors' use, and know that statements and promises are nice but having and keeping them in writing is better (though still not always a guarantee).
- The vast majority of faculty (and administrators for that matter) are hardworking, cooperative, and collegial; unfortunately administrators have to spend too much time thinking about and dealing with the others.
- Administrators (and the rest of us) have to find the right balance between short, terse, bullet-pointed communications (reports, e-mail messages, etc.) and long, detailed, elaborate communications; I tend to favor the latter too much but I'm working on it (so that's my last bullet point here!)."

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## **MYTHS THAT MAKE CHAIRS FEEL THEY ARE POWERLESS**

From the November 1999 AAHE Bulletin

### **Six fallacies that stifle change — and how to overcome them**

By Ann F. Lucas

After decades of giving unquestioning respect, the public has become demanding, critical, and angry with higher education. Employers are dissatisfied with graduates who lack skills in oral and written communication, critical-thinking ability, and being effective team members. Moreover, after almost two decades of downsizing, and the perception that no one's job is safe even though the organization is doing well, the public is angry at the sense of entitlement of academics who retain tenure, whether or not they are productive. This is the source of much of the external pressure for post-tenure review.

Higher education must respond to external criticism that demands change in the system, and to internal awareness of challenges arising from virtual universities and corporate classrooms. Whether that change is improving student learning, relating methodology to course objectives, curriculum renewal, or broader interventions such as outcomes assessment, service-learning, or integrating technology, chairs often feel helpless in the face of necessary innovation.

Developing faculty who will be responsive to these kinds of changes seems a formidable task to chairs. Despite the colossal need for leadership at the departmental level, and the position that the American Association for Higher Education and the Pew Roundtables have taken that the department is the place where change should begin, chairs often state that there is nothing they can do to initiate change in the department. Not only do they not know how to be change agents, they do not believe that they have the power to bring about change. Fewer than one-third of 4,500 chairs in self-report data I have collected reported any degree of success in motivating difficult colleagues or poor teachers who are tenured. Chairs also report problems in getting faculty to accept a "fair share" of the work of the department, and in dealing with conflict in the department. There is a feeling of powerlessness in the face of such difficulties, primarily because faculty are tenured and thus presumably resistive to change. On campus after campus, chairs have repeated to me a series of myths they believe as justification for being unable to modify the status quo.

A myth, particularly one in which there is a strong belief, is a fixed perception of a situation that in turn dictates what an individual can control and what cannot be changed. The "rules of the game" develop from such an attribution or label; for example, whether chairs will try to deal with difficult colleagues, or ignore the situation because they believe there is nothing they can do that will make a difference. Thus, chairs build high walls around themselves and around circumstances that not only control their behavior but justify how they choose to behave. Whenever individuals describe a situation as having no solution, or see it only as a dichotomy having just two opposed alternatives, it is probable that they are engaging in premature closure. In other words, they have stopped trying to generate options to the problem, and often put themselves in no-win situations.

From my observations, here are the six most frequent fixed beliefs, or myths, that are dysfunctional for the chairs who hold them, accompanied each time by my rebuttal.

- 1. "I am elected by my colleagues to serve at their pleasure for only three or four years, then I will be a faculty member again. Therefore, there is nothing I can do to deal with the problems."**

The belief in an inability to do anything as chair because a person is simply a peer among equals conveys an aura of humility and democracy in action; yet it can effectively leave a department without a leader. Particularly when a chair is elected by peers for a limited term, choosing to be a team leader is a valuable choice of leadership style. As team leader, a chair can take an active role in seeking

meaningful input and full participation from everyone in the department so that faculty members can plan and organize themselves to function most effectively. Being a team leader requires setting shared goals with the department and individual goals with individual faculty members so that everyone can focus on how they can achieve departmental goals while realizing their own. Goal setting with individuals and providing feedback on performance in a supportive climate are the strongest forces a chair can use for motivating faculty. When chairs are passive because they feel there is nothing they can do, departments, and often faculty, stagnate.

**2. "It is my turn in the barrel. I don't particularly want to be chair, but we all have to take a turn."**

Given academic norms that administration of any sort is a necessary evil, such statements by an incoming department chair do not usually raise concern among faculty; on the contrary, faculty often worry that people who want to be chair may be seeking power. However, when someone doesn't want to be chair, neither the department nor its faculty will benefit by having a person in that role simply because it is his or her "turn." What is most likely is that such an individual will behave in a passive-resistive fashion and accomplish nothing for the department. Whenever he or she is chided for not taking some responsibility, the response can always be, "But I didn't ask to be chair."

**3. "I am simply a peer among equals. I am not a manager."**

This is a good example of generating only two options. "I am either a peer or a manager. There is nothing in between." As chair, an individual is no longer just a peer among equals. Chairs have responsibilities that are different from those of faculty members. Although all chairs have to perform some management functions, they don't have to become managers; they can become leaders.

**4. "I have neither carrot nor stick. It is not possible either to reward or punish faculty members."**

It is simplistic to think that rewards include only economic benefits, and that punishment means only the firing of a faculty member. There are many more meaningful ways to reward people; and punishment has so many negative side effects, it is rarely an alternative of choice in motivating others. When chairs are respected colleagues, they have the ability to reinforce faculty for the latter's work. Being taken seriously by a colleague who appreciates the quality of what an individual is doing is both rewarding and motivating. Moreover, chairs usually have major input into personnel decision making, scheduling of courses, release time, and allocation of resources. Therefore, despite the fact that it is not realistic, the perception that chairs have "neither carrot nor stick" certainly contributes to their feelings of powerlessness.

**5. "I am neither fish nor fowl. Being neither faculty member nor administrator, my role is not clear."**

Granted that role conflict is stressful, a chair must be the conduit between faculty and administration, representing the needs of each to the other. This requires that a chair be an articulate spokesperson for department members to administration. It is also necessary for a chair to be a public relations person for faculty members so that their accomplishments, their impact on the discipline at the state or national level, and their outreach to the community can be appreciated by the rest of the university.

In addition, however, because they represent administration to faculty, chairs must at times advance points of view that represent what is deemed to be good for the college or university over what is perceived as good for individual faculty members. For example, faculty often strongly resist a chair's request that they teach an 8 a.m. class, a late evening course, or a course that meets three times a week. In each of these cases, faculty may feel that the chair has lost the ability to identify with

colleagues and is behaving like an administrator. Chairs must handle such conflict in their roles with tact, fairness, and good humor.

#### **6. "I have no power. Therefore, I can do nothing."**

Many chairs feel they have no power, though this perception is not usually accurate. In the context of the work of the chair, power is the ability to influence faculty to achieve their own goals as they accomplish the work of the department. Chairs have enough power to motivate faculty to increase student learning by teaching effectively, to increase scholarly productivity, and to increase service or outreach activities. All they need is to know how to go about it.

The kinds of power that chairs have to motivate faculty include position power, personal power, and expert power. Position power, often referred to as legitimate power, is related to the authority individuals have simply because of their positions. The extent to which chairs control rewards and punishments varies markedly from one institution to another, but when their input on administrative matters is weighted heavily by a college or university, their position power is increased. Thus, chairs have strong position power when their judgment is given serious consideration in personnel decision making.

Position power is by and large a given. Personal power, however, varies considerably and can be increased in legitimate ways. If chairs treat everyone with respect, if they are perceived as working for and fighting for the well-being of their faculty members when the cause is just, if chairs create a supportive climate in the department, and if they give people recognition and visibility for their achievements, their personal power becomes greater.

A third kind of power is expert power, which is based on knowledge and control of resources. Chairs usually know better than faculty how to get things accomplished in a college or university, particularly how to do things that are not described in faculty handbooks and other formal documents.

### **Overcoming Mythology**

Chairs do have considerable power, then, but when they believe these six myths their effectiveness is undoubtedly reduced. However, institutions also have great responsibility for enhancing competent leadership by taking the chair role more seriously. Although the 80,000 chairs in colleges and universities constitute a knowledgeable body of leadership and influence, too often they are overlooked as the valuable resource they can be. There is little evidence that sufficient care is given to selection, training, professional development, and support of chairs.

Furthermore, if chairs are to be good team leaders and effective agents of change, they need to learn how to initiate those difficult conversations in which the collective wisdom of their colleagues is gathered so that commitment is developed to confront challenges that face their departments. Chairs need to learn the skills for leading change. Chairs must learn how to confront and manage negative behaviors of faculty and staff. They need to learn more about motivating department members. Chairs must master skills in creating a supportive communication climate, managing constructive feedback, resolving conflict, and be engaged in their own ongoing leadership development. In addition, some of the mind-deadening paperwork — the primary complaint of chairs — must be handled by computer or delegated to a technical assistant or a competent secretary so that chairs have time to be leaders.

(Ann F. Lucas is a professor of organization development at Fairleigh Dickinson University. She can be reached at [annlucas@aol.com](mailto:annlucas@aol.com).) Lucas is the author of *Strengthening Departmental Leadership: A Team Building Guide for Chairs in Colleges and Universities* (Jossey-Bass, 1994). Her most recent book, *Leading Academic Change: Essential Roles for Chairs*, will be published by Jossey-Bass in January 2000.

# Appointment and Review of Department Chairs

**Excerpt from the 2007-08 Faculty Handbook**

## PART I, XV. APPOINTMENT AND REVIEW OF DEPARTMENT CHAIRS

### A. Criteria for Appointment:

1. The appointee shall normally hold the rank of Associate or full Professor.
2. The appointee should have extensive and successful teaching experience.
3. The appointee should have qualities of personal and professional leadership and should have demonstrated evidence of administrative skill.

### B. Procedures for Appointment:

1. Appointment of a Department Chair is made by the Dean of the Faculty, in consultation with the members of the department concerned.
2. Appointments to the Chair are for one year and are renewable; four to eight years is the normal length of service. A Chair (tenured or untenured) may not be removed as Chair during the course of an academic year except for cause.

### C. Procedures for Review:

1. Department Chairs shall be reviewed once every four years. In the event of an intervening sabbatical or leave of absence the review will take place in the fifth year. More frequent reviews may take place at the request of the Chair or the Dean of the Faculty. Untenured faculty serving as Chairs at the time of review for reappointment or for tenure shall be reviewed separately as Department Chairs.
2. The review of a Department Chair shall be conducted by the Dean of the Faculty. Each member of the department shall be requested to present a written evaluation to the Dean of the Faculty. All such statements shall be confidential.
3. Student majors in the department shall also be involved in the review of Chairs, each department determining its method of student involvement.

### D. Obligations Pertaining to Department Chairs:

1. Leadership: The Chair is responsible to the College, to the department, and to the administration for the effective leadership of the department; the Chair is responsible to the department for the effective and accurate representation of its interests and concerns to the administration. Chairs should strive to recruit and maintain faculty who demonstrate excellence both in teaching and professional accomplishment. They should coordinate and stimulate participation in departmental affairs by all faculty and, where appropriate, students, and strive to keep departmental morale high. They should, moreover, maintain sensitivity to the world outside their disciplines and the College, and continually attempt to keep their departments aware of and responsive to the larger educational and social contexts in which they function.
2. Curriculum: The Chair, in consultation with other department members, is responsible for the department's course offerings and major requirements. Insofar as is possible, faculty should be permitted to teach the courses they prefer in the areas of their particular expertise, providing that student needs are met. Scheduling of courses and determination of examination policies should,

insofar as possible, reflect the wishes of the department members teaching those courses. The Chair should take into account the needs of the students as well as the discipline in the shaping of the curriculum. The Chair has the primary responsibility for encouraging faculty to advise students conscientiously and carefully and also to keep library and resource materials current.

3. Personnel: The Chair is responsible for seeking out highly qualified candidates for vacancies in the department. An important factor in their selection should be their competence and willingness to teach according to the specified needs of the department and the College. The Chair establishes search and selection procedures in consultation with the Dean of the Faculty, the Director of Institutional Diversity, Program Directors (where appropriate), and members of the Department. The Chair makes recommendations on appointments (Part One, Article V), reappointments (Part One, Article VIII), promotions (Part One, Article XI), tenure (Part One, Article IX), sabbaticals and leaves (Part One, Article XII), and salary increments to the Dean of the Faculty, the Committee on Faculty Development (where appropriate) and the CAPT (where required).

The Chair is responsible for coordinating and making equitable the teaching loads of the members of the department according to standards (including those governing course releases) administered by the Dean of the Faculty; the Chair's personal teaching load is reduced in proportion to his/her administrative responsibilities. The Chair renders guidance and assistance to faculty in every way possible. The Chair keeps untenured faculty apprised of their progress through the tenure system through annual letters of evaluation. Each year non tenured faculty meets with their respective Chairs to discuss the content of their annual letters of evaluation. Continuing part-time faculty shall also receive annual letters of evaluation. Tenured members of the department shall normally be evaluated every three years on a schedule determined by the Chair and coordinated with the individual's and the department's sabbatical cycle. The Dean of the Faculty shall keep a record of tenured faculty members' evaluation cycles, and remind department Chairs when evaluations are due. The annual letters of evaluation shall be transmitted to the individuals concerned and a copy will be sent to the Dean of the Faculty's office no later than August 31<sup>st</sup> following that academic year. These evaluations are to be kept on file in the individual's department and in the Dean of the Faculty's office. Only the individual, the Chair, and the Dean of the Faculty may have access to these evaluations.

4. Communication: The Chair should foster effective intra- and inter-departmental communications among all students, faculty and administrators, making clear to these constituencies the nature of all departmental policies and procedures. Departmental meetings should be held regularly, and department members should be informed of discussions at academic staff meetings. The Chair is responsible for keeping the catalogue description of the department current and accurate, and is responsible for the annual departmental report to the President and the Dean of the Faculty.

5. Support: The Chair shall seek to provide faculty members with adequate office space and working facilities and, in consultation with the Dean of the Faculty, shall make necessary budgetary provisions for teaching aids such as films, records, slides, videotapes, software, etc., for duplicating equipment, for field trips, and for proper secretarial and student assistance.

# Appointment, Review, and Evaluation of Directors

*Excerpt from the 2007-08 Faculty Handbook*

## **PART I, XVI. APPOINTMENT, REVIEW, AND EVALUATION OF DIRECTORS OF INTERDISCIPLINARY PROGRAMS**

### **A. Criteria for Appointment:**

1. The appointee shall normally hold the rank of Assistant, Associate, or full Professor in a department.
2. The appointee should have extensive and successful teaching experience.
3. The appointee should have qualities of personal and professional leadership and should demonstrate evidence of administrative skill.

### **B. Procedures for Appointment:**

1. Appointment of a Program Director is made by the Dean of the Faculty in consultation with the teaching faculty in the program and the appropriate department Chair.
2. A Director (tenured or untenured) may not be removed as Director during the course of an academic year except for cause.

### **C. Procedures for Review:**

1. Program Directors shall be reviewed by the Dean of the Faculty once every four years. In the event of an intervening sabbatical or leave of absence, the review will take place in the fifth year. More frequent reviews may take place at the request of the Dean of the Faculty. Untenured faculty serving as Directors at the time of review for reappointment or for tenure shall be reviewed separately as Program Directors.
2. The review of a Program Director shall be conducted by the Dean of the Faculty. Each active member of the program shall be requested to present a written evaluation to the Dean of the Faculty. All such statements shall be confidential.
3. Students in the program shall also be involved in the review of Directors, each program determining its method of student involvement.

### **D. Obligations Pertaining to Program Directors:**

1. **Leadership:** The Director is responsible to the College, to the program, and to the administration for the effective leadership of the program; the Director is responsible to the program for the effective and accurate representation of its interests and concerns to the administration. Directors should strive to advocate, promote, and coordinate faculty participation in the program. They should coordinate and stimulate participation in program affairs by all faculty and, where appropriate, students, and strive to keep program morale high. They should, moreover, maintain sensitivity to the world outside their programs and the College, and continually attempt to keep their programs aware of and responsive to the larger educational and social contexts in which they function. Directors should ensure that the interdisciplinary nature of the programs remain central to the mission of the College.
2. **Curriculum:** The Director, in consultation with other program members, is responsible for the program's course offerings and requirements. Directors, in consultation with teaching faculty and department Chairs, will coordinate the scheduling of courses. The Director should take into account

the needs of the students as well as the program in the shaping of the curriculum. The Director has the primary responsibility for advising students in the program and also keeping library and resource materials current.

3. Personnel: The Director, in consultation with appropriate department Chairs, is responsible for seeking out highly qualified candidates to teach in the program. The Director renders guidance and assistance to faculty in the program. The Director has access to teaching faculty's curriculum vitae, syllabi and teaching evaluations for courses in the program. The Director consults with the appropriate department Chair when teaching faculty in the program are eligible for reappointment, tenure, and promotion.

4. Communication: The Director should foster effective intra- and inter-program communications among all students, faculty, and administrators, making clear to these constituencies the nature of all program policies and procedures. The Director is responsible for keeping the catalogue description of the program current and accurate and for the annual program report to the Dean of the Faculty.

5. Support: The Director, in consultation with the Dean of the Faculty and the appropriate department Chair, if relevant, shall make necessary budgetary provisions for teaching aids such as films, records, slides, videotapes, software, etc., for duplicating equipment, for field trips, and for proper secretarial and student assistance.

#### E. Procedures for Evaluation:

1. The candidate's department Chair shall take into account the candidate's contributions to the program in writing the annual (or in the case of tenured faculty, tri-annual) letter of evaluation.

2. In all personnel decisions, the department Chair shall consult in writing the faculty who have been active in the program during the last two years to gather evidence on the performance of the candidate in the following areas: teaching, scholarly, professional or creative activity, community service.

3. In the case of programs with personnel committees, such as Women's Studies, the department Chair shall consult the personnel committee. In the case of programs without personnel committees, the candidate's department Chair shall solicit letters of recommendation from faculty in the program.

4. The faculty referees shall in all cases indicate in writing clear support or lack of support for the candidate on the basis of his or her work in the program.

5. In a second year review the Faculty Handbook does not require documentation appended to the Chair's letter. In all other personnel decisions forwarded to the Dean of the Faculty and to the CAPT, the department Chair will attach the written statements of those reviewing the candidate's contributions to the program. Chairs and referees shall ensure that all materials are forwarded to the Dean of the Faculty and to the CAPT by the announced deadlines.

6. With the exception of Environmental Studies which has tenure track lines, it is the responsibility of the Chair of the department to evaluate the candidate's contributions to the program and to incorporate that evaluation within the Chair's letter to the Dean and/or the CAPT. The Program Director for Environmental Studies shall provide tenure track faculty reviews and evaluations.

# GUIDELINES FOR ACADEMIC PROGRAM REVIEWS

## GOALS AND PROCESS

1. Based on the academic program review schedule in the DC/PD Handbook, each year the Dean and/or Associate Dean of the Faculty will notify those departments scheduled for program review the following year. During the fall semester, the Dean or Associate Dean will notify the chairs or directors of those programs and will request a list of suggested members of external review panels, and a set of issues and mutual concerns to be addressed in the review. In preparing the list of suggested reviewers, chairs and directors should seek well-qualified individuals, preferably from institutions or programs similar to our own and, where possible, from the Northeastern United States. Teams will normally consist of three individuals with diverse specializations. Team members will receive a modest honorarium. Following approval of the reviewers by the Dean of the Faculty's Office, chairs and program directors should contact reviewers and set the dates for the visit as early as possible, and no later than early in the fall semester; teams may visit at any convenient time during the year.
2. Programs will be asked to provide copies of the following materials to the Dean's office for the external reviewers:
  - a. the departmental or program mission statement (which should include its relationship to all-college curricular and co-curricular programs), and its goals for student learning, both for majors and non majors
  - b. a roster of the department (including administrative assistants) and a curriculum vitae of each faculty member of the department or program
  - c. the most recent department or program annual report, including recent enrollment data and information regarding assessment of student learning
  - d. any special publications of the program, e.g., admissions brochures, newsletters, etc.
3. Programs will complete a self-study to be sent to the DOF's Office for review at least four weeks prior to being sent out to the external evaluators. The self study will be made available to the external reviewers no later than two weeks prior to the visit. The self study should address the following areas or questions:
  - a. What are the program's current strengths?
  - b. What are the program's current weaknesses?
  - c. Provide a description and analysis of the program's curricular changes in the last three to five years.
  - d. What changes in the program's curriculum are being proposed for the next year and/or are under consideration for the next three to five years?
  - e. Where might some savings in spending be realized, or what resources might be reallocated? What would be the justification for allocation of resources?
  - f. How is student learning in the program being assessed? What other assessment processes are being considered and why?
  - g. What has been the impact of assessment on the faculty's thinking about the program: curriculum, advising, events, facilities?
  - h. What are the program's current and foreseeable needs in staff, equipment, or other support?
  - i. If the program supports a major and/or a minor, what are the goals of that degree program and how are they met by the course requirements currently in effect?

- j. What is the program doing in terms of tracking its graduates after they leave the college?
  - k. What are the career trajectories or educational attainment of majors and minors over the last ten years?
  - l. What is the program's relationship to the various all-college programs (e.g., Asian Studies, Environmental Studies, First-Year Experience, Women's Studies) and requirements (e.g. Cultural-Centered Inquiry, Writing, and Quantitative Reasoning)?
  - m. What would you like to see happening in the program 5 years from now? 10 years?
  - n. Any other issues identified by the program and the administration in their preliminary discussions.
4. Programs will provide the DOF's Office with the arrival and departure schedules for visiting team members and will set up itineraries for team members, which will include meetings with all program personnel, appropriate groups of students, and a tour of the facilities. The itinerary will include an initial meeting with senior academic administrators, and time for team members to discuss, by themselves, their preliminary reactions to what they have learned from their visit. This meeting will precede their exit meeting with the DOF and the ADOF. Review teams will submit written reports to the Dean and/or the Associate Dean of the Faculty within 30 days of their campus visit. Skidmore will reimburse reviewers for travel, meals, and other incidental expenses incurred during their visit. If reviewers choose to drive, they must keep track of mileage. The College will pay an honorarium of **\$700** to each member of the team and an additional **\$300** for the team member writing the final report, who will be selected by the reviewing team. The report is due within 30 days of the visit. All honoraria will be paid promptly upon receipt of the final report.
- After report is submitted, the Dean or Associate Dean of the Faculty will forward a copy to the department chair or program director who will share it with the members of the department or program. The Chair or Program Director will submit a written response to the report to the Dean or Associate Dean of the Faculty. The Dean or the Associate Dean will also share the report with other members of the administration and will then meet with the Chair or Director of the program to discuss both the reviewers' report and the department's or program's response, to consider any recommendations for action. One year following the receipt of the evaluators' report, the Dean or Associate Dean will meet again with the Chair or Director (and with other members of the department or program if necessary) to review what has been accomplished.

## ***PROGRAM REVIEW TIMELINE & DETAILS***

### **Beginning of the semester of the review**

- The Dean of the Faculty approves the list of reviewers recommended by the department or program.
- The department chair or program director contacts the Dean of Faculty's Office to identify potential dates. Dates are determined by the availability of the Dean of the Faculty and Associate Dean of the Faculty.
- Once the dates are determined, the Dean of Faculty's Office, in coordination with the Administrative Coordinator of the VPAA's Office, will issue a letter to the reviewers stating the date, honoraria, and other information concerning their visit to Skidmore. The *Faculty Handbook*, course catalog, and other pertinent institutional information are also included with the above letter to reviewers.
- The support staff for the department or program makes all travel arrangements, reimbursements and payment of honoraria to the reviewers.

#### **Four to Six Weeks Before the Review**

- Self-study completed for review by the DOF and the ADOF. The DOF will work with the department chair or program director if any revisions are necessary.

#### **Three to Four Weeks Before the Review**

- Department chair/program director, creates an itinerary and must have it approved by the DOF's Office.

#### **Two Weeks Before the Review**

- Self-study mailed to the reviewers by the department chair or program director no later than two weeks before the visit.
- The Department or Program submits three copies of the self-study to the DOF's Office.

#### **One Week Before the Review**

- The itinerary is sent via e-mail attachment to the reviewers. Subsequent changes after the itinerary is sent should be included in a revised itinerary and given to DOF's Office and to the reviewers upon their arrival.

### ***DRAFT ITINERARY FOR REVIEWERS' VISIT***

#### **Day 1**

- Reviewers arrive on campus by 5:00 p.m.
- The DOF and the ADOF dine with the reviewers to discuss the itinerary, self-study and to review the major issues that will need to be addressed during their visit.

#### **Day 2**

##### **Breakfast & Morning Itinerary**

- Reviewers have breakfast with the department chair or program director.
- Reviewers meet with full-time department members and staff (including faculty/administrative/or support). Each meeting should last at least half an hour. If there is a large list of faculty and/or staff that need to meet with the reviewers, the department should determine the best process to structure the meetings.

##### **Lunch**

- Reviewers meet with majors and/or minors, or appropriate student constituencies, in the department or program. Lunch is often a comfortable environment for students to meet with reviewers.

##### **Afternoon Itinerary**

- Reviewers continue to meet with department members and staff.
- If there are other faculty/staff/students that need to meet the reviewers but do not necessarily have to have a one-on-one meeting, a reception can be planned for late in the afternoon. Reception costs must be approved by the DOF.

### **Dinner**

- Reviewers have dinner on their own to discuss their findings.

### **Day 3**

#### **Breakfast & Morning Itinerary**

- Reviewers have breakfast with the department chair or members of the faculty/staff with whom they could not be met during Day 2.
- The DOF and ADOF hold an exit interview with the reviewing team prior to its leaving campus.
- Depending on travel arrangements – reviewers stay for lunch or leave for their home institutions.

**\* All expenses for the review are charged to an account in the DOF's office.**

*Please consult with Sue Blair (ext. 5706 [sblair@skidmore.edu](mailto:sblair@skidmore.edu)) regarding expenses and payments.*

## Schedule of Department/Program Reviews

|                                                                                                                                                  |                                                                                                                                  |                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>2011-12:</u></b><br>Neuroscience                                                                                                           | Shakespeare Programme -<br>Reaccreditation self-study                                                                            | <b><u>1994-95:</u></b><br>Center for Child Study<br>History                                                                               |
| <b><u>2010-11:</u></b><br>Honors Forum<br>Law & Society<br>Philosophy & Religion<br>Psychology<br>Sociology                                      | <b><u>2003-04:</u></b><br>Art - Reaccreditation<br>Art History<br>Management & Business<br>Math<br>Computer Science              | <b><u>1993-94:</u></b><br>Anthropology<br>Chemistry and Physics<br>Women's Studies                                                        |
| <b><u>2009-10:</u></b><br>Child Development Center<br>Classics<br>Economics<br>International Affairs<br>Women's Studies                          | <b><u>2002-03:</u></b><br>Biology<br>Education - Reaccreditation<br>Exercise Science<br>Dance<br>Athletics<br>Music<br>Theater   | <b><u>1992-93:</u></b><br>Asian Studies<br>Foreign Languages and<br>Literatures                                                           |
| <b><u>2008-09:</u></b><br>English<br>Anthropology<br>Library (VPAA)<br>Registrar (VPAA)                                                          | <b><u>2001-02:</u></b><br>None                                                                                                   | <b><u>1991-92:</u></b><br>Business<br>Social Work<br>Sociology                                                                            |
| <b><u>2007-08:</u></b><br>None                                                                                                                   | <b><u>2000-01:</u></b><br>None                                                                                                   | <b><u>1990-91:</u></b><br>Art & Art History<br>Government<br>Mathematics and Computer<br>Science                                          |
| <b><u>2006-07:</u></b><br>American Studies<br>Foreign Languages and<br>Literatures<br>Geosciences<br>History<br>Social Work –<br>Reaccreditation | <b><u>1999-00:</u></b><br>Law and Society<br><br><b><u>1998-99:</u></b><br>None<br><br><b><u>1997-98:</u></b><br>Registrar       | <b><u>1989-90:</u></b><br>Economics<br>Lucy Scribner Library<br>Theater<br><br><b><u>1988-89:</u></b><br>English<br>Psychology<br>Biology |
| <b><u>2005-06:</u></b><br>Asian Studies<br>Chemistry<br>Environmental Studies<br>Government<br>Physics                                           | <b><u>1996-97:</u></b><br>Environmental Studies<br>Liberal Studies<br><br><b><u>1995-96:</u></b><br>American Studies<br>Classics | <b><u>1987-88:</u></b><br>Philosophy & Religion<br><br><b><u>1986-87:</u></b><br>American Studies                                         |
| <b><u>2004-05:</u></b>                                                                                                                           |                                                                                                                                  |                                                                                                                                           |

## Academic Assessment at Skidmore College

Think of some of the real questions you have about your curriculum and about how well your students are doing, questions such as: How strong are our students' research skills? Can our students apply what they are learning outside of class? How motivated are our students to learn on their own? If our students can choose from a wide variety of electives, are they leaving our program with the same skills and knowledge, or does what they learn vary greatly from student to student? By the time are students are seniors, are they ready for their final courses or do some seem to have gaps in what they've learned? Do our introductory courses attempt to cover too much? Should we revise the sequence of our courses to enable students to learn more effectively? A good many of our courses are now four credits instead of three—do our student learn more or in greater depth as a result? These questions – and others like them – reflect the real concerns that faculty have about the effectiveness of their curricula. Finding answers to such questions is one of the most important roles for assessment.

### **ANNUAL ASSESSMENT REPORT**

The annual assessment report is to be included **as a separate attachment** to the annual program report to the Dean of the Faculty. The components of the report include (1) the learning objectives or goals of the program, (2) the method or methods used to assess each learning objective, (3) how, when, and by whom the results will be analyzed and acted upon, and (4) the results of the most current assessments and curricular changes based upon those results. Assessment plans may evolve from year to year based upon the experiences of the faculty with assessments. For a format of the annual report, go to the Skidmore assessment website:  
<http://www.skidmore.edu/administration/assessment/>.

### **The Purpose**

What do we really want to know about our students? The questions you ask will vary from program to program, whether they deal with students learning specific content, skills or attitudes, or perhaps with issues of student motivation and ability to monitor their own learning. Our assumption is that the key assessment questions are best known by the program faculty themselves, for they are the ones who encounter students on a daily basis, whether in their classes or outside. But finding ways to answer them is key to our success.

Academic assessment seeks to answer the broad question, "What and how well do our students learn what we are attempting to teach them?" As such, academic assessment is not designed to evaluate individual faculty or even individual courses. It is designed to evaluate programs as a whole, such as academic majors, and to determine where the programs might be strengthened in order to improve students' ability to learn. The primary audience for academic assessments is not administrators or accrediting agencies, but, rather, the program faculty themselves.

An assessment program is essentially a way of formalizing the informal discussions, concerns, and questions that faculty have always had about their classes and their students, whether in the hallways, their offices, department meetings, or social gatherings.

Academic assessments work best when they are designed and carried out by the academic faculty themselves, supported as appropriate by the Office of Institutional Research and the Faculty Assessment Coordinator. Therefore, it is essential that all faculty in our programs ask themselves such key questions as, "What should a graduate of our program know, be able to do, and/or value?" and "How do our courses provide students with opportunities to develop their knowledge, skills, and values?" The answers to such questions provide the basis for assessing the program

In addition to assessments that become part of the fabric of each academic department, the institution assesses student learning in institution-wide contexts. For example, is the core curriculum accomplishing all that we want it to accomplish? Are residential life programs supportive of academic learning? What are the roles of extracurricular activities such as athletics, clubs, and guest speakers or performers? Clearly, the responsibility for assessing academic learning extends beyond the program faculty, for we all know that what students learn while in college results from an accumulation of learning experiences, both formal and informal.

An assessment plan involves more than determining what students should learn and assessing their learning. It requires time to share the results of the assessment with the faculty members and time to reflect upon what those results may imply for individual courses, course sequences, pedagogical practices, and/or student support. Faculty discussions of assessment results may even lead to recommendations for changes to student support structures, such as the library, technology, career placement, or counseling and can provide substantial documentation supporting requests for needed resources. The most important step in any assessment program is the serious discussion by the program's faculty of the results of the assessments and what can be done to improve those results.

## **The Role of the Chair**

What is the role of the department chair in fostering successful assessment efforts in each department? A list of responsibilities in helping the department develop an assessment plan includes the following:

- Promoting faculty discussions of the characteristics of students (knowledge, skills, values) that graduates of the program should possess.
- Helping faculty determine how to assess those characteristics, such as deciding which samples of student work best indicate student abilities or how assessments can be built in to the normal work of teaching rather than added on.
- Supporting the work of faculty in conducting the actual assessments.
- Leading faculty discussions of the results of the assessments and the implications for the content and pedagogy of the curriculum.
- Supporting faculty efforts to improve student learning in the program, such as building the courses or assignments that are likely to help students develop those characteristics and meet our high expectations.
- Supporting the writing and dissemination of assessment reports as appropriate;
- Submitting the annual assessment plan and report to the Faculty Assessment Coordinator and the Vice President of Academic Affairs.

## **Assessment Methods—a short overview**

For assessment methods, models, examples from other institutions, and resources such as research reports and a bibliography of current articles and books on assessment, go to Skidmore's assessment website: <http://www.skidmore.edu/administration/assessment/>.

Assessments may be carried out in many different ways, depending upon the depth of information and nature of what is being assessed. The assessment methods may be categorized as either direct or indirect assessments.

## Direct assessment methods

Direct assessment methods are “direct” because they look at actual student work to determine whether the students have learned what the faculty want them to learn. Among the direct methods most commonly used are the following:

- **Portfolios:** Student portfolios may be collected from the time that students enter a program until they graduate or may be collected for narrower time frames. Students are responsible for gathering the information that the faculty want them to gather. Among the types of materials contained in a portfolio may be research papers, essays, drafts of written material leading to a final product, laboratory research, videotapes of performances, exhibits of creative work, and examinations. A particularly valuable component of student portfolios is the reflective essay, in which the student reflects back upon her or his growth in scholarship or creative efforts and draws conclusions about his or her strengths and weaknesses at the time the portfolio is compiled. To save valuable space, many portfolios are now gathered electronically. The primary drawback of the portfolio is that it takes time for faculty to review. The primary advantage is that it can be designed to represent a broad view of student academic development, one that also contains some depth.
- **Embedded assessments:** Embedded assessments make use of student work produced in specific classes. As a result, the students do not even need to know that their work is being used for assessment purposes. In addition, the material used for assessment is produced within the normal workload of both faculty and students. As such, embedded assessments provide a realistic source of information about student work. In departments that use examinations to evaluate students, sometimes only a few of the examination items are actually designed for assessment purposes. The data provided by embedded assessments should be reviewed by faculty beyond the course instructor, perhaps using a rubric of key characteristics to guide the assessments. The instructor uses the student work to provide grades. The faculty examine the student work to understand what and how students are learning in the program.
- **Capstone experiences or senior projects:** Capstone experiences most often occur in courses taken by students toward the end of their academic program, typically in the senior year. Capstone courses can be designed to require students to demonstrate their accumulated knowledge, skills, and/or values through major creative or research projects, as well as written and oral presentations. The major advantage to the capstone course or experience is that it provides a focused event upon which the assessment can be based. As with embedded assessments, capstone courses make use of data that students produce within the normal course of their work. One caution is that, while the faculty member teaching the course is responsible for giving grades to students, other program faculty should be involved in evaluating the work of the students from an assessment perspective. A drawback to the capstone course is that it cannot hope to encapsulate everything that a student has learned, but assignments can be designed to elicit student work that does include much of what they have learned.
- **Examinations or standardized tests external to the courses:** Culminating examinations may be constructed by the faculty or purchased from national testing organizations (such as the ACT CAAP, ETS field exams, or the Missouri BASE). Constructing such examinations is time-consuming, and standardized national measures may not correlate with your academic program. They are costly to either the institution or the student. And, unless they are required for graduation, student motivation to do well in them may be low.
- **Internships and other field experiences:** Internships and field experiences provide opportunities for students to apply their learning outside the classroom. Evaluations of student work in such experiences may provide valuable information on whether the students

are able to use what they have learned in class when they are confronted with “real world” situations. They may, in fact, be the capstone experience for the students’ program.

### Indirect assessment methods

Indirect assessment methods require that faculty infer actual student abilities, knowledge, and values rather than observe direct evidence, and so they do not provide the best data for making curricular decisions. Among indirect methods are:

- **Surveys:** Student surveys or surveys of employers and others provide impressions from survey respondents. These impressions may change over time (for example, will a senior value the same thing as an alumnus who has been working for several years?). Respondents may respond with what they think those conducting the survey want to hear, rather than what they truly believe. Surveys are easy to administer, but often do not result in responses from everyone surveyed. They may, however, provide clues to what should be assessed directly. And they may be the only way to gather information from alumni, employers, or graduate school faculty.
- **Exit interviews and focus groups:** Exit interviews and focus groups allow faculty to ask specific questions face-to-face with students. Their limitations are that the students may not respond honestly or fully, while their answers may be, as with surveys, impressions that may change over time. Often, for more objectivity, it may be best to have someone outside the actual program faculty conduct the interviews. Interviews and focus groups may provide clues to what should be assessed directly.
- **Inventories of syllabi and assignments:** Inventories of syllabi and assignments may turn up information about the curriculum that is not evident until the actual inventory is conducted. As an indirect technique, the inventory does not indicate what students have learned, but it does provide a quick way of knowing whether some courses are redundant in what they teach or whether some gap in the curriculum exists. It is a valuable tool within the total assessment assemblage of tools.

## **FACULTY RECRUITMENT**

### ***1) FACULTY SEARCHES***

#### **Tenure Track Appointments Overview**

(Including Retirement Replacements)

Tenure-track faculty appointments are the most important resource the College possesses. Given that they represent very long-term commitments (30 years or more), placing new tenure lines judiciously in the College is of the utmost importance. Likewise, if we automatically replace every person who leaves the College (because of retirement or other reasons) with someone who possesses similar expertise, this severely limits our ability to develop new areas, react to developments in disciplines or enrollments, and so on. It means that the College has zero flexibility in faculty staffing except to add new, tenure-track faculty lines, which is challenging given available resources.

So that all new or replacement faculty lines be given equal consideration, the Dean of Faculty's Office will request that departments seeking to obtain a new line or to retain an existing line provide a rationale in the "new initiatives" request in the operating budget in October. Allocation of lines will occur by the following spring semester in order for recruitment to begin in the fall.

Please include in any proposal you submit information about:

1. how the position will contribute to the program's goals and curricular needs of the Department
2. how the position will contribute to other College priorities (e.g., interdisciplinary programs, other Departments, etc.) and Strategic Planning Initiatives
3. records/projections of student enrollments, especially enrollments below 10.
4. history of the number of majors.

The request should not exceed four pages (Note that DOF can obtain the information on "3" and "4" from the Registrar's Office, so you only need to address enrollments if you want to make your own case about those numbers).

Exceptions to this policy are failed searches, in which case the approval to search for a new line will be much more automatic. However, in non-renewal cases justifications for how that line will be configured will have to be made and approved, according to the described criteria by the DOF.

### ***2) SKIDMORE COLLEGE: FACULTY SEARCH PROCESS – 2008-2009***

#### **Part One: Overview**

This document outlines the major components in the academic search process for tenure track and contingent faculty appointments. These inclusive search practices will vary depending on the department, program, discipline, and nature of the position. As a general rule, Departments and Programs may not conduct more than one tenure track search in the same academic year. Departments, who wish to do so, will need to submit a detailed rationale.

## ***I. Developing an Inclusive Search Plan and a Search Committee Process for Tenure Track appointments***

- A. The size and composition of the Search Committee is departmentally determined, however, the following guidelines should be considered:
  - o The Chair of the search committee may be the department chair or a senior member of the department.
  - o The Search Committee representation from within departments should:
    - o Include representation of diversity perspectives.
    - o Include representation from across the ranks.
  - o Whenever pertinent, the Search Committee should include members from other departments or programs with shared research or teaching interests.
  - o Representation from other Departments or Programs which will broaden the search process also may occur at various stages of the search (review of applications, search committee meetings, off campus interviews, on campus interviews, etc.).
- B. The charge to the Search Committee should be established by the Department Chair or Program Director in consultation with the departmental faculty and the Dean of the Faculty. The charge should include the following:
  - o A position description.
  - o A search plan and the scope of the search.
  - o The timeline for the search process.
  - o A statement of committee values and decision-making process.
  - o If necessary, a statement of confidentiality practices for each stage of the search.
- C. What to include in the Search Plan:
  - o The justification for the position (may be a summary of original position requests).
  - o Position description and candidate's qualifications.
  - o Search Committee membership and roles.
  - o An advertisement draft.
  - o Proposed advertisement placements: target location, deadlines, length of placement.
  - o Conference attendance plans.
  - o Anticipated start-up or scholarly support costs.
  - o The timeline should include: due dates for applications, for review of CVs and other materials (scholarship, teaching evaluations, etc.), conference dates for off-campus interviews, on-campus interviews, reference checking, request for additional funding requests and rationale, target completion date.
- D. Submit the Search Plan with the ATE through PeopleAdmin to Dean of the Faculty (see ATE process).
- E. Consult with the DOF about funding of travel costs to conferences (or other expenses) associated with participants from both inside or outside the department or program.

## ***II. Developing a Position Description, Profile and Advertisement***

- A. A position description should include: roles, responsibilities, functions, expectations, and minimum qualifications of the candidate.
- B. Position Profile Qualifications: qualities of an ideal candidate, degree requirements, teaching experience, area of specialization, research interests and record, and demonstrated experience that align with department and institutional priorities and goals.

- C. The advertisement should be constructed in such a way as to attract a diverse pool of applicants.
- D. The Chair submits the ad and the potential placement to the ADEWD for review and the EEO statement.

### **III. Recruiting an Inclusive Candidate Pool**

- A. In order to attract a diverse pool of candidates, the chair is encouraged to target key graduate programs, professional publications, web sites, list serves and print media. S/he should consider email, direct calls, and contact with professional colleagues or senior administrators at other institutions who may have the potential to assist with the identification of diverse candidates.
- B. DOF consultation/review of the pool of candidates is necessary prior to phone or conference interviews.
- C. DOF consultation/review is necessary before the final pool of candidates is slated for on campus interviews – please provide CV of top candidates selected for campus interview along with summary of pool, etc. to the DOF before scheduling campus visits.

### **IV. Campus visits**

A. May include any and all of the following: departmental seminars, teaching and/or research talks; meetings with students; meetings with other departments or program faculty, as appropriate, a campus tour and a community tour.

B. Meetings with particular constituencies or individuals that offer candidates the opportunity to ask questions and explore cultural and social considerations outside the scope of the search.

C. For tenure track searches, no more than three (3) finalists may be selected for on campus interviews with the Dean of the Faculty:

- Contact the DOF's Office to schedule appointments for interviews with the Dean of the Faculty (5707 – Sarah Iacobacci). **PLEASE SECURE THE APPOINTMENTS BEFORE DETERMINING THE CANDIDATE'S ITINERARY - APPOINTMENT TIMES ARE LIMITED.**
- NOTE: please be sure to follow recruitment expense guidelines.
- Forward paper copies of the complete dossier to the DOF or ADOF office including: cover letter, C.V. supporting letters, and the completed itinerary in a manila file folder with the candidate's name and interview date/time on the label.

D. For contingent faculty with MULTI-YEAR APPOINTMENT CANDIDATES ONLY, who have been selected for on campus interviews with the ADOF (not to exceed two candidates per position).

- Contact the DOF's Office to schedule appointments for interviews with the Associate Dean of the Faculty (5705 – Jill Jones). **PLEASE SECURE THE APPOINTMENTS BEFORE DETERMINING THE CANDIDATE'S ITINERARY - APPOINTMENT TIMES ARE LIMITED.**
- Forward paper copies of the complete dossier to the DOF or ADOF office including: cover letter, C.V., supporting letters, and the completed itinerary in a manila file folder with the candidate's name and interview date/time on the label.

E. It is essential that the candidate be made to feel welcome and comfortable while visiting Skidmore College.

F. Please review the travel and entertainment guidelines with respect to the recruiting process.

### **V. Interview & Selection**

Review legal and illegal questions cited in the resources below.

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## **VI. Checking References**

A. The Search Committee should develop guidelines for phone references or review of reference letters:

- o Identify who makes the calls.
- o Determine focus areas for questions.
- o Develop questions to learn about past performance.
- o Ask the candidate for additional references beyond the list they provide.

B. Reference checks are done before an offer is made.

## **VII. Skidmore Protocol/Guidelines for Making an Offer**

A. Making the offer:

- o Although the DOF provides the salary range, the Department Chair conducts the negotiations and makes a final offer.
- o Information regarding financial support for relocation is provided by the DOF's Office.
- o The timeline for confirmation of the offer by the candidate is determined by the Department Chair but is generally 10 working days.
- o The contract letter is prepared and sent by the Dean of the Faculty in consultation with the Department Chair.

B. Start up and scholarly support should be negotiated with the Dean of Faculty and needs to be included in the Capital Budget request from the department during the year of the search.

## **VIII. Resources**

- A. Vicker, L. A. and H. J. Royer. (2006), *The Complete Academic Search Manual: A Systematic Approach to Successful and Inclusive Hiring*. Sterling, VA.: Stylus Press.
- B. *Skidmore Assessment Interviewing Training Manual*; HR Assessment Interview Training Program: [https://www2.skidmore.edu/hr/training/class\\_list.cfm](https://www2.skidmore.edu/hr/training/class_list.cfm)
- C. Local resources of interest to candidates (e.g. - job market for partners, housing information, schools) .
- D. Connect to broader Capital District community (social and cultural resources etc.).

## **Part Two: Overview of Appointments of Full-Time and Part-Time Contingent Faculty**

Contingent, or non-tenure track faculty, are an important teaching resource at the College, and a number of departments rely on them to adequately deliver their academic program. Regardless, every department, at one time or another, hires non-tenure track faculty to replace faculty on leave, on phased retirement, or various types of personal leaves of absence. Historically, contingent faculty hiring responds to departmental or programmatic need. Thus, we presently employ non-tenure track faculty in the following categories:

- Multiple, terminal, full-time two-year contracts.
- Terminal, non-renewable three-year contracts.
- Part-time renewable contracts.
- Non-renewable part-time contracts.

Most faculty on full-time, one-year non-renewable contracts, replace tenured or tenure track faculty on one-year leaves. It is often the case that Departments or Programs decide to hire a contingent faculty in an area not otherwise represented by the specialization of their permanent faculty. Thus,

contingent faculty open opportunities to broaden and enrich departmental and/or program course offerings.

#### ***I. Request for Contingent Faculty Appointments:***

- A. The Chair or Program Director should request approval for hiring contingent faculty from the Associate Dean of the Faculty as soon as the need arises. Such need may result from enrollment pressures, prospective leaves, or unforeseen vacancy of an existing line.
- B. The Chair will need to make a case for each instance including:
  - How the position will meet the needs of the program.
  - How the position will contribute to the College priorities (e.g. interdisciplinary programs, goals of the Strategic Plan, delivery of Scribner Seminars by tenured and tenure-track faculty).
  - Enrollment data.
- C. Request(s) for full-time appointments should be discussed with the ADOF before submitting an ATE. In the case of multiple renewals of part-time faculty, such consultation may be requested by the ADOF upon submission of the ATE.

#### ***II. Search Guidelines for Contingent Appointments:***

- A. Depending on the length of appointment, the ADOF may request the Department Chair to submit a position description and a search plan, e.g. position description, advertisement copy, timeline for search, and search process, before approving the ATE.
- B. The Chair and delegated department members will interview all one-year hires. The Chair should consult with the ADOF before making an offer. It is not necessary for the ADOF to interview candidates for part-time or one-year positions.
- C. In the case of a MULTIPLE YEAR APPOINTMENT, generally no more than two (2) finalists may be invited for on campus interviews:
  - Contact the DOF's Office to schedule appointments for interviews with the ADOF (5705 – Jill Jones). **PLEASE SECURE THE APPOINTMENTS BEFORE DETERMINING THE CANDIDATE'S ITINERARY - APPOINTMENT TIMES ARE LIMITED.**
  - Forward paper copies of the complete dossier to the DOF or ADOF office including: cover letter, C.V., supporting letters, and the completed itinerary in a manila file folder with the candidate's name and interview date/time on the label.
- A. The Chair, after consulting with the ADOF, will make an offer and negotiate salary, relocation funds, start-up costs, etc. with candidates.
- B. Please be sure to discuss recruiting and/or start-up costs if they are appropriate.

### **Part Three: Overview of Authorization to Employ (ATE) Process for Faculty Appointments and Contract Requests (CRF)**

This process should be followed for ALL hires. (Contact Sarah in the DOF office with any questions at ext. 5707 or [siacobac@skidmore.edu](mailto:siacobac@skidmore.edu))

#### ***I. AUTHORIZATION TO EMPLOY (ATE) & ADVERTISEMENT***

All requests for tenure track, multi-year and one-year appointments MUST include a job description and position justification approved by the Dean of the Faculty (tenure track) or the Associate Dean of the Faculty (multi-year and one year) BEFORE the ATE process begins.

- A. **AN ATE MUST BE COMPLETED FOR EVERY NEW HIRE AND EVERY CONTRACT RENEWAL.**
  - o Log onto the PeopleAdmin system via [jobs.skidmore.edu/hr](http://jobs.skidmore.edu/hr) OR from the Human Resources webpage <http://cms.skidmore.edu/hr/index.cfm> -click on the Authorization to Employ (ATE) online link.

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- o Please be sure to complete and to provide all necessary information.
- o Position Information:
  - A full time teaching load = 18 or more credit hours during the academic year. For full-time indicate the rank of prospective hire as Lecturer, Visiting Instructor, Associate, Assistant or Full Professor.
  - All full-time, visiting appointments are designated visiting regardless of rank.
  - The title of "Lecturer" applies only to faculty who have not yet completed their terminal degree.
  - Adjunct appointments teaching less than a full-time load will be Lecturers regardless of their terminal degree.

#### Position Status

Generally, all faculty appointments are for nine months.

Salaries for faculty who were full-time the previous year and will retain full-time status in their renewal contract, will have their pay spread over the summer months in order to enable them to retain their benefits and receive salary over that period. Salary payments during the summer are considered an advance of salary against the following academic year and will be subject to repayment if employment is terminated during the summer months. The second and any subsequent years' salaries will be distributed over 26 pay periods (to include the summer months) thus payroll checks may appear smaller.

#### Part-time/Temporary Appointments

The specific courses must be indicated on the ATE. Credit and/or contact hours must be included.

### **B. Request for Waiver of Search**

Must be approved by the Dean of Faculty's Office and the Assistant Director for EEO and Workforce Diversity (ADEWD).

Generally may be used only for renewal of contracts.

### **C. Advertising the Position**

- Create the advertisement and attach it to the ATE for review.
- Indicate the list of publications that will carry the advertisement and indicate deadlines. Check with the ADEWD to ascertain that the advertisement appears in the appropriate venues to attract a diverse pool of candidates.
- The advertisement will be reviewed by the ADEWD to ascertain that it is in compliance with federal regulations.
- The ADEWD will add the inclusive hiring language to the ad.
- Please remember that, due to cost, the College prefers online to print advertisement. Consult the DOF or the ADOF should you have questions.

### **D. Demographic data collection**

Please remember to send out the demographic data collection cards to applicants as the applications are submitted. Applicant pool information is necessary for the institution (please consult the ADEWD if you have questions regarding this step of the process).

## **II. THE CONTRACT : Once a candidate has accepted the offer, please complete a Contract Request Form (CRF)**

### **A. A Contract Request Form (CRF) MUST Be Filled Out For EVERY Hire. The CRF is online:**

<http://www.skidmore.edu/administration/DOF/forms/ContractForm-2.htm>

- Provide all requested information as accurately as possible.
- Indicate the appropriate rank of the new hire. If unsure, please contact Sarah Iacobacci (5707) in the DOF's Office for assistance.
- Include the amounts agreed upon for relocation and/or start-up funds. Please note that relocation allowances cannot be reimbursed until after the new faculty's first payroll is processed.
- Include any special arrangements in the appropriate text area.

- The DOF's Office will process the contract letter which will go out no later than 18 working days from the date of request. If an expedited letter is required, please request it on the contract request form.

#### **B. The Contract Letter**

- The DOF's Office will email a draft of the contract letter to the department chairs or program director. PLEASE READ IT CAREFULLY before giving final approval to ensure that all agreed-upon terms are included.
- A return date is generally set for two weeks from the date of the contract letter. The DOF/ADOF will request the chair or director to follow-up with the candidate if s/he has not returned the signed letter by the due date.

#### **Complete the Affirmative Action Card Report.**

- o The form can be obtained from the ADEWD in the office of Human Resources (5800)

**PLEASE FEEL FREE AT ANY POINT DURING THE RECRUITMENT/HIRING/CONTRACT PROCESS TO CONTACT Sarah (5707) IN THE DEAN OF FACULTY'S OFFICE FOR ASSISTANCE.**

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## Adjunct Faculty Pay Scales and FTE Chart

(Effective January 1, 2008)

| GENERAL ADJUNCT FACULTY PAY SCALE                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                  |                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| Years at Skidmore                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1-3 Courses per Academic Yr      | 4 Courses / Academic Yr         |
| 1-3 Years                                                                                                                                                                                                                                                                                                                                                                                                                                                               | \$1,100 per credit hour          | \$1,400 per credit hour         |
| 4+ years                                                                                                                                                                                                                                                                                                                                                                                                                                                                | \$1,300 per credit hour          | \$1,500 per credit hour         |
| <b>OVERLOADS:</b> straight \$1,000 per credit hour – no scale                                                                                                                                                                                                                                                                                                                                                                                                           |                                  |                                 |
| SCIENCE ADJUNCT FACULTY PAY SCALE                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                  |                                 |
| Years at Skidmore                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1-3 Courses per Academic Yr      | 4 Courses / Academic Yr         |
| 1-3 Years                                                                                                                                                                                                                                                                                                                                                                                                                                                               | \$1,100 per <b>contact*</b> hour | to be determined by DOF or ADOF |
| 4+ years                                                                                                                                                                                                                                                                                                                                                                                                                                                                | \$1,300 per <b>contact*</b> hour | to be determined by DOF or ADOF |
| <p>* By decision of the Science Planning Group in the fall of 2003, science faculty will be paid per "contact hour."<br/> A "contact hour" is <b>NOT</b> determined by credit hour but rather by actual hours of lecture plus actual hours of lab. For example, a 4 cr. hr. course could typically be 3 lecture hours + 3 lab hours = \$6,600 compensation (for a new adjunct). Breakdown of lecture/lab commitment per course can be found in the College Catalog.</p> |                                  |                                 |

| PROMOTIONAL PAY INCREASE INCREMENTS |              |
|-------------------------------------|--------------|
| PROMOTION TO                        | PAY INCREASE |
| Sr. Teaching Associate              | \$2,000      |
| Sr. AIR/WIR                         | \$3,000      |
| Associate Professor                 | \$3,000      |
| Full Professor                      | \$4,500      |

| ADJUNCT FACULTY                                                                                                       |            |      |            |  |              |            |      |            |
|-----------------------------------------------------------------------------------------------------------------------|------------|------|------------|--|--------------|------------|------|------------|
| Credit Hours                                                                                                          | Percentage | FTE  | Retirement |  | Credit Hours | Percentage | FTE  | Retirement |
| 1                                                                                                                     | 5%         | .05  | N          |  | 11           | 55%        | .55  | Y          |
| 2                                                                                                                     | 10%        | .10  | N          |  | 12           | 60%        | .60  | Y          |
| 3                                                                                                                     | 15%        | .15  | N          |  | 13           | 65%        | .65  | Y          |
| 4                                                                                                                     | 20%        | .20  | N          |  | 14           | 70%        | .70  | Y          |
| 5                                                                                                                     | 25%        | .25  | N          |  | 15           | 75%        | .75  | Y          |
| 6                                                                                                                     | 30%        | .30  | N          |  | 16           | 80%        | .80  | Y          |
| 7                                                                                                                     | 35%        | .35  | N          |  | 17           | 85%        | .85  | Y          |
| 8                                                                                                                     | 40%        | .40  | N          |  | 18           | 90%        | .90  | Y          |
| 9                                                                                                                     | 45%        | .45  | Y          |  | 19           | 95%        | .95  | Y          |
| 10                                                                                                                    | 50%        | .50  | Y          |  | 20           | 100%       | .100 | Y          |
| Full-time Faculty                                                                                                     |            | 1.00 | Yes        |  |              |            |      |            |
| Part-time Coaches                                                                                                     |            | 0.17 | No         |  |              |            |      |            |
| Part-time Interns                                                                                                     |            | 0.25 | No         |  |              |            |      |            |
| 9 cr. hrs. (min. of three 3 cr. hr. courses) = 1,000 hours for admin/prof or support staff for retirement eligibility |            |      |            |  |              |            |      |            |

### 3) DIVERSITY IN HIRING: STRATEGIC CONSIDERATIONS\*

*Engaged Liberal Learning: The Plan for Skidmore College 2005-2015* sets forth the College's strategic direction and goals for the coming decade within the broader context of our educational mission. Goal II of *The Plan* states that we "will challenge every Skidmore student to develop the intercultural understanding and global awareness necessary to thrive in the complex and increasingly interconnected world of the 21<sup>st</sup> Century." If we are to achieve this objective, we must, in the words of Gandhi, "be the change we wish to see in the world." That is, we must first develop within and across our community the knowledge and skills that we seek to impart to our students. As one necessary means to achieving this end, we must recreate Skidmore itself as a more diverse, globally conscious academic community – one that is ever more capable of supporting this crucial educational goal. Indeed, the College we envision is one that truly lives up to the commitment in our "Mission Statement" to educate "a diverse population of talented students who are eager to engage actively in the learning process."

Liberal education itself requires the interplay of the broadest possible spectrum of ideas, viewpoints, and perspectives. We enhance the intellectual and cultural vitality of our community when persons of many different backgrounds and viewpoints draw upon distinct personal histories and engage in honest dialog. Diversity, likewise, links directly with creativity: interactions between disparate perspectives frequently strike the intellectual sparks that herald the emergence of a new idea. Attention to difference in background, cultural perspective, life experience, and worldview is thus an essential element within the larger framework of Skidmore's most fundamental and longstanding institutional commitments.

In light of these values, each new search and admissions cycle marks a moment of opportunity and possible transformation for the campus community. So as we look to each pool of potential students, faculty members, or other employees, we must reaffirm our commitment to increasing representation from specific targeted populations, especially persons of color, those who bring international perspectives, and other members of under-represented groups. We have begun this work and to-date have achieved a measure of success, but we are not yet where we need to be. Accordingly, we must raise our expectations to increase not just our efforts but our achievements, aggressively employing both our creativity and the best practices we can identify, whether from inside or outside our boundaries.

As a matter of policy, Skidmore College will work actively to increase the diversity of our community. We will address imbalances in both student and employee populations and meet our diversity-related objectives by recruiting the best candidates from as broad a pool as possible. And, as always, we will continue to be guided by our fundamental educational values – leading our students to develop robust cognitive abilities, enhanced critical and intercultural skills, and an appreciation of their individual and social responsibilities as citizens of the United States and the world. Meeting these objectives is crucial to our achieving new levels of excellence as one of the nation's premier liberal arts colleges.

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\* Endorsed by the Institutional Policy and Planning Committee on February 16, 2007.

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#### 4) LEGAL AND ILLEGAL PRE-EMPLOYMENT INQUIRIES

##### Preparing to interview:

Any interviewer represents the College, and job candidates will perceive any interview encounter as “acceptable college practice”. Think before you ask:

- Is the question legal?
- If it is legal, is it appropriate?
- When in doubt, don’t ask. Focus on the job-related information.

Every interaction with the candidate constitutes the interview: phone conversations, transport to and from a hotel, meals, walking across campus, etc.

If a person volunteers information that is not job related, you may cautiously pursue the information further. That information should not cloud your decision about their ability to do the job. Refer difficult questions and issues to Human Resources.

##### Pre-employment Inquiries:

Throughout the interviewing process, it is important for the person(s) conducting the interview to be aware of the anti-discrimination laws with regard to pre-employment inquiries. These laws apply not only to recruitment and hiring, but also to transfers and promotion of employees.

In general, one should avoid any questions that either directly or indirectly address the applicant’s preference, limitation, or discriminatory ideas regarding race, religion, color, national origin, sex, age, disability, or marital status. Make sure to ask only questions that are bona fide occupational qualifications—**BFOQs**—questions directly related to a candidate’s ability to do the job.

The table of “Lawful and Unlawful Pre-Employment Inquiries” consists of questions compiled by the New York State Division of Human Rights and from *The Complete Academic Search Manual* (Vicker and Royer, 2006).

**Note: This list is applicable to any job candidate. Subjects marked by an asterisk (\*\*) refer to inquiries that are particularly relevant for searches for faculty and administrative professional positions.**

##### After hiring, Human Resources can legally obtain the following:

- A birth certificate copy
- Diversity statistics
- Marital status (married or single only)
- Proof of eligibility to work in the United States (as regulated by Federal Law)
- Photographs
- Physical examination and drug testing, if appropriate, or required by position, can be made once an offer is made with continuation of employment contingent upon a satisfactory report.
- Social Security card
- Background check, if appropriate, or required by position, can be made once an offer is made with continuation of employment contingent upon a satisfactory report.

## Legal and Illegal Pre-Employment Inquiries

| <b>Subject</b>                | <b>Lawful Inquiries</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>Unlawful Inquires</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name</b>                   | <ul style="list-style-type: none"> <li>Whether the applicant has worked under another name.</li> <li>Have you ever worked for this college under a different name? Is any additional information relative to change of name or use of an assumed name or nickname necessary to enable a check on your work record? If yes, explain.</li> <li>What name(s) are your work records listed under?</li> </ul> | <ul style="list-style-type: none"> <li>Inquiries about the name that would seek to elicit information about the candidate's ancestry or descent.</li> <li>Inquiries about name change due to a court order, marriage, or otherwise.</li> <li>Maiden name of married women.</li> </ul>                                                                                                                                                                                                                                                                                                                                                               |
| <b>Birthplace</b>             | <ul style="list-style-type: none"> <li>See citizenship below.</li> </ul>                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Birthplace of applicant, spouse, parents, or other relatives.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Citizenship</b>            | <ul style="list-style-type: none"> <li>Statement that employees must be eligible to work in the United States.</li> <li>Do you have a legal right to work in the United States?</li> </ul>                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Any inquiries about citizenship or whether the applicant is or intends to become a U.S. citizen.</li> <li>Birthplace of applicant. Birthplace of applicant's parents, spouse or other close relatives.</li> <li>Of what country are you a citizen? Whether an applicant is naturalized or a native-born citizen, the date when the applicant acquired citizenship. Requirement that applicant produce naturalization papers or first papers. Whether applicant's parents or spouse are naturalized or native-born citizens of the U.S., the date when such parent or spouse acquired citizenship.</li> </ul> |
| <b>Residence, Nationality</b> | <ul style="list-style-type: none"> <li>Place of residence.</li> <li>Length of residence in this city.</li> </ul>                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Specific inquiries into foreign addresses that would indicate national origin or nationality of applicant.</li> <li>Whether applicant owns or rents home.</li> <li>Inquiry into applicant's lineage, ancestry, national origin, descent, parentage, or nationality.</li> <li>Nationality of applicant's spouse or parents.</li> <li>What is your mother's tongue?</li> </ul>                                                                                                                                                                                                                                 |
| <b>Age**</b>                  | <ul style="list-style-type: none"> <li>Can inquire if applicant meets minimum age requirements, or state that proof may be required upon hiring.</li> <li>Are you 18 years of age or older? If not, state your age.</li> </ul>                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Cannot require that applicant state age/date of birth unless under 18.</li> <li>Cannot require that applicant submit proof of age in the form of a birth certificate, naturalization papers, or baptismal record. Any question that may tend to identify applicants over 40 years of age.</li> <li>How old are you? What is your date of birth? What are the ages of your children, if any?</li> </ul>                                                                                                                                                                                                       |

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| <b>Subject</b>                                      | <b>Lawful Inquiries</b>                                                                                                                                                                                                                                                                                                                           | <b>Unlawful Inquires</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Gender**</b>                                     | <ul style="list-style-type: none"> <li>• Inquiry or restriction of employment is permissible only when a Bona Fide Occupational Qualification (BFOQ) exists.</li> </ul>                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Applicant's gender cannot be used as a factor for determining whether an applicant will be "satisfied" in a particular job.</li> <li>• Any inquiry that would indicate gender of applicant.</li> </ul>                                                                                                                                                                                                                                                                                              |
| <b>Marital and family status, sexual identity**</b> | <ul style="list-style-type: none"> <li>• Whether applicant can keep specific work schedules.</li> <li>• This is the typical schedule for this position. Is there any reason you would not be able to work this schedule?</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>• Marital status or number of dependents. Name, age, job, address, or other information about spouse, children, or relatives.</li> <li>• Questions about sexual identity, orientation, or preference. What is your sexual orientation?</li> <li>• Do you wish to be addressed as Mrs.? Miss? Or Ms.?</li> <li>• Are you married? Are you single? Divorced? Separated? Widowed?</li> <li>• What is your maiden name?</li> <li>• Child care arrangements.</li> <li>• Plans to have children.</li> </ul> |
| <b>Race, color, physical features**</b>             | <ul style="list-style-type: none"> <li>• Voluntary submission of Equal Employment Opportunity (EEO) information made directly via Human Resources' EEO card.</li> </ul>                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Inquiry as to applicant's race, color of skin, eyes, or hair or other questions directly or indirectly indicating race or color.</li> <li>• Applicant's height or weight when it is not relevant to the job.</li> <li>• What race are you?</li> <li>• Are you a member of a minority group?</li> <li>• What is your national origin?</li> </ul>                                                                                                                                                     |
| <b>Disability</b>                                   | <ul style="list-style-type: none"> <li>• Can ask an applicant questions about his or her ability to perform job-related functions.</li> <li>• Is there any reason why you would not be able to perform the duties of this position?</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>• General inquires ("Are you disabled?") that would tend to reveal disability or health conditions that do not relate to fitness to perform the job.</li> <li>• Do you have a disability? Have you ever been treated for any of the following diseases. . . ?</li> <li>• What is your medical history? How does your condition affect your abilities?</li> <li>• Have you ever filed a workers' compensation claim?</li> </ul>                                                                        |
| <b>Education</b>                                    | <ul style="list-style-type: none"> <li>• Applicant's academic, vocational attainment.</li> <li>• Inquiry into applicant's academic, vocational or professional education and the public and private schools attended.</li> <li>• What is your educational background?</li> <li>• Do you have licenses and certifications for this job?</li> </ul> | <ul style="list-style-type: none"> <li>• Date last attended high school (reflects age).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| <b>Subject</b>                 | <b>Lawful Inquiries</b>                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Unlawful Inquires</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pregnancy**</b>             | <ul style="list-style-type: none"> <li>No acceptable inquiry.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Any question concerning pregnancy, birth control, or capacity to reproduce.</li> <li>Advocacy of any form of birth control or family planning.</li> </ul>                                                                                                                                                                                                                                                 |
| <b>Arrests and convictions</b> | <ul style="list-style-type: none"> <li>Asking about <b>conviction</b> of a crime related to job qualification.</li> <li>Have you ever been convicted of a crime, other than minor traffic violations? If yes, please describe (No applicant will be denied a position because of a conviction for an offense unless there is a direct relationship between the offense and the position, or unless hiring would be an unreasonable risk).</li> </ul> | <ul style="list-style-type: none"> <li>Asking about <b>arrests</b>.</li> <li>Have you ever been arrested?</li> <li>Have you ever spent a night in jail?</li> </ul>                                                                                                                                                                                                                                                                               |
| <b>Religion or Creed</b>       | <ul style="list-style-type: none"> <li>No acceptable inquiry.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Any question requesting the applicant's religious denomination, religious affiliations, and church, parish, pastor or religious holidays observed. Applicant may not be told "This is a (Catholic, Protestant, or Jewish) organization."</li> <li>What religion are you? Which religious holidays will you be taking off from work? What church do you attend? Do you attend church regularly?</li> </ul> |
| <b>Military Experience</b>     | <ul style="list-style-type: none"> <li>If needed for employment history, you may ask about applicant's military experience in the U.S. Armed Forces.</li> </ul>                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Any question into applicant's general military experience.</li> <li>Any question into type of discharge.</li> </ul>                                                                                                                                                                                                                                                                                       |
| <b>Organizations</b>           | <ul style="list-style-type: none"> <li>Inquiry into applicant's membership in organizations that the applicant considers relevant to his/her ability to perform the job.</li> </ul>                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Asking what organizations, clubs, and societies the applicant belongs to that are <b>not</b> relevant to his/her ability to perform the job (political, social, religious, etc.)</li> <li>List all clubs, societies and lodges to which you belong.</li> </ul>                                                                                                                                            |
| <b>Photograph</b>              |                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Requirement or option that applicant affix a photograph to employment form at any time before hiring.</li> </ul>                                                                                                                                                                                                                                                                                          |
| <b>Language**</b>              | <ul style="list-style-type: none"> <li>Inquiry into languages applicant speaks and writes fluently if needed for the position.</li> </ul>                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>What is your native language?</li> <li>Inquiry into how applicant acquired ability to read, write or speak a foreign language.</li> </ul>                                                                                                                                                                                                                                                                 |
| <b>Experience</b>              | <ul style="list-style-type: none"> <li>Inquiry into work experience.</li> <li>What experience qualifies you for this job?</li> </ul>                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Relatives</b>               | <ul style="list-style-type: none"> <li>Name of applicant's relatives already employed by the college.</li> </ul>                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Names, addresses, ages, number or other information concerning applicant's spouse, children or other relatives <b>not</b> employed by the company.</li> </ul>                                                                                                                                                                                                                                             |

| <b>Subject</b>                          | <b>Lawful Inquiries</b>                                                                                                                         | <b>Unlawful Inquiries</b>                                                                                                                                                                 |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Driver's License (if applicable)</b> | <ul style="list-style-type: none"> <li>Do you possess a valid NYS driver's license? (if necessary to perform duties of the position)</li> </ul> | <ul style="list-style-type: none"> <li>Requirement that an applicant produce a driver's license.</li> </ul>                                                                               |
| <b>Travel</b>                           | <ul style="list-style-type: none"> <li>This position requires travel. Are you willing to travel?</li> </ul>                                     | <ul style="list-style-type: none"> <li>Since you have children will you have trouble getting the time to travel?</li> </ul>                                                               |
| <b>Overtime</b>                         | <ul style="list-style-type: none"> <li>This position may require overtime. Are you available for overtime?</li> </ul>                           | <ul style="list-style-type: none"> <li>Since you have children, does that mean you won't be able to work overtime?</li> </ul>                                                             |
| <b>Garnishment Records</b>              |                                                                                                                                                 | <ul style="list-style-type: none"> <li>Have your wages ever been garnished?</li> </ul>                                                                                                    |
| <b>Mode of Transportation</b>           |                                                                                                                                                 | <ul style="list-style-type: none"> <li>Do you own a car? Mode of transportation.</li> </ul>                                                                                               |
| <b>Family History**</b>                 |                                                                                                                                                 | <ul style="list-style-type: none"> <li>Where were you born?</li> <li>Where are your parents from?</li> <li>What is your heritage?</li> <li>What language do you speak at home?</li> </ul> |

**\*\*Note: This list is applicable to any job candidate. Subjects marked by an asterisk refer to inquiries that are particularly relevant for searches for faculty and administrative professional positions.**

Last updated: 9/20/2006

The Equal Employment Opportunity, Diversity and Anti-Harassment: Policies and Procedures are available on:  
<http://cms.skidmore.edu/hr/eeo-and-diversity.cfm>

# SKIDMORE COLLEGE TRAVEL AND ENTERTAINMENT POLICIES

## ***Important Links:***

Skidmore College Travel & Entertainment Policies online:

[http://cms.skidmore.edu/financial\\_services/](http://cms.skidmore.edu/financial_services/) Effective July 1, 2008

Employee Driver Authorization Application online (for Employee and Student):

[http://cms.skidmore.edu/safety\\_committee/policies/skidmore-college-motor-vehicle-policy.cfm](http://cms.skidmore.edu/safety_committee/policies/skidmore-college-motor-vehicle-policy.cfm)

## ***Purpose:***

These policies are intended as a guide to reimburse individuals for College-related travel and entertainment expenses. The responsibility to observe the guidelines rests both with the traveler and the chairperson or administrator who certifies conformance to these guidelines by approving the expenditure(s).

This policy applies to anyone who incurs travel or entertainment expenses paid by Skidmore College, regardless of the source of funds. The College will reimburse for reasonable travel, meals, lodging and out-of-pocket expenses incurred in the transaction of College business.

This document outlines policies and procedures in general terms to allow reasonable discretion for travelers. Departments may implement more restrictive policies and procedures that departmental personnel should adhere to. The policy is not expected to cover every possible situation. Federally funded awards may have additional requirements.

## ***Responsibility:***

These policies and procedures are also necessary to comply with Federal tax law and third party sponsoring agency regulations. They will ensure consistent and fair treatment between departments throughout the College and the uniform reporting of financial results. In general, the quality of travel, accommodations, entertainment and related expenses should be governed by what is reasonable and appropriate to the purpose involved.

The College respects the personal integrity and discretion of each member of its faculty and staff and conducts expense account affairs accordingly. Skidmore's travel meets the IRS definition of an "accountable plan." As a result, travel reimbursements do not have to be reported as income to the traveler. Under the accountable plan, travel advances and reimbursement of expenses must meet three requirements:

1. They must have paid or incurred deductible expenses while performing services as your employees.
2. Travelers must provide a statement substantiating the amount, time, use and business purpose of expenses within a reasonable amount of time (not to exceed 60 days) after the expenses are incurred. Original detailed receipts must be attached to the statement.
3. Employees must return any advance amounts in excess of substantiated expenses within a reasonable period of time (not to exceed 60 days).

If an employee does not substantiate expenses and/or return any excess advance within a reasonable period of time (60 days), this amount must be treated as if it were paid under a non-accountable plan and must be treated as salary, subject to withholding, on the employee's Form W-2. In order for business travel expense reimbursements to remain tax-free to the employee, the policies and procedures that follow must be adhered to.

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## **SKIDMORE COLLEGE TRAVEL POLICY**

### ***Modes of Travel***

The most cost effective mode of travel should be used based on itinerary.

Air Travel -Southwest Airlines is the preferred airline.

Appropriate for travel beyond a 200-mile radius from campus. Arrangements should be made through the Skidmore travel on-line website at

(<http://www.skidmore.edu/administration/travel/> ) with your

corporate visa card, not your departmental purchasing card (We encourage use of the corporate card because the College receives a rebate based on the total volume of the card usage)

If you find a more economical flight outside of the Skidmore Travel website, please book it and forward a copy of the itinerary to the Purchasing office to be logged into our travel database

Coach travel only (otherwise individual covers incremental cost)

Personal excess baggage charges, flight insurance, etc. are not reimbursed. The College is not responsible for costs associated with lost luggage (In extenuating circumstances, please discuss with your Supervisor or Chair)

Credit card bill is mandatory for airline ticket reimbursement prior to trip

### **Personal Automobile:**

When employees use their own vehicle on authorized College business, it is their personal insurance policy that is primary coverage for liability and physical damage coverage. It is important that the individual have adequate coverage, as Skidmore's insurance provides non-ownership liability for exposure to the College only (this means the insurance covers only the College in the event of a lawsuit).

Appropriate for travel within a 200-mile radius of campus. Reimbursed at 58.5 cents per business mile for 2008 (adjusted annually per IRS guidelines)

Tolls and parking fees reimbursed at actual cost

Gas, oil, repairs, maintenance, fines, etc. are not reimbursed

The College will reimburse personal insurance deductible for damages sustained while on business when employee is not at fault (police report required)

### **Automobile Rental:**

The College's insurance provides for both liability and physical damage for employees who rent vehicles while on authorized College business. The coverage extends for car rentals in the US, Canada, Puerto Rico and US territories (therefore please waive the rental agency's insurance coverage).

For vehicles rented in a foreign country - the College's international policy covers liability only, and therefore, you must secure physical damage coverage from the rental agency.

If any rental vehicle will be in your custody for a period in excess of 30 days, please notify Business Services. Employee's personal effects, while within the vehicle, are not covered by College insurance unless the vehicle is no more than 1000 feet from campus (limit of \$25,000). If a loss or damage occurs to your personal property outside of this radius, please submit the loss directly to your homeowners/renters insurance.

Local rental appropriate only when cost effective.

Recommend arrangements to be made through AAA Northway.

Luxury vehicles not allowed.

Collision damage coverage is not reimbursed.

Return car with full gas tank. Refueling charges by the rental agency are not normally reimbursed.

**Train Travel:**

Encouraged when cost effective, especially to New York City.

Recommend arrangements to be made through Skidmore travel website. Contact AAA Northway if assistance is needed .

Coach travel only (otherwise individual covers incremental cost).

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## MOTOR VEHICLE POLICY:

All full time, part time and temporary employees, including students, work-study students and interns, who may be authorized to drive College owned, leased or rented motor vehicles must:

- Possess a current valid US driver's license and be at least 18 years of age. Note: if a rental or leased vehicle will be used, compliance with that Agency's age requirements is required.
- Apply for College motor vehicle driving privileges using the "Driver Authorization Application", (and any other required forms) and be accepted in accordance with the College's MVR Standard listed in section IV.
- Agree to operate College motor vehicles in accordance with applicable local, state and federal laws and College's regulations, at all times. (This agreement is found on the bottom portion of the Application for Driver Authorization, and must be signed by the driver prior to the time eligibility is conferred).
- Wear seat belts, when provided in a motor vehicle, and ensure that any passengers do as well.
- Operate vehicle in the performance of officially authorized College business only, unless otherwise designated.
- Understand that smoking is prohibited at all times in College vehicles (owned, leased or rented).
- Understand the payment of all driver related traffic violations and citations will be the sole responsibility of the driver.
- Report any change in license status (e.g., convictions, if your license has been suspended or revoked) to Business Services, x 5812, immediately.

**Renewal of Driving Privileges** for subsequent academic years, can be obtained by the authorizing department/individual contacting Business Services and requesting a renewal (i.e. forms previously completed will be reactivated). Notification of approval/denial will be forwarded within 4 business days.

*Office of Business Services 518-580-5812*

### ***Driver Authorization Application:***

[http://cms.skidmore.edu/safety\\_committee/policies/skidmore-college-motor-vehicle-policy.cfm](http://cms.skidmore.edu/safety_committee/policies/skidmore-college-motor-vehicle-policy.cfm)

**(APPLICATION MUST BE APPROVED PRIOR TO DRIVING)**

Departments: Please return this form with a copy of the applicant's driver's license to: The Office of Business Services.

All College personnel (including faculty, staff, and student) **MUST** complete this form in order to be approved to operate a College owned, leased or rented vehicle for the purpose of College business. Carefully read this form and provide the following information:

SKIDMORE COLLEGE  
DRIVER AUTHORIZATION  
APPLICATION  
WILL GO HERE

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## **Lodging, Meals, and Incidentals**

### ***Lodging:***

Recommend arrangements to be made through Skidmore Travel website. Lodging costs should be kept to a minimum cost up to \$150 per night. Cost up to \$300 in High Cost Areas\* (see list below). Conference rates are reimbursable.

Staying with friends or family is encouraged (appropriate gift is reimbursed, up to \$50)

Sales Tax Exemption (hotel rooms).

Exempt from sales tax in New York, Florida, Massachusetts, and Connecticut. Obtain appropriate forms from Accounts Payable or from Purchasing web page (NY only). Some states accept NYS exemption; check with vendor.

### ***Meals and Incidentals:***

Actual cost of meals and incidentals up to an average of \$60 per full day is reimbursed. For partial days, allowance is \$10 breakfast, \$15 lunch, \$30 dinner, \$5 incidentals.

For High Cost Areas\* an additional \$20 per day is reimbursable. If conference fees include meals, daily allowance is reduced accordingly (see above).

Entertainment expenses (meals for guests) should be reported separately - Note: if the cost exceeds the above guidelines - Director or Chair must approve.

Reimbursable incidentals include such things as tips, brief phone calls home, and laundry, personal hygiene items, child care, etc. are not reimbursed.

Personal entertainment (movies, games, etc) are not reimbursed.

In an effort to promote a healthy lifestyle, we will reimburse health club fees if the hotel that you are staying at does not have a fitness room for use free of charge.

## **Other Items**

### ***Cash Advances:***

Cash Advance must be approved by supervisor, Director or Chair. \$25 dollar minimum; over \$1,000 must be pre-approved by the appropriate Vice President or Dean. Request are made on standard "Check Request Form" with purpose and dates of trip. Cash obtainable up to \$250; otherwise check (Tuesday request issued Friday). Previous advances must be cleared before new advance is issued. Advances must be cleared within thirty-days after returning from your trip

### ***Reporting and Approval of Expenditures:***

Requests for reimbursement must be on a fully completed Travel Expense Report Form within thirty days upon returning from trip. Original receipts for all items \$25 or over must be attached; receipts for all expenditures are encouraged. Travel Expense Report must be approved by supervisor, Director or Chair. Reimbursement up to \$250 paid in cash, otherwise check.

### ***College Guest Travel:***

When the College is paying for guest travel (job candidates, trustees, consultants, etc.), we encourage arrangements be made through AAA Northway or Skidmore travel website for Southwest Airlines reservations

***International Travel:***

Please use your corporate card whenever possible.

Include your credit card bill with your expense report, (this enables exchange rates to be handled efficiently) for cash transactions, please include exchange rates.

***Helpful Link for Travel Abroad: U.S. Department of State - <http://travel.state.gov/>***

***Exceptions to the Policy:***

Exceptions must be recommended by the appropriate Dean or Vice President (in such cases, please submit written explanation with Travel Expense Report), but final disbursement authority rests with the Office of Financial Services.

\*High Cost Areas: New York City, Boston, Newark, Philadelphia, Washington, D.C., Atlanta, Miami,

Chicago, Dallas-Ft. Worth, Los Angeles, San Francisco, Seattle. This list is not all inclusive. Other cities may qualify as well.

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## **SKIDMORE COLLEGE POLICY ON ENTERTAINMENT AND SPECIAL GIFTS:**

Reasonable expenses when interacting with external constituencies are reimbursed (trustees, donors, alumni, parents, vendors, job candidates, professional guests, etc.). Interactions among faculty/staff/students are not generally reimbursed.

### ***Entertainment***

#### **Meals:**

Expenses for local dining involving non-College personnel are reimbursable when the purpose of the meeting is to conduct College business and when it is necessary or desirable to have the meeting in conjunction with, or during a meal. This includes our guests such as speakers, visiting artist, writers etc. Reimbursement up to \$50 per person. Please use the Downtown Business Association discount cards whenever possible. Note: if the cost exceeds the above guidelines - Director or Chair must approve.

Entertainment expenses should be reasonable in relation to the nature of the function and the resulting business benefit expected to be derived from the expenditure. A list of names must be indicated on the expense report along with the purpose of the entertainment. Some examples of this type of entertainment would be for alumni functions and entertaining donors or prospective donors. Generally no more than 2 or 3 faculty/staff should dine off-campus with each guest. Spouse/partner may be included if guest's spouse/partner is present

#### **Entertainment of Students:**

Light refreshments for receptions, lectures, and other special events are reimbursable (Food Service should cater such events if more economical). Occasional entertainment of student volunteers by Chairs/Directors as a "thank you" is reimbursable. Occasional (at most once per semester) inexpensive entertainment (pizza, etc.) of paid student workers by Chairs/Directors as a "thank you" is reimbursable.

#### **Entertainment of Faculty/Staff Members:**

Entertainment of fellow faculty/staff is not normally reimbursed · The College will not normally pay for meals (on or off campus) for faculty/staff meetings.

Annual staff retreats are reimbursable; such events should be budgeted and charged to Account Number 7430. Individual Faculty/staff going away parties, retirement, or holiday celebrations are not reimbursed (Campus wide parties must be catered by Food Service)

## ***SPECIAL GESTURES (GIFTS & ACKNOWLEDGEMENTS)***

#### **Gifts:**

Individual and /or departmental gifts for parting, retirement, thank you, holidays, etc. are not reimbursed. A gift for the non-faculty/staff host of a gathering is reimbursable up to \$50.

Illness, Birth and Condolence Gestures.

For employee inpatient hospital stays, please contact Human Resources and they will send an appropriate gift (approximately \$35). For birth or adoption, the College will send a \$50 savings bond and congratulatory card (contact Human Resources). In case of death of

member of employee's immediate family, the College will send a memorial contribution of \$25 (contact Human Resources). Further gestures made by individuals are not reimbursed.

### ***Reporting and Approval of Expenditures***

Entertainment expenses should be charged to Account Number 7420  
Requests for reimbursement must be on Check Request Form indicating date, purpose, and Names of those participating. Original detailed receipts for all items \$25 or over must be attached; receipts for all expenditures are encouraged. Check Request Form must be approved by supervisor, Director or Chair. Reimbursement up to \$250 paid in cash, otherwise by check

### **Exceptions to the Policy:**

Exceptions must be recommended by the President or appropriate Dean or Vice President (in such cases please submit written explanation to Accounts Payable), but final disbursement authority rests with the Office of Financial Services.

## Links to Personnel Policies and Handbooks:

### ***PERSONNEL POLICIES (ADMINISTRATIVE PROFESSIONAL AND SUPPORT STAFF POSITIONS)***

Information, policies and forms can be found on the Human Resources website – under

Policies and Procedures - <http://cms.skidmore.edu/hr/policies/index.cfm>

Performance Review - <http://cms.skidmore.edu/hr/policies/performance.cfm>

PQ Process - <http://cms.skidmore.edu/hr/secure/pq-process.cfm> - (login id required)

### ***EMPLOYEE HANDBOOKS***

The Employee and Faculty Handbook can be accessed online at:

<http://cms.skidmore.edu/hr/policies/handbooks.cfm>

- Employee Handbook Skidmore College For Exempt (Administrative/Professional, A/P) and Non Exempt (Support Staff, SS) Employees  
<http://cms.skidmore.edu/hr/policies/upload/September2004Handbook.doc>

- Faculty Handbook:  
<http://www.skidmore.edu/administration/dof/campus-only/handbook/>

## Suggested Guidelines for Writing Letters in Reappointment and Tenure Cases

The *Faculty Handbook* mandates participation of certain faculty in reappointment and tenure cases; moreover, other members of the faculty and administration are often invited to provide recommendations to the Vice President for Academic Affairs and Dean of the Faculty or to CAPT. The following extracts from the *Faculty Handbook* make clear who is required/invited to participate in these personnel cases.

**Comment [S1]:** Still need to check the faculty handbook – Sarah will do this on Friday.

### 1. Third-Year Reappointment - (See 2007-08 Faculty Handbook, Part I, Article VIII (A)(2)(a))

*An appointee considered by the department to be a candidate for reappointment at the end of the second year will be evaluated in the third year according to department procedures. The department must submit its recommendation, positive or negative, with supporting evidence to the Dean of the Faculty on or before January 15 of the appointee's third year. **This evidence must include a cover letter from the chair and letters from full-time faculty and those holding shared appointments in the department concerned** (in the ranks defined in Part One, Article V, Appointments to the Faculty, Topics A. Tenure-track Appointments, C. Non-tenure-track Appointments, and 2.b. Artist- or Writer-in-Residence) who are in at least their third year of full-time service at Skidmore, and (where appropriate) program directors.*

*The department must present clear and decisive evidence concerning the individual's professional quality and the department's need for the candidate's particular abilities in its projected programs.*

### 2. Tenure - (See 2007-08 Faculty Handbook, Part I, Article IX (E)(3))

3. The CAPT has the responsibility of securing information with respect to the candidate's teaching competence, professional accomplishment, and service to the academic community. Sources of this information include:

a. **Full-time faculty and those holding shared appointments in the department concerned** (in the ranks defined in Part One, Article V, Appointments to the Faculty, Topics A. Tenure-track Appointments, C. Non-tenure-track Appointments, and 2.b. Artist- or Writer-in-Residence) who are in at least their third year of full-time service at Skidmore.

b. **Department Chair**

c. **Program Directors** (where appropriate).

d. Sources suggested by the candidate under consideration including- **Administrative Officers, the Coordinator or Director of a program, or Chair of a department in case the candidate has taught in an interdisciplinary program or department other than the one in which he or she holds an appointment.**

See further, 2007-08 Faculty Handbook (Part I, Article IX (E)(5)(c) & (d))

c. Individuals writing letters of evaluation for the candidate shall **clearly state whether they do or do not recommend tenure and why**, according to the criteria for continued service (as found in Part One Faculty Rights and Responsibilities, Article VI Evaluative Criteria for Continued Service, Topic A Tenure-track Faculty).

d. **The Chair, in the letter of evaluation for the candidate, shall clearly state . . . whether the department does or does not recommend for tenure and why,**

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*according to the criteria for continued service. Furthermore, **the Chair shall clearly state the extent to which a candidate's particular abilities will continue to be needed**, as far as the department's future can be projected.*

While reappointment letters are directed to the Dean of the Faculty (DOF), and letters in tenure cases are addressed to the CAPT, there are some general points to consider which may help faculty, and particularly department chairs, in writing effective letters.

Letters should help the DOF and CAPT to understand the case by explaining the nature of the candidate's teaching, research, and service. Every field has its idiosyncrasies as does every personnel case; moreover, while members of CAPT and the DOF have a great deal of experience in evaluating personnel cases, they are unlikely to have specific expertise in the candidate's field, especially since no member of CAPT may deliberate about a case from his or her own department. Therefore the most useful letters place the candidate's record in the context of his/her field as well as in the context of the work of the department and the college.

Nearly every candidate has both strong and weak points in his or her file. An effective letter offers an honest evaluation of both the candidate's strengths and weaknesses and shows how such an evaluation leads to either a positive or a negative recommendation.

The "Evaluative Criteria for Continued Service" (See *2007-08 Faculty Handbook*, Part I, Article VI) provide the standards established by the faculty against which all faculty must be measured. But while the *Faculty Handbook* separates these criteria into the categories of teaching, scholarship, and community service, the work of some candidates may not be so tidily divided. Effective letters help the VPAA and DOF and CAPT understand a candidate's case by demonstrating how a particular file should be read. The most valuable letters will achieve many of the following goals.

### **TEACHING**

Effective letters will:

- characterize the candidate's teaching effectiveness. CAPT must rely on departmental letters, student evaluations and material that candidates submit (e.g. syllabi, statement of teaching philosophy, etc.) to gain a sense of a candidate's teaching profile. An assessment of a candidate's teaching, above and beyond a reading of the student evaluations, is a necessary part of the file. Illustrations drawn from peer visits or other assessment tools are extremely important. While numerical summaries from the short forms and excerpted comments from the long forms are sometimes helpful, please bear in mind that each member of CAPT reads every teaching evaluation and that therefore such summaries and excerpts should also be supported by interpretation from a departmental perspective.
- reflect on the role the faculty member has played in the department and the college. Characterize the kinds of courses a candidate has offered. If the candidate has taught mostly lower or upper-level courses, explain why. Say whether the courses are required or electives, whether they serve the department, the college, or both. Show how the candidate's teaching contributes to the departmental and college curriculum. Has the candidate offered interdisciplinary courses or contributed to the LS Program? (Where appropriate, the Faculty Handbook mandates that program directors and department chairs will consult with each other.) Has the candidate designed nontraditional approaches to teaching? Has the candidate made use of the web? What new courses has the candidate developed?
- reflect on the faculty member's development as a teacher. CAPT is most interested in the trajectory of the candidate's development. What is the long story that course evaluations and peer visits reveal? If the candidate experiences difficulties in some course or courses, account for that. Indeed, account for anything that might strike a stranger's eye as odd or different

## **SCHOLARSHIP**

Effective letters will:

- place the candidate's scholarly, creative, or professional work within the context of the candidate's field. How does the candidate's work contribute to the field? What is distinctive about the discipline that CAPT might need to know in order to evaluate the candidate's work? What is unique to the candidate's professional work that CAPT might not understand (for instance the role of patents, grants, performances, exhibitions etc.).
- characterize the quality of the journals, presses, professional, or creative outlets where the candidate's work has appeared. Say how the discipline values books or juried articles, museum exhibits or regional concerts. Explain the role the candidate has had in jointly produced work. Explain the significance of being first, second, or nth author/investigator on a particular project or grant.
- explain what aspects of the candidate's professional work, if any, might be difficult or impossible for the department to evaluate. To what sources in the file should CAPT and the VPAA and/or DOF look for an evaluation of this work?
- place the candidate's scholarly, creative or professional profile within the context of the candidate's career at Skidmore. Reflect on the advantages and disadvantages of doing a particular kind of work in a small college setting and on the value of the candidate's work to Skidmore. Speak about collaborative research with students. Comment on financial support, facilities, time constraints, released time (including pre-tenure sabbatical), and interdisciplinary work or work with colleagues at other institutions.

## **SERVICE**

Effective letters will:

- place the candidate's service within the context of his/her career.
- characterize the nature and importance of the candidate's service. Point to particular achievements in the department or college and to examples of leadership. Characterize the kinds of service the candidate has done: mostly curricular or mostly administrative; mostly with students or mostly with colleagues. Characterize the candidate's work as an advisor.
- bring to light any as yet unacknowledged service to the profession, the department, or the college. Be particularly aware of the kind of service that does not appear on a CV: the ability to move a departmental discussion forward or even to stop it in its tracks; the mentoring of peers or younger colleagues. Be aware, too, that while service on committees is a very important aspect of citizenship, service should not be construed only as committee work.

## **NOTE FOR CHAIRS**

The chair's letter plays an extremely important role in a reappointment or tenure file. This letter should not only respond to the points and questions raised above, but present the department's position on a case. If a department generally agrees about the evaluation of a candidate, the chair must still account for, and attempt to explain, the dissonant voice(s). If a recommendation is genuinely mixed, again, the chair needs to offer CAPT, the VPAA, and the DOF a context for understanding the difference in perspectives. Ignoring negative (or positive) voices only provokes more questions for those reading the file. Moreover, ignoring student complaints about teaching, or a thin publication record, or a service category that is all but empty suggests that the chair thinks that CAPT, or the VPAA, or the DOF will not notice what the chair does not point out. On the contrary, CAPT will struggle all the more over a case that has not been comprehensively presented by the department chair.

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## Overview of Faculty Evaluation

1. First-year – First year evaluation is conducted according to established departmental procedures. The Chair/Program Director will write an annual review letter.

2. Second-year review – is typically completed in the second semester, and includes thorough evaluation of:

- teaching including student evaluations (long and short forms), and peer classroom visitation
- professional work
- service (potential)
- Chair's or Program Director's forward its written recommendation to the DOF

3. Third-year review is completed at the end of the first semester, and includes thorough evaluation of:

- teaching - student evaluations (long and short forms), and peer classroom visitation
- review of professional work
- community service
- Chair's or Program Director's written recommendation, with letters from department attached, is forwarded to the DOF in January. If DOF disagrees, case goes to CAPT.

4. \*Fourth year

- annual evaluation letter

5. \*Fifth year - tenure review begins and it includes thorough evaluation of:

- teaching - same as third year
- thorough professional work review
- review of community service

6. Sixth year - tenure case concluded and presented to the CAPT and in October.

\* *Leaves for untenured faculty will require appropriate adjustment of the process.*

## Annual Faculty Evaluation Letters

### Due to the Dean of the Faculty by August 31

"All faculty members have the right to receive from their department Chairs written evaluations of their performance; annually if non-tenured, every three years if tenured or if Library faculty in more than their sixth consecutive year of continuing service, or more frequent informal reviews at the individual's request." (2007-08 FHB, VII(A)(2), p. 107)

"Continuing part-time faculty shall also receive annual letters of evaluation. Tenured members of the department shall normally be evaluated every three years on a schedule determined by the Chair and coordinated with the individual's and the department's sabbatical cycle. The Dean of the Faculty shall keep a record of tenured faculty members' evaluation cycles, and remind department Chairs when evaluations are due. The annual letters of evaluation shall be transmitted to the individuals concerned and a copy will be sent to the Dean of the Faculty's Office no later than August 31 following the academic year. These evaluations are to be kept on file in the individual's department and in the Dean of the Faculty's Office. Only the individual, the Chair, and the Dean of the Faculty may have access to these evaluations." (2007-08 FHB, XV(D)(3), p. 124)

## Third-Year Reappointment Cases

The process includes:

1. Letters: Each clearly indicating support or lack thereof.
  - a. The Chair 's letter makes the case, including statement of departmental or programmatic need.
  - b. All members of the department in their third year or more write a letter.
  - c. Program directors, whenever pertinent, will also, write letters.
2. Student evaluations , both short and long: please make sure that all copies of the long forms are readable.
3. Documentation of professional activity whether scholarly or creative, such as publications, conference papers, tapes, reviews (by or about candidate), slides, etc. The Chair's letter should explain the candidate's professional activity and how it should be or/has been evaluated (e.g., professional status of a particular journal, conference, gallery, etc.)
4. Statement from the candidate, should be considered desirable.
5. Copies of annual and semi-annual summary of activities reports.
6. A dated list of contents, indicating what is in the file. Copies should be kept by both the chair and candidate. If any additions are made, all copies of the content list must be updated.

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## Other Faculty Personnel Matters

### ***RETIREMENT PROCESS***

Normally you will find that faculty or department staff will retire at the end of a semester. While most choose to retire at the end of the Spring semester, you may have notification of a Fall retirement also. Any non-faculty members in your department, may of course, choose any time of the year to retire.

In order to facilitate a successful transition to retirement, the following guidelines are recommended:

#### Initial Steps

- Ask the faculty or staff member to put their request in writing.
- Forward one copy to the Dean of Faculty's office and one copy to Human Resources.
- Encourage the faculty member or employee to discuss their benefits with Human Resources who will guide them through the process of requesting retirement payments, social security, and any other eligible benefits.
- You should be aware if the faculty member is retiring at the end of the Spring semester, their last paycheck could be either in May or June; and if it is at the end of Fall semester, their last paycheck may be at the end of November or beginning of December since salary for the Fall term begins in June. Human Resources can verify the actual date.

#### Phased Employment Guidelines:

- Based on a recommendation from the Department and with concurrence from the Dean of the Faculty, a faculty member may elect to participate in the phased retirement program which can be reviewed at <http://cms.skidmore.edu/hr/policies> for eligibility and benefit coverage information.
- A department choosing to support a phased employee generally will not be permitted to recruit for the backfill of the position until the final year of phased employment. Please carefully consider the curricular needs of your departmental program and determine the potential impact of this retirement option on the academic program.

Please note that there is no guarantee that a faculty line will return to a department following retirement or resignation. Remember that the position request will need to be submitted to the DOF and that a justification of need based on programmatic, curricular and institutional goals is necessary for all tenure-track and contingent faculty recruitment requests.

# **The Role of the Committee on Appointments, Promotions and Tenure (CAPT) Calendar**

## **JUNE**

### **Deadlines for June**

#### **June 13**

- Letters from the Dean of the Faculty (DOF) to second-year faculty members who have not been designated as candidates for reappointment by their department.

## **JULY**

Before August 1, chair sends CAPT Calendar, CAPT Operating Code, and TAC Operating Code to Office of the DOF for inclusion in department chairs' handbook.

## **SEPTEMBER**

### **CAPT:**

- Distributes CAPT Calendar, CAPT Operating Code, and TAC Operating Code to the faculty.
- Sends reminder to all faculty to announce the annual meeting of CAPT for new tenure-track members of the Faculty.
- Notifies department chairs reminding them to submit letters for promotions to the DOF for those faculty who earned doctoral degrees during the summer.
- Discusses schedule with Academic Staff on tenure, promotions, and other topics deemed appropriate.
- Meets with new faculty to explain reappointment and tenure system.
- Deliberates and consults with VPAA and DOF about nominations for endowed chairs.
- Deliberates and consults with VPAA and DOF about administrative appointments/reviews anticipated in the year ahead. (Any review must be initiated no later than November 1, as stipulated in the Faculty Handbook).

### **Deadlines for September**

#### **September 5**

- Candidates for tenure submit materials in evidence of professional accomplishments to the Office of the DOF.
- Candidates for tenure submit names of referees inside the Skidmore community to the chair of CAPT

#### **September 12**

- The Chair of CAPT sends a letter listing tenure candidates for the year to the President with a copy to the VPAA and DOF.
- The Chair of CAPT requests letters from chairs, full-time faculty members (and those holding shared appointments) in the candidate's department (in the ranks defined in Part One, V Categories of Appointments to the Faculty, Topic A, Tenure Track Appointments and E.2.b. Artist or Writer-in-Residence) in at least their third year of full-time service at Skidmore College, program directors (where appropriate), and other individuals deemed appropriate (due October 3).
- The Chair of CAPT requests letter from chairs and/or Program Directors reporting the department's or program's evaluation of the tenure candidate (due October 3).
- The Chair of CAPT sends letters to referees invited by the candidate from inside the College requesting information about candidates for tenure.
- VPAA calls for nominations for open endowed chairs.

## **OCTOBER**

### **October 1-November 21**

- CAPT deliberations on tenure candidates.

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## **Deadlines for October**

### **October 1**

Letters from external referees due.

### **October 3**

- Letters on tenure candidates due from departmental colleagues, program directors (as appropriate), and other individuals deemed appropriate.
- Candidates for tenure submit materials in evidence of teaching effectiveness to the Office of the DOF.
- Letters from internal Skidmore referees due.
- Faculty members appointed to committee to review an administrative officer to begin consultation with the President, the officer being reviewed, and the Faculty Executive Committee.

### **October 10**

- The Chair of CAPT sends to tenure candidates a list of names of all those who have written unsolicited letters about the candidates.
- Letters from chairs or other evidence of completed degrees due to the DOF on promotions for those faculty who earned terminal degrees during the summer.
- Latest date to hold open meeting on promotion for qualifying candidates, chairs, and other interested parties.

### **October 31**

- Letters of nomination for endowed chairs due to VPAA.
- Letters to the VPAA, DOF and department chairs regarding January 30 deadline for recommendation for promotions.

## **NOVEMBER**

### **Deadlines for November**

#### **November 21**

- CAPT makes tenure recommendations to the President.

## **DECEMBER**

### **Deadlines for December**

#### **December 12**

- DOF notifies department chairs regarding tenure recommendations; department chairs immediately notify candidates.

## **JANUARY 2009**

### **January 30 – March 27**

- CAPT consideration of candidates for promotion.

## **Deadlines for January**

### **January 15**

- Recommendations for reappointment due from departments to the DOF.
- Petition for tenure review due to Tenure Review Board.

### **January 30**

- Recommendations for promotion due to CAPT.
- Candidates and department chairs submit files to CAPT containing supporting materials for promotion.
- The Chair of CAPT sends to candidates for promotion a letter stating that they are candidates for promotion.

## **FEBRUARY**

### **Deadlines for February**

#### **February 13**

- Tenure Review Board will convey recommendation to the President, CAPT, VPAA, DOF, candidate's department chair, and candidate.

#### **February 16**

- DOF makes recommendations to the VPAA on reappointments.
- DOF reports to CAPT on reappointment recommendations.

**February 24**

- In case of a disagreement between a department and the DOF on reappointment, CAPT presents a third opinion to the VPAA.

**February 27**

Letters from the administration to candidates on tenure and reappointment decisions.

**MARCH**

**Deadlines for March**

**March 6.**

- CAPT calls a meeting of those faculty who have been reappointed to a second three-year tenure track contract, as soon as possible after March 1, to explain in detail the tenure system at Skidmore.
- All materials supporting tenure appeals due to the Tenure Appeal Committee.

**March 20**

- DOF delivers to CAPT a list of faculty who have been at the rank of Associate Professor for 7 years or more.

**March 27**

- CAPT makes recommendations to the President on promotions with copy to the VPAA and the DOF.

**APRIL**

- Meeting with next year's candidates for tenure.
- Meeting with newly reappointed faculty, if the meeting has not been held in March.
- DOF informs promotion candidates of the President's recommendation to the Board regarding promotion.

**Deadlines for April**

**April 3**

VPAA calls for nominations for open endowed chairs.

**MAY**

- Department review of second-year faculty members.
- CAPT meets with Academic Staff at the close of the academic year to discuss procedures and criteria for tenure and promotion.
- Oral reports from committees undertaking administrative reviews due to CAPT

**Deadlines for May**

**May 1**

- DOF delivers reappointment and tenure list to CAPT.
- CAPT sends letter to tenure candidates with list of due dates.

**May 8**

Names and addresses of external tenure referees for candidates in 2009-2010 due to CAPT Chair and to the Office of the DOF.

**May 22**

- Chair of CAPT sends letters to referees invited by the candidate from outside the College requesting information about candidates for tenure.

**May 29**

- Letters from department chairs to DOF stating whether second-year faculty members are candidates for reappointment.

**CAPT Operating Code 2008-09**

<\\Datastor\\DOF\\Shared\\CHAIRS-DIRS\\CHAIRSBK\\2008-09\\CAPT operating code 2008-09.doc>

## Other Relevant Operating Codes

*TRB Operating Code 2008-09*

<http://www.skidmore.edu/academics/governance/Committees/TRB/operating%20code.htm>

*TAC Operating Code 2006-07*

<http://www.skidmore.edu/academics/governance/Committees/CAPT/TAC%20Op%20Code%202006-7.doc>

*CAFR Operating Code 2008-09*

<http://www.skidmore.edu/academics/governance/Committees/CAFR/operating%20code.htm>

***TENURE REVIEW: SEE CAPT OPERATING CODE***

<http://hudson2.skidmore.edu/academics/governance/comlinks.htm#capt>

# Guidelines for Individual Faculty Annual Reports and Summary of Activities

**Submitted annually - due to the Dean of the Faculty by June 30.** Annual Reports are collected in the Dean of Faculty's Office and are read by the Dean/Associate Dean over the summer. Any questions or concerns will be addressed during the summer months.

The following is an outline of the points to be included in the summary; however, the online form (Word document) can be found at:

<http://www.skidmore.edu/administration/DOF/forms/InvFacAnRepSumAct.doc>

## REPORT CONTENTS

### SUMMARY OF:

1. Teaching
  - New departmental courses taught; new approaches to existing courses, including use of computers or multi-media in teaching.
  - New interdisciplinary courses taught or new approaches to such existing courses.
  - Curricular work-in-progress.
  - Skidmore curriculum/pedagogy summer workshops attended.
  - Faculty/Student Research, independent studies, theses, etc.
  - Other.
2. Professional Activity
  - Publications, exhibits, performances, etc. (Give full citations with dates).
  - Presentations at professional meetings or on campuses.
  - Supported by Skidmore Travel funds? Fully, partially, or not at all.
  - Consultancies.
  - Workshops attended on or off campus.
  - Professional meetings attended and/or professional association committee responsibilities.
  - External Grants (applied for, received, or denied).
    - o Name of foundation or agency.
    - o Title of Proposal.
    - o Amount of funding requested.
    - o Date applied, date received, or date denied.
  - Faculty Development Grants applied for? Received?
  - Other.
3. Service
  - Administrative responsibilities in program or department.
  - Committee responsibilities.
  - Advising responsibilities.
  - Other community activities.
    - o UWW and/or MALS.
    - o Saratoga Springs and region.
4. Honors Received

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## **Guidelines For Department/Program Annual Reports**

**Submitted annually - due to the Dean of the Faculty's Office by June 30.**

### **REPORT CONTENTS**

#### **SUMMARY OF:**

1. Collective professional accomplishments, service, and activities of faculty, including external grants awarded or submitted, if applicable.
2. Major events, lectures, and/or workshops.
3. Personnel changes and/or anticipated changes.
4. Enrollment patterns and/or pressures and curricular concerns.
5. Curricular innovations - both proposed and those in progress.
6. Efforts to support the Strategic Plan, as appropriate.
7. Result of assessment work this year and continued plans for future (included as a separate attachment).
8. Opportunities and challenges facing the department or program.
9. Space innovations/challenges.

A reminder will be sent by the Dean of Faculty's Office to department chairs and program directors in the beginning of May. Annual Reports are collected in the Dean of Faculty's Office in binders and are read by the Dean/Associate Dean over the summer. Any questions or concerns will be addressed during the summer months

### ***GUIDELINES FOR THE RETENTION OF FILES IN DEPARTMENT OFFICES***

Departments or faculty should retain the following documents for the time periods specified below.

1. Personnel records of faculty:
  - o who have been denied a personnel decision - 6 years and 2 months.
  - o resigned – 6 years and 2 months.
2. Search files – two years.
3. Instructor evaluations - 7 years (a sabbatical cycle) for all tenured/tenure-track faculty and 3 years for those on terminal appointments. [All evaluations should be kept for those faculty who are at the rank of Associate Professor in order to retain a complete record of teaching accomplishment at the time of promotion.]
4. Teaching Associates - 3 years if Senior, 6 years if not yet promoted.
5. Course syllabi - 6 years.
6. Assessment documents.
7. Final exams – (1 year, maintained in individual faculty files).

# THE CURRICULUM

## *A GUIDE TO THE COLLEGE CURRICULUM COMMITTEE*

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Prepared by the 1983-84 Curriculum Committee  
Revised and updated by the 1984-85, 1989-90, 1991-92, 1993-94, 1996-97, 2000-01, 2002-03, 2004-05 Curriculum Committees.  
Current version revised 12/13/04.

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MEMBERSHIP 2008-09: Timothy Harper (Management & Business), Ben Given, Music, Michael Ennis-McMillan, Dean of Studies (non-voting), Youngon Choi, Psychology, Patricia Fehling, Exercise Science, Marc-Andre Wiesmann, Foreign Languages & Literatures, (spring '09), Mimi Hellman, Art & Art History, Ann Henderson, Registrar & Director of Institutional Research (non-voting), Patricia Rubio, Associate Dean of the Faculty, Michael Mudrovic, Foreign Languages & Literatures (fall '08), Laurie Baker, Dean of Studies rep, Anita Harris, Registrar's Office rep, Allison Schultz '09, student rep

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All departments proposing curricular changes must submit those proposals to the College Curriculum Committee for approval. An outline of considerations and procedures is listed below. If you have further questions, please consult with the Associate Dean of the Faculty and/or the Chair of the Committee.

**Committee Chair:** The Committee Chair brings all proposals to the committee for appropriate action. The Chair is elected from the faculty members on the Committee and serves an academic year term.

### **I. Curriculum Changes requiring Committee Approval:**

All items contained in the Skidmore College Catalog fall within the purview of the committee, with the exception of staffing considerations, such as listings of departmental personnel, the professor assigned to teach a course, and the specific term in which the course is to be taught. The following changes must receive committee approval:

A. New course proposals or substantial revision to an existing course. New courses include courses that were previously taught as topics courses in a department or program and are now being proposed as permanent courses with course descriptions appearing in the catalog. New courses also include courses that were previously taught but have since been deleted from the catalog. New course proposals should acquaint the committee members with the topics and student learning objectives of the course. To aid committee members in their review of the course, you must submit a syllabus, a course prospectus, an outline of student learning objectives, and a thorough description of course topics, readings, and requirements.

B. Changes in the status of existing courses:

1. Deletion of a course from the catalog. Chairs should note that except in unusual circumstances, courses that have not been taught in the last three years should be submitted for deletion from the catalog.

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2. Changes in:

- Course description
- Course level
- Prerequisite(s)
- Semester hours credit
- Requirements met

C. Establishment and elimination of majors and minors. Even after approval by the committee, the Faculty, and the Trustees, such changes may not take effect until they have been registered by the New York State Education Department.

D. Changes in major and minor requirements.

E. Descriptive text of the Department including: mission, goals, descriptions of major and minor, and descriptions of requirements for honors.

F. All other proposed changes in Catalog copy.

## **II. General Considerations:**

Before initiating a curricular change, you may want to consider the following:

A. How does the proposed change affect the remainder of your program? How might it affect other departments and programs? How might the addition or deletion of a prerequisite affect current enrollment patterns in the course? Would the deletion of a course from your program prevent some students from completing a major or minor requirement?

B. In cases where there might be significant overlap in content between a proposed course and an existing course (whether in your department or in another department or program), chairs are requested to consult with the head of other departments and programs (where appropriate) and provide an explanation to the Committee indicating the nature of the differences and similarities.

C. How does the proposed course change affect staffing? For example: can new courses be adequately staffed in the future given the size of your department and current faculty loads? Will your proposal have an impact on staffing in another department (e.g., the deletion or addition of a prerequisite course outside your own department), or an impact on your department's staff involvement with all-college requirements? All such matters should be discussed with the Associate Dean of the Faculty.

D. The Committee is charged with reviewing the academic coherence of individual majors, minors, and concentrations, and their relationship to other programs within the College. This should be a central concern for departments and programs proposing course and program changes.

## **III. Procedures**

The Committee has created several forms for processing curricular revisions. These forms (in Word format) can be downloaded directly below [scrolling further in this document will present you with example forms and links to additional information]:

#### CURRICULUM COMMITTEE FORMS:

- [Propose a New Course or Substantial Revision of an existing course](#)
- [Propose a Scribner Seminar -- either as a New Course or Revision of an existing course](#)
  - (See [Scribner Seminar Guidelines and Resources](#))
- [Request Routine Revisions](#)
- [Propose Revisions to Major/ Minor/ Programs](#) (also use for New Majors)
- [Establish or Eliminate a Major](#) (from Faculty Handbook)
- [Sample Syllabus with Learning Goals](#)  
(for further information please see [Assessment Handbook](#))

The forms should be submitted with the appropriate signature from Department Chair and/or Interdisciplinary Program Director (even when proposing a First-Year Seminar or other interdisciplinary courses). If the proposed changes affect more than one department or program (such as interdepartmental majors), obtain signatures of all Chairs and/or Directors involved. If your proposal involves a substantial or complicated change, you should consult with the Associate Dean of the Faculty and/or the Chair of the Committee on an informal basis before submitting your proposal.

Depending on the Committee's workload, requests may take from one to three weeks to process. In the case of the important deadlines listed below, please submit proposals at least three weeks in advance of the deadline.

A. Routine course revisions (e.g., Change in Liberal Arts credit, Change in title, Decrease in prerequisites, Deletion of a course) should be submitted on the appropriate form, with the copy going to the Associate Dean of the Faculty. After an administrative review, the Associate Dean will forward the proposal to the Chair of Curriculum Committee. Routine revisions are handled in an expedited fashion by the Chair, and may not involve committee discussion. Such revisions will be considered approved when signed by both the Associate Dean and the Chair of the Curriculum Committee.

B. New courses or substantial revisions to existing courses (e.g., Change in course description, Change in course level/number, Change in semester hours of credit, Change in all-college requirements designation, Change in enrollment cap, Increase in prerequisites) should be submitted on the appropriate form, with the copy going to the Associate Dean of the Faculty. After an administrative review, the Associate Dean will forward the proposal to the Chair of Curriculum Committee, who will then bring the proposal before the committee. If the course is a First-Year Seminar, then the proposal must have the signature of the Director of the First-Year Experience before submitting it to the Associate Dean of Faculty. If the course is to contribute to an Interdisciplinary Program, then the proposal must be submitted to the Program Director for review before consideration by the Associate Dean of the Faculty. Consult the appropriate Program Director for submission deadlines. The Chair of the Curriculum Committee, in consultation with the Associate Dean, will place the proposal before the committee as soon as possible. New courses and substantial revisions to existing courses will be considered approved when signed by both the Associate Dean and the Chair of the Curriculum Committee. The signature of the Associate Dean indicates that the Associate Dean and the Department Chair have reviewed the proposal for scheduling, budgeting, staffing, and space considerations.

C. Revisions to majors, minors, or programs should be submitted to the Associate Dean of Faculty. After an administrative review, the Associate Dean will forward the proposal to the Chair of Curriculum Committee, who will then bring the proposal before the committee.

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#### IV. Deadlines

Although changes may be proposed at any time during the academic year, there are three very important deadlines:

- A. Any changes to appear in the Spring schedule of classes must reach the Committee no later than September 15 of the preceding academic term.
- B. Spring term new course proposals must also reach the Committee by September 15.
- C. All changes in the Catalog, including changes for the Fall schedule of classes, must reach the Committee no later than December of the preceding academic year.
- D. If the course is to contribute to an Interdisciplinary Program, then the proposal must be submitted to the Program Director for review before consideration by the Associate Dean of the Faculty. Consult the appropriate director for submission deadlines.

Major department changes should be submitted to the Committee as early as possible. Except in the most extraordinary of circumstances, the Committee cannot give immediate attention to proposals that are received after the deadline.

#### **SUPPLEMENTAL INFORMATION ABOUT FORMS**

Further information and links can be found at: <http://www.skidmore.edu/academics/curric/currcom.html>

During 2000-2001, Curriculum Committee adopted a more liberal interpretation of the qualifications for Liberal Arts credit. Courses that do not now count as Liberal Arts, but which expose students to theoretical issues, may now be considered for Liberal Arts credit.

In order to expedite processing of proposals, and to provide the Chair of the Committee with a clearer sense of upcoming proposals, proposals need to be submitted to the Chair of Curriculum Committee at the same time as they are submitted to the Associate Dean of Faculty (and the Director of LS or Interdisciplinary Director, if appropriate). Generally speaking, however, the committee will defer consideration of a proposal until the Associate Dean has explored the resource implications of the proposal and signed the proposal form.

Recently, the typical change in semester hours of credit has been from 3 to 4 hours. The additional hour can be provided by a contact hour or by a flexible credit hour (which typically receives greater scrutiny from the committee). You should review the [guidelines for the additional hours](#). To clarify the nature of such curricular change, please submit a description of student learning objectives and how they will be assessed, plus copies of old and new [syllabi](#).

You should review [guidelines for enrollment caps](#). With the advent of reconfiguration, course enrollment caps need to adhere to the guidelines. Only under extremely unusual circumstances will the committee approve an enrollment cap below those specified in the guidelines.

The distinction is made here for the departments such as Sociology, Anthropology, and Social Work; Foreign Languages and Literatures; etc., in which more than one discipline is contained. Generally speaking, the two-letter designation used by the registrar is the needed information.

Please indicate the course level by IXX, 2XX, or 3XX. Specific numbers will be assigned by the Registrar. You can request a particular number, but the Registrar makes the final decision about numbering.

The catalog description should be carefully worded to reflect the actual content of the course. It is customary to begin the description with a sentence fragment. Please avoid passive voice, especially regarding student involvement. Also, avoid using such phrases as "in-depth" and "intense" or "this course will carefully analyze and extensively research" which add nothing substantive to the description. Please try to keep your description brief. Consult the [Skidmore College Guide to Writing](#) for stylistic clarification. Consult the current Catalog for examples.

Please take care with the abbreviated title. This is the course title that will appear on registration materials and on transcripts.

The course syllabus is an extremely useful document to the Curriculum Committee. It provides the committee with invaluable detail about the organizational structure of the course. To aid you in the preparation of your proposal, we provide you with an example of an extensive syllabus and a set of student learning objectives as well as a [link](#) to an assessment page that includes a guide to writing student learning objectives.

These questions are all intended to elicit information that will allow the Associate Dean and the Curriculum Committee to assess the resource implications of the new course. For example, if the instructor is currently teaching a full load of courses and is proposing a new course, it is essential for the committee to know which course is being replaced by the new course. Will the replaced course no longer be offered? Will the deletion of the course, or a reduction in the frequency with which it will be offered, have an impact on majors or on a particular program area? If the new course will require, for example, the addition of resources to the Library, such information is also quite useful.

Even if the proposal is for a course outside of the proposer's department (e.g., FYE Scribner Seminars), the Chair of the department in which the proposer resides must sign the proposal.

The Major/Minor/Program form is deceptively simple. However, the creation of a new major, minor, or program is a laborious process. The potential resource implications are significant, so the Associate Dean of the Faculty will need to work closely with the people proposing the new major, minor, or program. Revisions to existing majors, minors, and programs may also have resource implications, so they will also be reviewed carefully by the Associate Dean before bringing the proposal to the Curriculum Committee.

In order to expedite processing of proposals that require LS Director and/or Interdisciplinary Program approval, proposals need to be submitted to these directors prior to Associate Dean of Faculty and Curriculum Committee approval. Contact the appropriate director for specific program proposal submission deadlines.

## ***CEPP-CURRICULUM COMMITTEE STATEMENT ON MAXIMUM CAPS***

Draft of 3/27/00

Following discussion by members of Academic Staff, CEPP and Curriculum Committee met three times to discuss a series of issues surrounding the establishment of maximum caps for courses at all levels of the curriculum. The following questions were central to our discussions:

- Should there be a college standard for maximum caps?
- Where should the responsibility to set maximum caps for courses reside?
- How should we determine caps appropriate to the 100-, 200—and 300-level?

The following summarizes the joint committee's major conclusions and recommendations on each of these issues. A more detailed presentation of these discussions can be found in the minutes of two of the three joint meetings, which are posted at <http://www.skidmore.edu/academics/curric/>.

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Equity concerns dictate that there should be a college standard for maximum caps, but the standards need to accommodate differences in pedagogy and support facilities. Therefore, the ranges for caps recommended below may not apply to courses whose caps are currently constrained by such considerations (e.g., science labs, expository writing courses, LS1 sections, studio arts, etc.)

The responsibility for establishing and maintaining maximum caps rests jointly with the faculty and the Office of the Dean of the Faculty. The establishment of caps combines issues of faculty workload (administered by the Dean of the faculty) with curricular policy (the purview of the faculty).

The three factors most central to decisions about enrollment caps for courses include the demands of various pedagogical strategies, efficient use of teaching resources to meet student demand and workload equity across departments and programs. In light of current practice across departments, and in an attempt to accommodate pedagogies most common to 100-, 200- and 300-level courses (see Curriculum Committee Class Level Definitions at same web address cited above), the following caps are recommended:

- 100 level: 32-38
- 200 level: 27-33
- 300 level: 18-23

Given the specialized curricular role of colloquia designed as capstone experiences in the majors, these courses may be offered at a lower cap of 15.

In the interests of efficient use of teaching resources, the joint committees recommend that departments designate specific caps within these ranges and are encouraged to err toward the upper end of the ranges where possible

The joint committee recommends that maximum caps on courses be reviewed by the Dean of the Faculty's office as each semester's course schedule is planned. Faculty will also propose a maximum cap for each new course reviewed by Curriculum Committee. Should a faculty member wish to propose a cap that deviates from college standards, the proposal will be jointly reviewed by the Dean of the Faculty and the Curriculum Committee.

## ***LINKS TO OTHER CURRICULUM INFORMATION***

*Guidelines for a First-Year Seminar:*

<http://www.skidmore.edu/academics/curric/Guidelines%20for%20a%20FYS.doc>

*Writing Intensive Course Guidelines:*

<http://www.skidmore.edu/academics/curric/guideWritIntensive.html>

*Quantitative Reasoning 2:*

<http://www.skidmore.edu/academics/curric/qr2-rev.htm>

*CEPP Guidelines:*

Includes: Culture-Centered Inquiry, Humanities, Social Sciences, Natural Sciences, and Arts

<http://www.skidmore.edu/academics/curric/CEPPguidelines-2.htm>

*Honors Forum:*

<http://www.skidmore.edu/academics/hfc/>

*Study Abroad Information*

[http://cms.skidmore.edu/curriculum\\_committee/policies/index.cfm](http://cms.skidmore.edu/curriculum_committee/policies/index.cfm)

*Course Conversion to Four Credit Hours:*

<http://www.skidmore.edu/academics/curric/flex4.htm>

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## Faculty Response to Student Integrity Problems

1. Establish your own integrity expectations clearly and positively as part of the intellectual process and content of each course. See the link below for "The Ethics of Scholarship" for suggestions (provided by the Office of the Dean of Studies).
2. For help with suspected plagiarisms, consult the search engines and other materials gathered on the Scribner Library website (see link below).
3. If you believe you are facing a case of student academic dishonesty, consult the Skidmore definitions and standards contained in the above resources, gather the evidence carefully, and then consult with the Dean of Studies Office.
4. Talk privately with the student about your suspicions or certainty, trying to treat the issue in a relatively dispassionate and objective manner. Try not to be impressed or swayed by initial student anger, denial, tears, or special pleading; rather, address the evidence, the problem, and the expectations of the Honor Code. (This advice stems from backlash problems encountered when a faculty member becomes too personally and morally connected to the student's integrity violation.) Keep a written record of your interactions with the student.
5. If you decide to respond directly to the infraction, please work within the Skidmore integrity definitions and penalty guidelines. The most typical Skidmore faculty response to a plagiarized paper or to cheating on an exam is to fail the student on that academic exercise; however, more or less severe consequences may actually be warranted.
6. Report in writing to the Dean of Studies Office, all demonstrable academic integrity infractions together with your response thereto. (Note that Skidmore faculty have committed themselves to full reporting in the *Faculty Handbook* and through subsequent faculty legislation of 1995 and 2000.) Also supply a copy of the academic materials in question and, for a case of plagiarism, a copy of the source or sources. Failure to report an infraction may help hide a recurrent pattern and also results in unequal justice.
7. You may prefer to request an Integrity Board hearing. Consult with the Dean of Studies Office on this option and process and refer to links provided below. Note that a student who denies his or her guilt, or who believes the penalty imposed is too severe, may also request a formal hearing.
8. If the reported infraction turns out to be a second offense, the Dean of Studies is likely to call for a formal hearing to consider the larger picture, in which case the faculty involved in each infraction will be asked to participate, in effect, as a "witness." Note that easily 90 percent of reported infractions are single offenses and are resolved as the individual faculty member intended and without a hearing being requested or required.

### Helpful Links:

*Dean of Studies: Faculty Advisor Handbook – Policies & Procedures*

<http://www.skidmore.edu/administration/dean-studies/AdvisingResources.htm>

*Dean of Studies: The Ethics of Scholarship – Notes for Skidmore Students*

<http://www.skidmore.edu/administration/dean-studies/AcademicIntegrity.htm>

*Institutional Technology: Academic Integrity – Policies and Procedures*

<http://www2.skidmore.edu/cits/policies/news-policy.cfm>

*Library: Information for Faculty on Integrity*

<http://www.skidmore.edu/library/infoservices/informationforfaculty/acadinteg.htm>

*Academic Integrity Checklist*

<http://www.skidmore.edu/administration/dean-studies/AcadIntegCheck.htm>

## Other Important Links:

### 1. Campus Safety Webpage - [http://cms.skidmore.edu/campus\\_safety/index.cfm](http://cms.skidmore.edu/campus_safety/index.cfm)

- Skidmore College Comprehensive Emergency Plan
- Biohazardous Waste Management Policy & Exposure Control Plan  
<http://cms.skidmore.edu/health/loader.cfm?url=/commonspot/security/getfile.cfm&pageID=114932>

### 2. Human Resources - <http://cms.skidmore.edu/hr/index.cfm>

Employee Handbooks includes information on:

- Immigration Compliance
- Drug-Free Campus
- Reasonable Accommodation
- Policies Against Workplace Violence
- Inclement Weather Procedure
- Ergonomics Program

### 3. Information Technology: Policies and Procedures - <http://www2.skidmore.edu/cits/policies.cfm>

- Copyright Policy
- Email Privacy Policy
- Web Page Creation and FTP Site Violations

### 4. DOF Offices Webpages:

Dean of the Faculty - <http://cms.skidmore.edu/dof/index.cfm>

Dean of Studies Webpage - [http://cms.skidmore.edu/dean\\_of\\_studies/](http://cms.skidmore.edu/dean_of_studies/)

- Classroom Protocols: Notes for Skidmore Faculty
- Guidelines for Independent Studies
- Students in Distress: A Guide for Skidmore Faculty and Staff
- Academic Honors, Prizes, and Awards

First Year Experience - <http://cms.skidmore.edu/fye/>

Office of Off-Campus Study and Exchange - <http://cms.skidmore.edu/ocse/index.cfm>

Office of the Registrar - <http://www.skidmore.edu/registrar/index.htm>

Foundation and Corporate Relations - <http://cms.skidmore.edu/foundations/>

Office of Sponsored Research - [http://cms.skidmore.edu/sponsored\\_research/](http://cms.skidmore.edu/sponsored_research/)

### 5. Office of Student Academic Services - [http://cms.skidmore.edu/academic\\_services/](http://cms.skidmore.edu/academic_services/)

- Assistance for Students with Disabilities

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