Skidmore College

Chair/Program Director Handbook

2026-2027

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Preface

Welcome to the Chair and Program Director Handbook. This handbook is designed to serve as a practical, user-friendly guide for the work of leading an academic department or program at Skidmore College.

Chairs and program directors (C/PDs) play a vital role in sustaining and advancing the College's academic mission. In this role, you help shape curriculum, support faculty colleagues, guide students, steward resources, communicate with offices across campus, and plan for the future of your department or program. Much of this work is deeply rewarding. Some of it is complex. No one is expected to know every policy, deadline, procedure, or form from memory, particularly in a role that requires both academic judgment and administrative coordination.

This handbook is intended to be a companion to that work. It brings together key responsibilities, timelines, contacts, policies, forms, and practical guidance in one place. Its purpose is to help you locate information quickly, understand what action may be required, and identify the appropriate office or person to consult when questions arise. It is organized around the kinds of questions chairs and program directors most often face: What needs my attention now? What are the major annual deadlines? How do I navigate hiring, scheduling, evaluation, budgets, assessment, and faculty support? Where a topic is governed by formal policy or requires more detailed guidance, the handbook points you to the relevant policy, form, or supporting resource.

This handbook is meant to support your work, not to replace conversation, judgment, or collaboration. Many situations require consultation, interpretation, and partnership with colleagues across the College. When a matter is unclear, time-sensitive, or unfamiliar, please reach out to the Office of the Dean of the Faculty and Vice President for Academic Affairs (DOF/VPAA),

A. How to Use This Handbook

This handbook is designed to be both an orientation guide and a practical reference for C/PDs. It is not meant to be read straight through in one sitting, nor is it intended to replace conversation with the DOF/VPAA, Human Resources (HR), the Registrar, Financial Services, Student Academic Affairs, or other campus partners. Instead, it should serve as a starting point: a place to identify the relevant process, understand the major expectations or deadlines, and determine whom to contact when a question requires consultation or approval.

The handbook is organized around the major areas of work that C/PDs encounter over the course of the year. New C/PDs may wish to begin with this Preface, Quick Start Guide, and Major Annual Deadlines sections, which provide an overview of the role, the most common first priorities, and key recurring dates. The main body of the handbook then moves through the ongoing work of leading a department or program: working with the DOF/VPAA Office, running meetings and managing staff, planning curriculum and course schedules, tracking workload, writing evaluation letters, managing faculty searches and appointments, implementing the Collective Bargaining Agreement between SEIU Local 200United Non-Tenure-Track Faculty and Skidmore College, 2025-2027 (CBA) for non-tenure-track faculty, overseeing budgets and resources, completing assessment and review obligations, and managing transitions such as retirements and exits.

When using the handbook, it may help to distinguish between four types of material. Some sections provide role guidance, explaining what C/PDs are generally responsible for. Other sections provide procedural guidance, outlining steps to follow for matters such as hiring, evaluations, staffing requests, assessment reports, or external reviews. Some sections summarize policy, contractual or legal obligations, including Faculty Handbook provisions, CBA requirements, employment rules, contact-hour expectations, and records-retention obligations. Finally, some material is included as reference information, such as calendars, pay scales, forms, rubrics, links, and sample procedures. Where formal policy language, the Faculty Handbook, the CBA, HR policy, or another official College document governs a situation, those formal sources control.

Because departments and programs differ in size, structure, discipline, staffing, and curricular patterns, not every procedure will apply in the same way in every unit. C/PDs should use the handbook in combination with judgment, consultation, and knowledge of local department or program practice. When a situation is unclear, time-sensitive, involves faculty employment, affects students' progress, raises budget or workload questions, implicates the CBA, or may require an exception to standard procedure, C/PDs should reach out early to the appropriate person in the DOF/VPAA Office or another relevant office. Early consultation is almost always preferable to trying to resolve a complicated matter after decisions have already been made.

B. Common Scenarios: Where to Start

Use this table as a quick guide to common questions and situations. In many cases, the relevant information will appear in more than one section of the handbook. Start with the section listed below, then consult related sections or the DOF/VPAA Office as needed.

Scenario	Start With	Notes / Recommended Action
If you are new to the C/PD role	Preface; Quick Start Guide; Major Annual Deadlines; Part I: The Role of the C/PD	Begin with the orientation materials and meet early with your Academic Administrative Assistant to understand local workflows, records, budgets, deadlines, and department/ program practices.
If you are not sure whom to contact	Part I, Section B: Working with the Office of the DOF/VPAA	Use the DOF/VPAA portfolio guidance to identify the appropriate dean, associate dean, or staff member. When the issue cuts across areas, reach out early for direction.

Scenario	Start With	Notes / Recommended Action
If you need to create or revise the course schedule	Curriculum, Scheduling, and Academic Operations	Review guidance on curriculum delivery, course offerings, catalog management, minimum enrollment, and minimum contact hours. Also consult workload guidance if assignments, releases, overloads, or instructional continuity are affected.
If a course is under-enrolled	Minimum Enrollment; Faculty Workload	Under-enrollment triggers review but does not automatically require cancellation. Consult the appropriate associate dean before making commitments to faculty or students; consider curricular need, graduation progress, offering frequency, and redeployment options.
If you need to track or resolve a workload issue	Faculty Workload	Review standard workload expectations, averaging rules, releases, overloads, part-time teaching limits, team teaching, and workload records. Consult when the situation is unusual, complicated, or CBA-governed.
If annual faculty evaluation letters are due	Faculty Evaluation Letters; Faculty Reporting and Documentation	Faculty annual Summary of Activities reports are due in Watermark by May 31 unless an earlier internal deadline applies; annual evaluation letters are due to the DOF/VPAA Office by June 30.

Scenario	Start With	Notes / Recommended Action
If you need to hire a tenure-track or renewable faculty member	Faculty Appointments and Searches	Review faculty allocation requests, position type, search approval, inclusive recruitment, campus visits, reference checks, offers, and start-up funds. Formal approval and coordination with the DOF/VPAA Office are required before recruitment proceeds.
If you need to hire a full-time or part-time faculty member on a terminal contract	Hiring Faculty on Terminal Contracts; Non-Tenure-Track Faculty and the Union Environment	Review supplementary staffing requests, full-time versus part-time terminal appointments, search-plan requirements, and contract processing. Consult the NTT/CBA section for ranks, appointment types, evaluation, promotion, and CBA-governed terms.
If you are dealing with a NTT faculty issue	Non-Tenure-Track Faculty and the Union Environment	Many aspects of NTT employment are governed by the CBA, including appointments, workload, assignments, evaluation, promotion, discipline, grievances, and union representation. Consult ADOF-RAP before acting when in doubt.
If a faculty matter may involve discipline, misconduct, or a grievance	NTT/CBA section, if applicable; DOF/VPAA consultation	Do not rely solely on the annual evaluation process. Consult promptly when a matter involves policy violations, health and safety concerns, CBA issues, disciplinary action, or a potential grievance.

Scenario	Start With	Notes / Recommended Action
If you need to manage department or program funds	Budgets, Resources, and Infrastructure	Review operating budgets, A1 accounts, B funds, restricted funds, reallocation rules, fiscal-year rollover rules, capital requests, start-up funds, and conflict-of-interest obligations.
If you need space, equipment, technology, or other resources	Space, Facilities, and Related Resources	C/PDs monitor and advocate for office space, instructional and program space, equipment, technology, administrative support, library resources, safety needs, and long-term resource planning.
If your department/program has an assessment report, mid-point report, self-study, or external review	Assessment and Review	Review the ten-year cycle: annual assessment in years 1–4 and 6–9, mid-point report in year 5, and self-study/external review in year 10. Consult templates, schedules, and reporting instructions.
If you are preparing for a self-study or external review	Self-Studies and External Reviews	Begin early. Review guidance on reviewer selection, timing, itinerary planning, travel and expenses, final reports, and follow-up discussions with the DOF/VPAA Office.
If a faculty or staff member is retiring	Retirement; Phased Employment Guidelines, if applicable	Review notification expectations, HR and DOF/VPAA coordination, benefits consultation, final-pay timing, retirement celebrations, phased employment, and the reminder that replacement is not automatic.

Scenario	Start With	Notes / Recommended Action
If a faculty member is leaving the College	Exit Policy	Review expectations for offices, keys, start-up funds, College property, equipment, software, books/media, research materials, datasets, sponsored projects, IRB/IACUC matters, hazardous materials, and related compliance obligations.
If a student raises a course, grading, advising, or requirement concern	Student-Facing Responsibilities; Curriculum/Scheduling; Student Academic Affairs guidance	Clarify process, support communication, and connect the student with the appropriate faculty member, advisor, Registrar, or Student Academic Affairs. Respect faculty academic freedom to teach in the manner they judge best, subject to course goals, and to assign grades they can support.
If you are unsure whether a rule has an exception	Relevant handbook section; DOF/VPAA Office	Do not assume an exception exists. Raise the issue early, explain the relevant context, and work collaboratively toward an appropriate resolution.

Quick Start Guide

A. Your First Priorities

In the first weeks of serving as a C/PD, you should review your unit's course schedule, staffing plan, and known enrollment pressures for the coming semesters, since a central part of the role is ensuring that the curriculum is delivered in a way that allows students to make timely progress toward the major or minor.

You should also meet with your predecessor as C/PD and Academic Administrative Assistant (AA) to understand existing workflows, records, budget practices, and deadlines, and review faculty workload records, including releases, overloads, and any carry-forward issues that may affect future scheduling and staffing decisions. C/PDs are responsible with their AAs for maintaining and monitoring this information.

It is also important to identify any reappointments, promotions, search processes, assessment reports, or review-cycle obligations already underway or expected during the current academic year. Annual faculty evaluation letters, faculty activity reporting through Watermark, staffing requests, and assessment/reporting requirements all operate on recurring cycles and should be reviewed early.

B. What You Will Do Most Often

Some responsibilities continue throughout the year. These include responding to questions from students, faculty, staff, and administrators; overseeing day-to-day departmental or program operations; setting course offerings and schedules; monitoring faculty workload and contact hours; working with your AA on budgets and logistics; working with the Registrar's Office on transfer credits; approving independent studies and internships; approving budget expenditures and faculty expense reports; and supporting faculty through evaluation and professional development processes.

Among your most important recurring responsibilities are: ensuring that required courses are offered regularly and scheduled appropriately; assigning faculty in a way that supports curricular needs, faculty development, and workload equity; writing annual faculty evaluation letters; managing hiring and staffing processes when necessary; stewarding department or program budgets; and overseeing assessment and reporting responsibilities tied to the ten-year review cycle.

C. Important Annual Deadlines

Early each semester, C/PDs will need to create a course schedule for the following semester. Each year, you should develop a tentative plan for course offerings over the next three years.

Every December, you will be asked to submit to the DOF/VPAA's Office a request to hire full- and part-time faculty on terminal contracts for the next academic year.

The DOF/VPAA typically issues the call for faculty allocation requests in the fall semester. Departments/programs generally notify the DOF/VPAA by mid-December if they intend to submit a proposal, and full proposals are generally due in late January or early February.

Assessment, mid-point reporting, self-study, and external review deadlines depend on your department or program's place in the ten-year review cycle. Departments/programs in years 1–4 and 6–9 complete annual assessment work; year 5 requires a mid-point report; and year 10 requires a self-study and external review.

Faculty should submit their annual Summary of Activities in Watermark by May 31, unless your department or program sets an earlier internal deadline. Annual faculty evaluation letters are due to the DOF/VPAA Office by June 30 each year.

D. Who to Contact

Questions about faculty hiring, NTT faculty management, evaluation letters, personnel policies, external reviews, and labor-management/CBA matters should generally be directed to David Cohen, the Associate Dean of the Faculty for Recruitment and Academic Personnel. Questions about faculty development, start-up funds, research, infrastructure, space, and safety should generally be directed to Oscar Perez Hernandez, the Associate Dean of the Faculty for Development, Research, and Infrastructure. Questions about curricular matters, student academic affairs, operating budgets, and academic operations should generally be directed to Corey Freeman-Gallant, the Associate Dean of the Faculty for Academic Operations and Student Academic Affairs. Broad academic planning and senior academic matters remain within the portfolio of the DOF/VPAA.

When you are unsure where a question belongs, it is better to ask than to assume. Many issues cut across portfolios and may require consultation with more than one office.

E. A Special Note on Non-Tenure-Track Faculty

If your department or program includes non-tenure-track faculty, you should remember that many aspects of their employment are governed by the CBA. C/PDs are considered management for these purposes and are responsible for implementing the CBA consistently. When in doubt, consultation is especially important in matters involving appointments, reappointments, course assignments, evaluation, promotion, discipline, grievances, or union representation.

F. Final Reminder

This handbook is designed to help you work efficiently and confidently, but it is not a substitute for consultation, judgment, or collaboration. When something is unclear, time-sensitive, or unfamiliar, ask early. Doing so is usually the best way to support your department or program and avoid preventable complications later.

Department and program procedures can vary widely across the College, as can the conventions of our various disciplines. For example, hiring calendars can be quite different. While not every rule has exceptions, if a policy has unexpected consequences for your department/program, please reach out to the DOF/VPAA's Office to explain the issue.

Major Annual Deadlines

Use this page as a quick-reference checklist. Always confirm current-year dates and instructions in communications from the DOF/VPAA Office, Appointments and Tenure Committee (ATC) and Promotions Committee (PC), the Registrar, and other relevant offices.

Assessment, Review, and Reporting

Annual: Departments/programs in years 1–4 and 6–9 of the ten-year cycle complete academic assessment and submit the required report.

Year 5 of the review cycle: Mid-point report due by June 30 in the designated year.

Year 10 of the review cycle: Self-study and external review completed according to the schedule communicated by the DOF/VPAA Office. The self-study also counts as that year's assessment report.

Budgeting and Planning

No later than February (typically) -- Calls for new initiatives and capital and minor project requests for the next fiscal year.

End of fiscal year / June 1 cycle: Review operating budget status; unused A1 funds do not roll over and are returned to the general pool.

Scheduling and Enrollment Monitoring

Each semester: Create schedule of classes, staffing assignments, and workload distribution before the registration cycle and again after initial enrollment.

Two to three weeks after initial enrollment: Under-enrolled classes are reviewed for possible cancellation, with fall decisions deferred until after incoming student registration where applicable.

Faculty Evaluation and Reporting

May 31: Faculty annual Summary of Activities in Watermark due, unless the department/program sets an earlier internal deadline.

June 30: Annual faculty evaluation letters due to the DOF/VPAA Office. A C/PD whose appointment ends on May 31 is still responsible for that year's letters.

Faculty Hiring and Staffing

Fall semester: DOF/VPAA typically issues the call for tenure-track and renewable faculty allocation requests for the following academic year.

Mid-December (typically): Departments/ programs notify the DOF/VPAA if they intend to submit a faculty allocation proposal.

Late January / early February (typically): Full faculty allocation proposals due.

December (typically): Requests due for supplementary terminal NTT staffing for the following academic year.

Ongoing / As Needed

Faculty hiring requisitions, search approvals, contract requests, overload requests, and start-up fund administration occur throughout the year as needed and should be coordinated with the appropriate Associate Dean and support staff.

Summer responsibilities may include transfer credit questions, monitoring post-registration enrollment issues, unexpected hiring needs, and onboarding new faculty.

PART I THE ROLE OF THE C/PD

C/PDs are appointed by the DOF/VPAA following the procedures set forth in the Faculty Handbook, Part One, Section XII.A-C and XIII.A-C. Appointments are for four years, with a mid-term review. Review of a C/PD shall be conducted by the DOF/VPAA or the ADOF-RAP.

C/PDs may, if they wish, appoint an Associate C/PD (Associate Chairs); these appointments are made yearly (they do not roll over) and the stipend is $2,000. Specific duties are developed in consultation with the C/PD and will vary by department/program. Associate Chairs may not write annual evaluation letters for faculty. Typically, an Associate Chair will be a tenured faculty member. If a non-tenure-track faculty member is appointed as an Associate Chair, they may not take on any duties involving the direct supervision and discipline of any faculty member.

A. The Role of Department Chairs and Program Directors

For guidelines and objectives, see the Faculty Handbook, Part One, Section XII.D and XIII.D.

Major tasks include:

- Responding in a timely manner to queries and concerns presented by students, faculty, staff, and administrators
- Setting the agenda for department or program meetings and retreats
- Conducting regular meetings and managing the day-to-day operations of the department/program, including establishing course offerings and schedules
- Overseeing the AA and any other staff, and conducting yearly performance reviews for these individuals as required by HR
- Balancing and tracking faculty workload credits; requesting necessary overloads; ensuring timely taking of faculty workload credit releases
- Monitoring minimum contact hours
- Working with the AA to collect all course syllabi every semester
- Periodically reviewing syllabi to ensure that they reflect the appropriate goals for that course
- Shepherding faculty through reappointment, tenure, and promotion procedures, and writing necessary letters associated with these procedures
- Managing faculty recruitment and/or hiring processes
- Maintaining a three-year plan that includes specific course offerings with faculty names and anticipated workload credits (to be utilized in making staffing requests)
- Managing the department/program budget(s) and requesting additional monies as needed via Capital Requests

- Submitting, when needed, information for Board of Trustee (BOT) reports and text for retirement citations
- Writing Letters of Evaluation for faculty who require them (due 6/30 each year)
- Writing the Mid-point Report when scheduled
- Leading the Self-Study and writing the Self-Study Report in advance of a scheduled External Review
- Overseeing assessment efforts and submitting the Annual Assessment Report to the Faculty Director of Assessment
- Maintaining orderly department/program records and passing them to the next C/PD

Many C/PD responsibilities can be delegated to faculty committees, senior colleagues, or your AA. Some core responsibilities must be performed by the C/PD. The following table sets forth, for each C/PD responsibility, whether and to whom it can be delegated:

Responsibility	Can this be delegated?	Comments
Respond to queries and concerns presented by students, faculty, staff, and administrators	In part, to your AA or Associate Chair	If the inquiry involves personnel or policy-making, the C/PD should deal with it personally
Set the agenda for department or program meetings and retreats	This is a core C/PD responsibility.	The C/PD, literally and figuratively, sets the agenda for the department or program. Once you have an agenda, enforce it.
Establish course offerings and schedules	Scheduling class times and days can be delegated to your AA or Associate Chair. Determining courses to offer can be delegated to a department or program curriculum committee.	Assigning faculty to teach particular courses is a core C/PD responsibility.
Supervise your AA and any other staff, and conduct yearly performance reviews for these individuals as required by HR	No.	These are core C/PD responsibilities

Responsibility	Can this be delegated?	Comments
Balance and track faculty workload credits; request necessary overloads; ensure timely taking of authorized faculty workload credit releases	Your AA and Associate Chair can assist.	The C/PD is ultimately responsible for monitoring the 18-credit faculty workload, but tracking faculty workload can be shared.
Monitor minimum contact hours	Your AA and Associate Chair can assist.	If the faculty member assigned to teach a class cannot meet the minimum contact hours, the C/PD is responsible for finding alternatives.
Collect all course syllabi every semester	Delegate to your AA.	If a faculty member fails to respond to the AA, you can step in.
Periodically review syllabi to ensure that they reflect and fulfill the appropriate goals for that course	You can delegate to your Associate Chair or a department curriculum committee.	A good time to do this is when you write evaluative letters for faculty.
Shepherd faculty through reappointment, tenure, and promotion; writing necessary letters associated with these procedures	Some parts of this can be delegated to a department/ program mentor or personnel committee.	If for some reason the C/PD cannot write the department/program letter, please contact (for TT faculty) ATC or PC, and Oscar Perez Hernandez, or (for NTT faculty) David Cohen.
Manage faculty recruitment and/or hiring processes	You can delegate the search to a search committee and some scheduling/administrative tasks to your AA.	The C/PD makes the offer to a new hire and negotiates the terms of the position, working with the DOF/VPAA's office.
Maintain a three-year plan that includes specific course offerings with faculty names and anticipated workload credits	Your AA and Associate Chair can assist.	Consult with your faculty each year on their availability and preferences over the next two academic years.
Managing the department/program budget	Your AA can assist.	Approving use of funds for faculty and department/program initiatives using the Services and Supplies and B Fund budgets is a core C/PD responsibility.

Responsibility	Can this be delegated?	Comments
Requesting additional monies as needed via New Initiative or Capital Requests	Your AA can assist.	New Initiative requests (currently frozen) are for permanent increases to your Services and Supplies budgets. Capital requests are project-based funds that must be spent in the next three years (primarily, faculty start-up funds).
Submit information for BOT reports and text for retirement citations	A senior department colleague can assist.	When relevant, you will receive more information from Debbie Peterson.
Writing Letters of Evaluation for faculty who require them (due June 30 each year)	This cannot be delegated.	Each year, you will receive a reminder of which faculty members are due for evaluation from the DOF/VPAA's Office.
Write the Mid-point Report when scheduled	Should be delegated to faculty sub-committees.	You can receive guidance and help from the Faculty Director of Assessment.
Lead the Self-Study and write the Self-Study Report in advance of a scheduled External Review	Writing the self-study should be delegated.	Department or program faculty should be fully involved in writing the self-study. You can receive guidance and help from the Faculty Director of Assessment or from the ADOF-RAP.
Overseeing assessment efforts and submitting the Annual Assessment Report	Can be delegated to an assessment committee.	You can receive guidance and help from the Faculty Director of Assessment.
Maintain orderly department/program records and pass them to the next C/PD	Delegate to your AA while monitoring.	Move from paper records to digital records and have a retention policy.

Although responsibilities for most C/PDs are relatively light in the summer compared to the academic year, there are nonetheless certain summer obligations. Among these are responding to requests from the Registrar's Office concerning transfer credits (unless a designee is doing so); maintaining awareness of enrollment issues following first-year registration (and possibly consulting with the DOF/VPAA Office about enrollment pressures); overseeing essential and sometimes unexpected hiring; and welcoming new faculty.

B. Working with the Office of the DOF/VPAA

The Office of the DOF/VPAA is a central partner in the work of C/PDs. Many questions about curriculum, staffing, faculty personnel, budgets, assessment, student academic issues, space, and policy implementation will involve consultation with the DOF/VPAA Office. C/PDs are not expected to know every policy or process from memory; rather, they are expected to recognize when a matter requires coordination, guidance, or approval and to seek assistance early.

The Dean, Associate Deans, and administrators in the DOF/VPAA's Office have distinct but overlapping portfolios, and many issues will cut across more than one area of responsibility.

- Questions about faculty hiring, NTT faculty matters, evaluation letters, personnel policies, external reviews, and labor-management/CBA issues should generally begin with David Cohen, the Associate Dean of the Faculty for Recruitment and Academic Personnel (ADOF-RAP).
- Questions about faculty development, research, start-up funds, infrastructure, space, safety, and related compliance matters should generally be directed to Oscar Perez Hernandez, the Associate Dean of the Faculty for Development, Research, and Infrastructure.
- Questions about curricular matters, student academic affairs, enrollment management, operating budgets, and academic operations should generally be directed to Corey Freeman-Gallant, the Associate Dean of the Faculty for Academic Operations and Student Academic Affairs.
- Questions about tenure or promotion materials and calendars, hiring procedures, and faculty evaluation should generally be directed to Debbie Peterson, Academic Affairs Coordinator.
- Questions about expenses, budgeting, and B Funds should generally be directed to Gina Hoefer, Senior Budget Administrative Coordinator.
- Questions about scheduling meetings with members of the Office of the DOF/VPAA, including meetings with candidates on campus visits or with external evaluators, should generally be directed to Nora Graubard, Senior Administrative Coordinator. Meetings with Corey Freeman-Gallant should be scheduled with Terri Mariani, Student Academic Affairs Coordinator.
- When the appropriate path is unclear, C/PDs should reach out to the DOF/VPAA Office for direction; early consultation is especially important when a situation is time-sensitive, implicates policy, affects students' progress, involves faculty employment, or may require coordination among offices.

C. Coordinating Relations with the Rest of the College

New C/PDs are often surprised at the extent to which the rest of the College sees the C/PDs as the primary point of contact between their department or program faculty and the wider College. In this role, the C/PD helps translate departmental/program needs, questions, and priorities into productive conversations with offices across campus. This work may involve coordinating staff hiring or supervision, identifying space or facility needs, supporting fundraising or alumni engagement, responding to student concerns, managing budget questions, or helping colleagues navigate College processes. The C/PD does not need to have every answer, but should know when to seek guidance, whom to contact, and how to help ensure that departmental or programmatic decisions are aligned with College policies, priorities, and resources. Finally, given your responsibility for monitoring faculty workload, it is critical that other offices on campus that need faculty time and attention coordinate that need through you.

PART II CHAIRING A DEPARTMENT OR PROGRAM

A. Department Meetings and Retreats

Department faculty should meet once a month while the College is in session. Many departments schedule their meetings for the same day as our Faculty Meetings, but this is not required. Program faculty should also meet on a regular basis, but scheduling can be complicated for interdisciplinary programs with faculty who are also members of other departments/programs. Department faculty are expected to attend department meetings (Faculty Handbook, Article I, VII, C, 6 [p. 110]).

The agenda for department and program meetings is set by the C/PD, usually after soliciting items from the faculty. While departments and programs vary widely in the formality of their meeting procedures, once an agenda is set, it is critical that the C/PD enforces the agenda. Faculty governance, good process, and potentially academic freedom require that faculty come to the meeting with notice of the issues to be discussed and decided. C/PDs should be careful to prevent items not on the agenda from coming up for discussion or decision during the meeting. A faculty member (not usually the C/PD) or your AA should be tasked with taking minutes of the meeting and recording the result of any vote.

Depending on the question being decided, some departments and programs make decisions by consensus, some require unanimity or super-majorities, and some a simple majority. Regardless of the rule used, departments and programs are urged to use anonymous and secure ballots for sensitive issues, particularly personnel issues (e.g., hiring, reappointment, promotion, and tenure).

C/PDs should consider adopting quorum and notice requirements for department or program meetings. Quorum rules ensure that a decision made during a meeting is truly the decision of the department/program. The number of faculty required for a quorum will vary by department or program but should never be more than half the voting members. Notice requirements (e.g., a meeting must be scheduled and an agenda circulated at least two days before the meeting) ensure that faculty are ready to discuss the issues on the agenda and can, in case of scheduling conflicts, make informed decisions about attendance.

Departments often schedule retreats either once a year or once a semester. Department funds may be used for retreats, including for venues and food. Retreats can be held at the Surrey or in the D-Hall and can also be held off-campus. The same consideration and rules that apply to department meetings apply to retreats, but generally retreats are used for long-term policy planning. Curricular issues, personnel planning, standards for tenure and promotion, setting department strategy, and planning for how the department will meet the challenges of the future are all valuable subjects for a retreat. During the retreat, faculty should be urged, to the extent possible, to put away their devices and not check their email.

B. Managing Staff

All C/PDs are responsible for managing staff assigned to their department or program, including their AA. Where an AA works for two or more departments or programs, the C/PDs can split the managerial duties and, for annual evaluations, should always consult with each other. HR has several resources online for supervisors (https://www.skidmore.edu/hr/training/supervisor-resources.php) and more general resources (https://www.skidmore.edu/hr/policies/).

The current position description for Academic Administrative Assistants can be found in the shared Box folder for C/PDs (you can find the folder here; if you don't have access, please contact Debbie Peterson). AAs are responsible for a wide variety of administrative tasks, and their actual duties vary across departments and programs. Early in your time as a C/PD, please sit down with your AA and make sure that you understand their existing duties and they understand your expectations. If you find that you and your AA have clashing ideas about their role, please reach out to either the ADOF-RAP or HR. If you share your AA with another department or program, please consult with the other C/PD on a regular basis about what work you are assigning to the shared AA to make sure that you are not setting different priorities, collectively assigning too much work, and both understand what the AA is actually doing.

C. Interacting with students

C/PDs often serve as a point of contact when students have questions or concerns about courses, requirements, advising, transfer credit, independent studies, internships, or progress through the major or minor. In this role, the C/PD can help students understand department or program requirements, identify appropriate procedures, and connect with the faculty member, advisor, Registrar, Student Academic Affairs, or other office best positioned to assist.

At the same time, C/PDs should be careful to respect the academic freedom and professional judgment of individual faculty members. Faculty have the authority to teach their courses in the manner they judge most appropriate, provided that the course substantially addresses its approved goals, learning objectives, and catalog description. Faculty also have the authority to assign the grades they determine are warranted, so long as those grades can be supported by the stated expectations, assignments, assessments, and evidence of student performance in the course. When student concerns arise, the C/PD's role is generally to clarify process, support communication, ensure that applicable policies are followed, and consult with the appropriate office when a matter is unclear, rather than to substitute their judgment for that of the instructor.

When meeting with students, C/PDs should also keep in mind their status as mandatory reporters.

D. Retention of Files

The digital landscape has largely eliminated the prior space constraints that necessitated careful consideration of what to retain. Nonetheless, an *organized* approach to record-keeping is essential for the smooth operation of department/program business, and especially for enabling the retrieval of essential documents.

C/PDs are responsible for accurate record-keeping and should work with all their AA, department committees, and faculty to be sure that important records are retained and filed appropriately.

General Guidelines:

- Use a consistent, secure electronic storage system that is password protected (e.g., Datastor) and make sure the appropriate individuals have access to it
- Discuss records retention with necessary stakeholders (chairs of committees, AA, etc.)
- Preserve confidentiality, especially of personnel and performance records
- Consider developing a statement of department/program record-retention practices to be shared with future C/PDs

Records to be retained include:

- Search materials (search plans, job advertisements, etc.)
- Minutes (department meetings, committee meetings)
- Assessment documents
- Midpoint Reports
- External Review materials
- Faculty Workload Tracking (workload credits, sabbaticals, leaves, overloads, service-related faculty workload credits)
- Personnel records (confidential)
- Evaluations of student learning ("long forms")

NOTE: The destruction of dated long forms in their original paper format should be considered carefully; for example, long forms for all currently employed faculty members may be needed for future promotion cases and should therefore be retained, either by continuing to store the physical copies or by digitizing them and storing them electronically.

Certain records must be maintained for a minimum number of years:

- Course syllabi (6 years)
- Final exams (1 year)
- Gradebooks (e.g., Excel spreadsheets, gradebooks in theSpring - 5 years)
- Personnel files (7 years after the last date employed by Skidmore)
- If not otherwise specified, 7 years except for External Review materials, self-studies, and mid-point reports, which should be maintained on file in the department office.

Digitization:

In the interest of minimizing hard-copy materials requiring storage space, the AA, in consultation with the C/PD, may digitize existing department records and store them electronically in a secure system with password protection (e.g., in the department or program folder on Datastor). Do not use any digital storage where a third party not controlled by the College has access to our records (e.g., Google drive). For student evaluations of teaching, any student identifying information should be excised prior to digitization; check to be sure all other portions of the form are intact. Please keep paper originals for a minimum of one year following digitization, after which they may be shredded.

PART III CURRICULUM, SCHEDULING, AND ACADEMIC OPERATIONS

A. Academic Scheduling as a Core Responsibility

C/PDs are responsible for ensuring that the department or program delivers its curriculum as set by the department or program faculty and approved by Curriculum Committee. This is central to the College's academic mission and essential for enabling students — majors, minors, and others — to make timely progress toward graduation. Each semester, C/PDs are responsible for selecting which courses will be offered (although this can be done in consultation with a faculty committee) and assigning faculty to teach them.

In some departments/programs, C/PDs also set the days and times when classes will meet. In others, that role is fulfilled by an Associate Chair or by the AA. Both models are supported. Regardless of structure, the C/PD retains responsibility for the overall scheduling strategy and for ensuring that the curriculum is delivered consistently and predictably.

B. Planning for Curriculum Delivery

To support academic advising and student planning, C/PDs should maintain and share a tentative multi-year course plan—ideally projecting offerings over the next two to three years (four to six semesters). While these plans are subject to change, especially as staffing and enrollment fluctuate, providing visibility into anticipated offerings strengthens faculty planning and career development, enhances advising, supports study abroad planning, and reduces last-minute scheduling gaps.

When preparing semester schedules, C/PDs must:

- Ensure that required courses are offered at regular intervals and do not conflict when taken by students in the same cohort (e.g., junior- or senior-level courses).
- Avoid scheduling bottlenecks—particularly for courses required for the major or minor that are only offered in single sections.
- Use the full range of available time slots, including less popular times such as Monday and Friday, and early morning or late afternoon, to distribute courses evenly and maximize classroom availability. (Consider scheduling required classes on Mondays and Fridays and electives on Tuesdays and Thursdays.)
- Coordinate with other departments/programs when cross-listed courses or interdisciplinary offerings are involved; the home department of the instructor is responsible for ensuring appropriate scheduling.

C. Course Development and Catalog Management

New courses should first be offered as "Topics" courses rather than submitted directly to the Curriculum Committee for approval and catalog inclusion. This practice allows the department to refine content and assess student interest. As a rule, a new course should be taught at least twice before it is proposed for permanent inclusion in the catalog.

Courses that are no longer offered or for which staffing is no longer available should be reviewed periodically and considered for removal from the catalog. While not a formal requirement, regular catalog maintenance is a best practice and ensures that published curricular offerings remain current and accurate.

D. Minimum Enrollment

Classes that enroll students at less than 30 percent of the Curriculum Committee maximum enrollment will be reviewed for possible cancellation. Review will take place two to three weeks after the initial enrollment period for the semester and, for the fall semester, again after the incoming students have registered. Under-enrollment triggers scrutiny but does not automatically result in cancellation. The decision to cancel a class will be made by the ADOF-RAP after consulting with the C/PD.

While there is no fixed calculation for canceling class, the following factors will be considered:

<u>Reasons why an under-enrolled course might be allowed to run</u>:

- It's a Fall course and is open to first-years, in which case a decision will be deferred
- Enrolled students require the course to graduate
- It is a required class that is not offered every semester or every academic year
- The under-enrollment is an anomaly for the faculty member, the course, and/or the department
- The faculty member teaching it is new
- The faculty member cannot be redeployed
- The course is being reviewed in the summer, giving students and faculty less time to find available alternatives
- The class meets early in the day

<u>Reasons why an under-enrolled course might be cancelled</u>:

- Seats are needed in other courses in the discipline or in the gen ed curriculum, and the faculty member can be effectively redeployed
- The faculty member has recently been allowed to "pass" with another low-enrolled class
- The course—regardless of who teaches it—has been routinely under-enrolled and needs re-evaluating

A cancelled class does not count toward a full-time faculty member's workload.

E. Minimum Contact Hours

College policy, New York State law, and our accrediting agency, the Middle States Commission on Higher Education, require that our courses satisfy certain contact hours. Our policy can be found here: https://www.skidmore.edu/registrar/faculty/credit-hour-policy.php. Briefly, each credit hour students earn for taking the course represents completion of 50 minutes of in-class instruction each week over a 15-week semester. For most courses, each 50 minutes of class should require two hours of work outside of class. As a result, a typical three-credit course should meet for at least 150 minutes a week for 15 weeks, and students should do at least six hours of work outside of class each week. Our typical semester schedule includes one class over the required minimum contact hours.

Faculty are responsible for reporting missed or canceled classes to their C/PD, and C/PDs are responsible for ensuring that each class meets the minimum contact hours. This might involve finding a faculty member to "cover" a class that the instructor cannot attend or working with the instructor to develop alternate assignments for students that will require three hours of work for each missed class. If an instructor is unable to teach for more than one week, contact the ADOF-RAP to work on finding alternative coverage.

PART IV FACULTY WORKLOAD, EVALUATION, AND DEVELOPMENT

A. Faculty Workload

The standard workload for a full-time faculty member is 18 faculty workload credits per year, averaged across a two-year cycle. In the case of a non-tenure-track faculty member on a three-year, fixed-term appointment, the 18 credits per year may be averaged over the length of the appointment. C/PDs are responsible for maintaining the workload records of all faculty in the department/program. This is a task that can be shared with your AA.

The 18 faculty workload credits include teaching, sabbaticals (9 or 18 credits), approved leaves, and releases for College, department, or program service, or for courses "bought out" by grants. Faculty workload hours are usually, but not always, equal to student contact hours. Department and programs are responsible for tracking and reporting any difference between faculty workload hours and student contact hours. Sabbaticals, leaves, and releases must be approved by the relevant College committees or offices (e.g., Faculty Development Committee (FDC), HR, DOF/VPAA Office). All releases must be reported and approved by the DOF/VPAA Office before they can count towards faculty workload. Workload credits cannot be "banked" beyond the two-year rolling average (that is, they can make up for either a deficit in the last year or the next year).

When faculty will not be teaching on campus for a semester (e.g., sabbatical, leave, semester-length study abroad programs), the faculty member is expected to teach the bulk of their workload (e.g., 9-12 credits) in the semester of the academic year in which they are teaching on campus.

A part-time faculty member may teach no more than two courses in a semester and three courses in an academic year. Please consult with ADOF-RAP if the courses to be covered are not standard 3- or 4-credit courses.

Overloads for currently-employed faculty members are paid at the rate of $2,557 per credit. Overload credits for which the faculty member is compensated are not considered in calculating workload. Uncompensated overload credits may not be banked. Chairs are responsible for requesting overload pay, typically in the spring semester, via the online Overload Request Form.

Workload releases (e.g., for governance service) are to be taken in the year designated and may not be banked unless explicit permission is granted by the DOF/VPAA.

Team teaching may be approved at the discretion of the C/PDs of all departments/programs in which participating instructors reside and must take account of curricular needs. Courses will not be backfilled to accommodate team teaching opportunities. A team-taught course must enroll at 1.25 times the Curriculum Committee cap in order for participating faculty to receive full workload credit; otherwise, they receive one credit less than full workload credit. Please consult the Team Teaching Guidelines on the DOF/VPAA web page. Team teaching is not permitted with Scribner Seminars.

New tenure-track faculty receive a 3-credit workload release in their first year to assist with acclimation to the College.

B. Faculty Evaluation Letters

Evaluation letters for faculty are due to the DOF/VPAA Office by June 30 each year and are the responsibility of the C/PD. Note that a C/PD whose appointment ends on May 31 is still responsible for that year's evaluation letters. Please address the evaluation letter to the faculty member in question, noting the faculty member's full name, title, and department on the letter, and share it with the faculty member in question; an electronic copy should also be sent to Debbie Peterson (dpeters1@skidmore.edu) in the DOF/VPAA Office. The letter should be sent to the faculty member, who has the right to comment on and meet with the C/PD concerning the annual letter prior to it being sent to the DOF/VPAA Office.

The DOF/VPAA Office keeps a record of tenured faculty members' evaluation cycles and reminds C/PDs when letters are due. For policies regarding faculty rights to such letters and their expected timelines, see the Faculty Handbook, Part One, Article VII(A) (2), and Part One, Article XII(D)(3); CBA, Article XXIV, 6.

For faculty who have undergone reappointment, tenure, or promotion review in the previous year, the reappointment, tenure, or promotion recommendation letter may form the basis of the annual review letter. However, please be sure to submit a separate copy (adapted if necessary) to Debbie Peterson (dpeters1@skidmore.edu) in the DOF/VPAA Office as a faculty evaluation letter; it will not be assumed that a tenure or promotion letter will "stand in" for an annual review letter.

Assistant Professors and Associate Professors without tenure are entitled to an annual evaluation letter. Associate Professors with tenure are entitled to an evaluation letter every three years. Full Professors are entitled to an evaluation letter every six years. Non-tenure-track faculty in their first through sixth year at the College are entitled to an annual evaluation letter. Beginning in their seventh year, non-tenure-track faculty members are entitled to an evaluation letter every three years.

In the rare instance in which an Assistant Professor is serving as C/PD, they are entitled to an annual evaluation letter and will need to arrange for one proactively. If no senior member of the department or program is willing to conduct class observations and write the requisite letter, please consult *at the beginning of the academic year* with one of the ADOFs.

Evaluation letters are not disciplinary in nature. On the contrary, C/PDs should feel free to provide fair and honest feedback to faculty to identify areas in which faculty should work to improve. As a result, except in rare cases in which the health and safety of students, faculty, or staff is implicated, evaluation letters will not themselves be the basis for disciplinary action by the College. C/PDs, therefore, must report violations of College policy to the DOF/VPAA and/or designated ADOF outside of the evaluation letter. During a disciplinary process, evaluation letters may be used to show that the faculty member was put on notice of a violation of policy and the need to improve in that area if the faculty member claims that they were not given such notice.

C. Faculty Reporting and Documentation

Individual faculty should enter their summaries of activities annually by May 31 via Watermark, our web-based reporting system. Reports are read by a member of the DOF/VPAA Office over the summer. The C/PD should remind all faculty in the department/program to enter their information by the deadline.

If desired, the C/PD may set an alternate internal deadline for the completion of Watermark reports by colleagues to allow the C/PD to use these reports to assist in the writing of the Annual Faculty Evaluation Letters.

Watermark is designed to help faculty organize, track, and report on their accomplishments in teaching, scholarship/research/creativity, and service. The system may also help prepare materials for departmental reviews, identify cross-disciplinary partnerships between faculty and those directing funding opportunities, and demonstrate institutional capacity in grant applications. This allows faculty work to be appropriately acknowledged in annual activity reports, tenure and promotion documents, and external reports to various constituencies and accrediting bodies. Faculty are encouraged to maintain and update Watermark throughout the academic year.

Faculty may enter their activities into Watermark at any time throughout the academic year prior to the earlier of the department or college deadline. Once final grades have been entered, faculty will be asked to review their teaching information (entered automatically) for accuracy. C/PDs may then run a report for all faculty annual reports of activities (AROAs) in their department or program. C/PDs do not need to forward AROAs to the DOF/VPAA office.

PART V FACULTY APPOINTMENTS AND SEARCHES

This section outlines the major components in the academic search process for faculty. These inclusive search practices will vary depending on the department, program, discipline, and nature of the position.

Faculty appointments are the most valuable resource the College possesses. Given that they represent long-term commitments, assigning lines judiciously is of the utmost importance. If we automatically replace every person who leaves the College (because of retirement or other reasons) with someone who possesses similar expertise, we severely limit our ability to develop new curricular areas, react to developments in disciplines or enrollments, support interdisciplinary programs, deliver all-College requirements, etc. Doing so would mean that the College would have little flexibility in faculty staffing.

For this reason, it is imperative that both the College and each department/program have a strategic plan for the evolution of their curriculum over time. When requesting permission to search and/or hire a new faculty colleague, particularly on a NTT renewable or tenure-track line, C/PDs must justify the hire in terms of the classes their new colleague will teach, why those classes cannot be taught by existing faculty, is there a current and projected future need for these classes, will these classes satisfy any all-College requirements, and how does this line serve both the College and department strategic plans.

A. Recruiting for Tenure-Track and NTT Renewable Faculty Lines

To ensure that all requests for new or replacement tenure-track or NTT renewable faculty lines receive equal consideration, each year in the fall semester the DOF/VPAA will call for departments and programs seeking to obtain a new line or to retain an existing vacant line to submit a proposal as a faculty allocation request. The proposal should provide a full and well-articulated rationale and will be due by a deadline established by the DOF/VPAA (typically, late January or early February). Allocation of lines will typically occur by the following spring semester for recruitment to begin in the early summer.

1. Guidelines for Faculty Allocation Requests

We encourage departments to develop proposals that address relevant objectives in the College's Strategic Plan and that explain how the line will address broader cross-disciplinary or emerging areas in our liberal arts curriculum. In thinking strategically about ways to recruit new faculty, it is important to recognize that graduate programs are producing scholars who are increasingly cross-disciplinary and able to address a broad range of curricular areas and/or support disciplinary interests across departments and programs. The DOF/VPAA Office is interested in proposals that articulate structural ways to bridge appointments across disciplinary areas. Please note that Part One, Section VI, *B* and *C* of the Faculty Handbook provide guidelines for this type of appointment.

At the same time, the DOF/VPAA Office recognizes that departments may wish to submit proposals that focus on more specific disciplinary or programmatic needs. In all cases, proposals should provide the supporting rationale for a particular approach. Though enrollment projections and historical trends with respect to course enrollments and numbers of majors are not the sole criteria, they should be included in the justification for any allocation request, together with a description of the ways in which the new line will contribute to interdisciplinary programs and all-College requirements.

All new tenure-track appointments are expected to contribute to the First-Year Experience program by teaching a Scribner Seminar on a cyclical basis based on departmental contributions to the program. NTT faculty on renewable contracts can also teach Scribner Seminars if approved by their C/PD. Since teaching Scribner Seminars is routine for all tenure stream and NTT faculty on renewable contracts, these contributions are part of the regular portfolio of courses, and therefore, do not constitute exceptional contributions.

Given these parameters, departments submitting proposals for allocation of tenure-track or renewable NTT faculty should clearly indicate which of the following two broad categories are applicable:

a. Positions that will contribute primarily to the programmatic and curricular needs of an individual department or program. These positions will be expected to contribute to the Scribner Seminar program and/or other all-College requirements.

b. Positions that will contribute substantively to the programmatic and curricular goals of more than one department or program. These positions will also be expected to contribute to the Scribner Seminar program and/or other all-College requirements. Proposals in this category should provide supporting documentation from the partnering department or program so that the nature of the cross-disciplinary interaction is evident.

Requests for NTT renewable lines (e.g., teaching professors, artists- and writers-in-residence, and librarians) should focus on the curricular needs of the department, including exploration of new curricular areas. Each allocation request shall include a brief explanation of why one type of line (tenure-track or NTT renewable) is preferable. The DOF/VPAA is not bound by the type of line requested by the department.

2. Determining Whether to Search for a Tenure-Track or NTT Faculty Member

When considering whether to request a tenure-track or NTT faculty search, the primary question should be the nature of the work the department or program needs the faculty member to perform. The decision to search for a tenure-track or NTT faculty member should not be based on cost, convenience, or short-term budgetary considerations. Instead, it should reflect the academic needs of the College, the expected responsibilities of the position, and the role the faculty member will play in teaching, advising, governance, scholarship or creative work, curriculum development, and the broader intellectual life of the institution.

A tenure-track search is generally appropriate when the position is intended to meet an ongoing need in a department or program and when the work includes the full range of responsibilities normally associated with a tenure-track faculty appointment. This includes sustained responsibility for teaching within the curriculum, advising and mentoring students, contributing to departmental and College governance, participating in curriculum development, and maintaining an active program of research, scholarship, or creative work. Tenure-track faculty are expected not only to teach but also to contribute to the production of knowledge, the advancement of their field, and the intellectual reputation of the College.

A tenure-track search is especially appropriate when the position is central to the identity, direction, or long-term development of a department or program; when the faculty member will be expected to shape the curriculum over time; when the position requires disciplinary expertise grounded in advanced scholarly training; or when the College seeks a faculty member who can assume significant roles in department, program, or College leadership. Because tenure-track faculty are expected to contribute across teaching, scholarship or creative work, service, governance, and institutional leadership, this type of search is most appropriate when the position is designed to support the long-term academic mission of the College in a broad and continuing way.

A NTT search may be appropriate when the work to be performed is defined differently from the full scope of a tenure-track appointment. NTT appointments may be either renewable or terminal, and the appropriateness of such a search depends on the nature, scope, expected duration, and qualifications required for the work.

A renewable NTT search may be appropriate when the College has an ongoing need for faculty work that is expected to continue over time, but where the primary responsibilities of the position do not include the full combination of teaching, research or creative work, advising, governance, and long-term curricular or institutional leadership associated with a tenure-track appointment. Such positions may be particularly appropriate when the work calls for specialized professional, applied, clinical, technical, artistic, performance-based, pedagogical, or skills-oriented expertise.

In some renewable NTT positions, the most relevant qualifications may be professional accomplishment, industry experience, clinical expertise, artistic or performance credentials, technical mastery, teaching experience, professional licensure, or other forms of demonstrated expertise rather than a PhD or terminal degree. This may be especially true in areas where students benefit from instruction by faculty whose authority comes from substantial professional practice, applied knowledge, or specialized training. In these cases, the search criteria should be aligned with the actual work of the position and should identify the qualifications most relevant to excellent teaching and effective contribution to the program. A renewable NTT position may, therefore, be appropriate when the College has a continuing need for specialized instruction or professional expertise if the position does not require scholarly preparation, research agenda, or leadership expectations normally associated with a tenure-track appointment.

The renewable nature of the appointment recognizes that the need may be long-term and that the faculty member may make an enduring contribution to the College. Renewable NTT faculty may be integral to a department or program's teaching mission, student learning, and applied or professionally oriented curriculum. Their roles should be understood as important and potentially long-standing, while also distinct from tenure-track roles in the expected balance among teaching, scholarship or creative work, governance, and institutional leadership.

A terminal NTT search may be appropriate when the work is time-limited, transitional, or tied to a temporary curricular or staffing need (e.g., backfill for a year-long sabbatical). Such appointments may be used to provide coverage during a leave, support a department during a period of transition, meet temporary enrollment pressures, staff courses while a longer-term curricular plan is being developed, or bring in expertise for a defined period. Terminal NTT appointments should be used when the expected need is limited in duration and the position is not designed to continue beyond the applicable terminal contract period, which may not exceed five years.

In making this determination, departments and programs should consider questions such as: What work needs to be performed? Is the need ongoing, renewable, transitional, or temporary? Is the position central to the department's long-term curriculum, intellectual direction, and leadership capacity? Will the faculty member be expected to maintain an active research, scholarly, or creative agenda? Will the faculty member contribute to the advancement of the discipline or to the College's scholarly and intellectual profile? Will the person be expected to assume substantial advising, mentoring, governance, curriculum-development, or leadership responsibilities? Does the position require advanced scholarly preparation, or are professional, applied, clinical, artistic, technical, or pedagogical qualifications more directly relevant to the work? Is a PhD or terminal research degree necessary for the position, or would other forms of demonstrated professional expertise better match the responsibilities?

The more the work reflects a continuing need for faculty who will contribute across teaching, research or creative work, governance, curriculum development, and department or College leadership, the more appropriate a tenure-track search is likely to be. The more the work reflects an ongoing but differently structured role, particularly one focused on teaching, professional practice, applied expertise, clinical or technical instruction, performance, or other specialized forms of instruction, the more appropriate a renewable NTT search may be. The more time-limited, transitional, or temporary the work is, the more appropriate a terminal NTT search may be.

In all cases, the classification of a position should be aligned with the substance of the work to be performed. The distinction between tenure-track and NTT appointments should preserve the integrity of both types of faculty roles, recognize the important contributions of tenure-track and NTT faculty, and ensure that searches are conducted in a way that supports the academic mission of the College.

3. The Faculty Allocation Process

The DOF/VPAA will issue a call for proposals and establish a deadline for submission. Departments and programs will be notified in the spring semester as to whether they will receive permission to search for a position during the next academic year.

In November, the DOF/VPAA will announce a date in mid-December for departments and programs to notify the DOF/VPAA whether they intend to submit a proposal for a new tenure-track or NTT line. This is a simple notification and does not need to include any justification for the request. It is used to select a group of C/PDs who are not submitting proposals to advise the DOF/VPAA on the comparative merits of each request.

The November announcement will also set the due date for the actual proposal, which will be in late January/early February.

The proposal should:

- Describe the efforts of the department/program to review its curriculum and release lines in light of the college's strategic priorities and budgetary realities.
- Explain how the position serves the curricular needs of the department or program. As appropriate, list specific courses offered by the position that are:
    - Included in the General Education requirements.
    - Required of all majors.
    - Included in a menu of choices required of all majors.
    - Required for a particular concentration or track in the major.

- Does the position serve the needs of other departments or programs? List any courses required by other majors or programs.
- Please provide specific evidence of enrollment patterns and trends in courses (e.g., general education requirements) and numbers of majors and minors to demonstrate student demand.
- Will the proposed position contribute to Skidmore's strategic priorities?
- Does the position support Skidmore's competitive advantage in comparison to our peers?
- Is the position needed to support important facilities or to fulfill external accreditation requirements?
- Provide a timeline for your search, from recruitment and posting to campus interviews and identifying a finalist.
- Explain why the type of line requested (tenure-track or NTT renewable) is preferable

The November call for proposals will also include a form of position rubric and department/program rubric that should be included in the proposals.

Exceptions to this policy are failed searches, in which case the approval to search for a new line will be streamlined. However, in non-renewal of third-year reappointment of tenure-track and NTT faculty, tenure cases, or six- or seven-year reappointment of NTT faculty, justifications regarding the line's configuration need to be made and approved, according to the described criteria, by the DOF/VPAA.

4. Guidelines for Conversion of a Line

Departments or programs may propose that a line of one type (full-time terminal, NTT renewable, or tenure-track) be converted to another type. The proposal should address all the same areas set forth above as guidelines for a faculty allocation request, and explain in context why the conversion better serves the needs of the College and of the department/program.

Conversion of a NTT renewable line to a tenure-track line will result in a search as described below. Conversion of a terminal line to a NTT renewable line will result in the new position being offered to the faculty member occupying that line at the time of conversion, absent just cause. If that faculty member does not accept, there is just cause not to offer them the position, or the line is vacant, the department/program will conduct a search as described below. For conversion of a terminal NTT line to a renewable NTT line, it will mitigate against approving the conversion if the current occupant of the terminal line was not originally hired through a national search.

Conversion of a tenure-track line to a NTT renewable line or of a NTT renewable line to a terminal line will not affect the employment or rank of the faculty member currently occupying that line at the time of conversion and will typically only be approved when the line is vacant.

5. Guidelines for an Approved Search

Once a search has been approved, the C/PD is responsible for developing an inclusive search plan and a search committee process.

a) All searches for tenure-track and NTT renewable appointments are expected to generate an inclusive pool of candidates. Because this effort is an objective of the Strategic Plan, all search plans should address how departments anticipate creating a rich and diverse pool of candidates. The Chair of the Search Committee and Associate Chair must participate in Inclusive Hiring programming.

b) The size and composition of the Search Committee will depend on whether the line is departmentally-based or across departments and/or programs. A typical search committee will have at least three members, plus an outside member.

c) In the case of departmentally-based lines, the Chair of the Search Committee may be the C/PD or a senior member of the department/program.

d) The Search Committee representation from within departments should include:

   i. representation of diverse curricular perspectives; and

   ii. representation from across the ranks.

e) All Search Committees should include at least one member from another department or program, preferably with shared research or teaching interests. This individual should participate in all aspects of the search process.

f) Representation from other departments or programs that will broaden the search process also may occur at various stages of the search (review of applications, search committee meetings, zoom interviews, on campus interviews, etc.).

g) In the case of interdisciplinary lines, the Search Committee should include representation from all departments/programs involved. The units will collectively agree on a Chair of the Search Committee.

h) The charge to the Search Committee should be established by the C/PD in consultation with the departmental faculty and the DOF/VPAA. The charge should include the following:

   i. A position description

   ii. A search plan and the scope of the search including the process to ensure a highly qualified and competitive pool of candidates

   iii. The timeline for the search process

   iv. A statement of committee values and decision-making processes

   v. If necessary, a statement of confidentiality practices for each stage of the search

i) What to include in the Search Plan:

   i. The justification for the position (may be a summary of original position request)

ii. Position description and candidates' minimum and desired qualifications

iii. Inclusions: roles, responsibilities, functions, expectations, and minimum qualifications (degree requirements, teaching experience, area of specialization, research interests and record, etc.) as well as qualities of an ideal candidate and any desired experiences that align with department and institutional priorities and goals

iv. Search Committee membership and roles

v. A draft advertisement that

1. Is based on a template provided by the ADOF-RAP or the Associate Director for Employment, Compliance, and Workforce Diversity (ADEWD).

2. Is constructed to attract a diverse pool of applicants. The ADOF-RAP will review the Search Plan for compliance with College policy and applicable law. (For tenure-track positions, use the tenure-track advertising template in Appendix O; for NTT positions, use the NTT advertising template in Appendix N).

3. Includes a salary range in both internal and external job postings and advertisements. Contact the ADOF-RAP for applicable salary range to include in postings.

vi. Proposed advertisement placements: target location, deadlines, length of placement

vii. Conference attendance plans, if requested [see *Guidelines for Recruitment/Recruiting an Inclusive Candidate Pool* below]

viii. Anticipated start-up or scholarly support costs. [Note that approval of the search plan does not constitute approval of the start-up figure, which will be negotiated at the point of hire and must be submitted as a capital budget request. As a rule of thumb, start-up funds for non-STEM disciplines should be $5,000. If a larger start-up fund is necessary or for positions in STEM disciplines, a specific justification for the start-up funds is required. The amount of start-up funds necessary will be considered in the faculty allocation decision.]

ix. A timeline including due dates for applications; plans for review of CVs and other materials (scholarship, teaching evaluations, etc.); conference dates, if applicable; target dates for on-campus interviews; target dates for reference checking; anticipated completion date of the search.

x. Tentative plans for office/studio/lab space (please consult with the Associate Dean of the Faculty for Development, Research, and Infrastructure [Faculty Affairs]).

j) Submit the Search Plan to the ADOF-RAP for approval and comment.

k) Once the Search Plan is approved by the ADOF-RAP, the C/PD will be notified via email with the ADEWD included in the message. The ADEWD must approve the advertisement before hiring activities may commence.

l) C/PD submits a Job Requisition via Oracle Cloud (see below).

m) C/PD consults with the ADOF-RAP about expenses or other issues associated with search participants.

6. Guidelines for Recruitment/Recruiting an Inclusive Candidate Pool

To attract a large and diverse pool of candidates, the C/PD is encouraged to target key graduate programs, professional publications, web sites, list-serves, and print media. The C/PD 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 qualified candidates.

Search Committees should conduct first-round interviews by telephone or video conference to enable equal access, and a reasonably consistent interview process. Do not record the interviews. Best practices for remote interviews include a list of questions that are asked of all candidates, with follow-up questions allowed; a set rubric tied to the job description and minimum and desired qualifications filled out by all faculty participating in the interview; and providing the questions to the candidates ahead of time.

Most searches will not include interviewing at a professional conference. Committees seeking to interview candidates at professional conferences will need to request advance permission from the DOF/VPAA and will be expected to provide a strong rationale. If the Search Committee receives advance approval to interview at a conference, then the Search Plan should include an estimated budget for conference attendance. No more than two faculty members may attend conferences to recruit for one position, with a maximum of three attending to search for two or more positions.

The C/PD or Search Committee Chair must send the names of finalists to the ADOF-RAP before inviting finalists for campus interviews. This email must include the finalists' CVs and the position description from the Search Plan. The ADOF-RAP will review and approve the list of finalists. This review will be deferential to the Search Committee and limited to whether the finalists meet the minimum requirements set forth in the search plan; could potentially fulfill the institutional purpose justifying the approval of the faculty allocation request; and their immigration status. The College does not sponsor visas for international NTT faculty and will not sponsor an H1-B application for any faculty member that requires payment of the current $100,000 fee.

For tenure-track or NTT renewable faculty searches, three candidates may be brought to campus. A Department or Search Committee wishing to bring more than three candidates to campus must get permission from the DOF/VPAA before extending the invitation. Permission is unlikely to be given. The Department or Search Committee will need to make a compelling case that their circumstance is extraordinary. Neither the overall strength or weakness of the candidate pool or the possibility of a failed search is sufficient reason for bringing additional candidates to campus.

7. Campus Visits

Do not proceed to schedule campus visits until you have submitted your list of finalists, their CVs and your search plan to the ADOF-RAP and received permission to proceed.

Campus visits should be no longer than necessary to accommodate the interview schedule. Visits may include all of the following: departmental seminars; teaching and/or research talks; meetings with students; meetings with faculty; a campus tour; or a community tour.

All finalists for tenure-track lines must meet separately with the DOF/VPAA and the ADOF-RAP, or designee, during their on-campus interview. Each meeting will be half an hour and will be scheduled back-to-back. All finalists for NTT renewable lines must meet separately with the ADOF-RAP, or designee, for half an hour during their on-campus interview. The Search Committee Chair should reserve meeting times with the DOF/VPAA and/or the ADOF-RAP as early as possible in the search and in any event prior to finalizing the on-campus visits. (Meeting times can be reserved by contacting Nora Graubard (noragraubard@skidmore.edu) in the DOF/VPAA Office. We recommend reserving five tentative slots for three candidates. The earlier you reach out to Nora, the more flexibility she will have.)

It is essential that the candidates feel welcome and comfortable while on campus. Please allow sufficient break times and provide candidates in advance with schedules, names of interviewers, maps, locations of rest rooms, and other necessary information. A colleague, staff member, or student must escort the candidate to and from all meetings.

Campus visits are subject to the College's Travel and Entertainment Policy with respect to the recruiting process: https://www.skidmore.edu/financial_services/accountspayable.php

8. Expense Guidelines

TRAVEL:

Air travel is appropriate for trips beyond a 200-mile radius from campus. Train transportation is encouraged when cost effective, especially from New York City. Personal automobile is suggested within a 200-mile radius of campus, with expected reimbursement at the current IRS rate per business mile. Meals, tolls, parking, and public transportation expenses including bus, subway, and taxi are generally reimbursable (original receipts need to be provided). If possible, use Skidmore's tax exemption certificate.

Candidates must arrange their own travel. Generally, it is more cost-effective for the external constituent to make travel arrangements at their point of origin. At the conclusion of their visit, the candidate should email their list of detailed expenditures along with relevant itemized receipts to the department/program AA who will arrange for a timely reimbursement via the Oracle Payables process.

Hiring departments/programs are encouraged to arrange for personal pick up of applicants arriving by plane, train, or bus. If this is not possible, contact a local car service/taxi or rent a car to conclude their trip to Skidmore, using whichever method is most cost effective. The cost will be reimbursed to the constituent when applicable.

LOCAL LODGING:

Departments/programs will need to contact Financial Services for a current list of preferred local hotels and Skidmore rates for direct bill to the College. Please advise the candidates that personal entertainment (movies, games, etc.) will not be reimbursed.

MEALS:

When a candidate is visiting campus, no more than three faculty should lunch and/or dine off-campus with each candidate; consider eating in the dining hall using meal tickets. (Candidates may also meet for lunch in the dining hall with up to four students.) Department/program budgets may not be used to support additional attendees. For off-campus dining, please consider using the restaurants below, as they will bill the College directly:

Boca Bistro 384 Broadway - (518) 682-2800	Forno Bistro 541 Broadway - (518) 581-2401
Chianti II Ristorante 18 Division Street - (518) 580-0025	Olde Bryan Inn 123 Maple Avenue - (518) 587-2990

The restaurant must be notified at time of order that this meal is to be billed directly to the College. One party must be responsible and clearly sign bill, with department name included. For all other restaurants, the faculty member responsible is encouraged to use a College corporate credit card. It is critical to show the College's tax-exempt purchase certificate; sales tax reimbursement will not be considered under any circumstance. All Skidmore College Travel and Entertainment Policy guidelines apply.

Alcoholic Beverages: Consuming alcohol during recruitment meals is discouraged and will not be reimbursed.

INTERNAL CHARGES:

When using the Dining Hall or Spa, the appropriate RECRUIT SCIP card must be used to ensure that charges are applied to the proper account lines. On occasions when students are asked to take candidates to lunch/coffee, the same rule applies. Meal tickets may be purchased in advance using the SCIP Recruit; please contact the DOF/VPAA's office for more information.

MISCELLANEOUS EXPENSES:

Department reimbursement for miscellaneous expenses for candidates and employees must be submitted through the Oracle Payables or expenses process. All receipts should be itemized and clearly converted to U.S. dollars when applicable.

9. Reference Checks

After all campus visits have been completed but before making an offer, the Search Committee should develop guidelines for phone references or review of reference letters:

- Identify who makes the calls

- Determine focus areas for questions
- Develop questions to learn about past performance
- If necessary, ask the candidate for additional references beyond the list they provide

Reference checks are completed only for the successful candidate before an offer is made.

10. Making an Offer

Once the successful candidate has been selected, inform the DOF/VPAA and the ADOF-RAP of the successful candidate. The DOF/VPAA or the ADOF-RAP will provide the C/PD with the terms of the offer, including the offered salary, a salary range, relocation support, and, for tenure-track faculty, start-up funds; the C/PD conducts the negotiations and makes the offer. Typically, the candidate is given 10 working days to accept the offer. If the candidate makes a counteroffer, the C/PD will confer with the DOF/VPAA or the ADOF-RAP.

Once the candidate has accepted the offer, the C/PD should complete a Contract Request Form, which will prompt the creation of the contract letter. The contract letter will then be prepared by the DOF/VPAA Office and will be sent to the C/PD electronically for review. Following approval, the contract letter will be sent to the candidate through the Oracle Cloud system, where the candidate will sign it electronically. Once the signed contract has been received, HR will initiate the background check.

The amount of financial support for relocation is provided by the DOF/VPAA Office. This amount is paid in a lump sum in the candidate's first paycheck. No receipts from the candidate are required.

The workload for tenure-line faculty is 18 faculty workload credits per year or an average of 36 workload credits over two years. Workload credits may not be banked. When faculty take a semester leave (e.g., sabbatical, directing seminar-length study abroad programs), the faculty member is expected to teach the bulk of their workload (e.g., 9-12 credits) in the semester of the academic year in which they are teaching on campus. New tenure-line faculty shall receive three faculty workload credits in their first year to assist with acclimation to the College.

The C/PD is responsible for requesting any start-up and scholarly support funds approved by the DOF/VPAA in the department/program's Capital Budget request in the year of the search.

If the candidate rejects the offer and you wish to offer the job to another finalist, you must begin the process again by notifying the DOF/VPAA and the ADOF-RAP. The terms of the offer to the next candidate might differ from the original terms.

Candidates should be informed that the appointment is contingent on successful background and reference checks following their acceptance of an offer of employment.

The College is required to comply with federal regulations regarding the employment status of faculty members, and, to that end, all faculty members must be legally authorized to work at Skidmore College. The College will support employment-based visa petitions (typically H-1B visa petitions) for qualifying international faculty who currently are in and have the right to work in the United States who are offered ***tenure-track positions only***. Please note that it is illegal to ask candidates questions about citizenship or birthplace; however, it is legal to ask candidates if they have a legal right to work in the United States (see table of "Lawful and Unlawful Pre-Employment Inquiries" below). The College cannot, under any circumstances, pay the current $100,000 H1-B fee charged by the U.S. Citizenship and Immigration Services for certain international hires, typically new offshore hires.

11. Guidelines for Use of Start-Up Funds for New Tenure-Track Faculty

Start-up research funding for new tenure-track faculty is allocated through the Capital Budget process. Such funding is generally used to support scholarly and research activities so that junior faculty on tenure-track appointments can transition successfully from their graduate or postdoctoral homes to Skidmore. This research support is to be used primarily to fund:

- equipment
- upgrades to standard computer configurations
- supplies
- laboratory set-up
- student research assistants
- research participant remuneration
- occasional travel associated with disciplinary research

If you have any questions about appropriate use of start-up funds, please check with Gina Hoefer in the DOF/VPAA's Office (ghoefer@skidmore.edu).

Faculty allocated start-up funding should develop, in consultation with their C/PD, a research plan for spending this support. Funds provided through the Capital Budget process must be expended within the first three years of the initial appointment. In rare and extraordinary instances where institutional circumstances (lab renovation, etc.) may preclude a faculty member from expending their start-up funds in a timely manner, a written request with justification to extend the funds to the fourth year may be made to the DOF/VPAA through the C/PD.

The processing of the start-up funds occurs under the supervision of the C/PD. When possible, the Department's AA should work with the faculty member in securing the supplies and equipment using college systems. This ensures a rapid turn-around on orders by having expenses directly charged to the Department's budget. The Department's AA will be given access to the start-up account number and will maintain the expenditures in Oracle PASS. When requested, expenditure accounting should be reported to Gina Hoefer in the DOF/VPAA Office and may also be shared with the Office of Financial Planning and Budgeting.

B. Hiring Faculty on Terminal Contracts

Full- or part-time NTT faculty on terminal contracts are hired through the process outlined below. NTT faculty on terminal contracts are an important teaching resource at the College. Moreover, most departments, at one time or another, hire NTT faculty on terminal contracts to respond to departmental or programmatic need—i.e., to replace faculty on a one-year sabbatical or leave, or to respond to short-term enrollment pressures. It is often the case that departments or programs decide to hire a NTT faculty member on a terminal contract in an area not otherwise represented by the specialization of their permanent faculty; thus, NTT faculty in terminal appointments open opportunities to broaden and enrich departmental and/or program course offerings.

1. Making a Request for Additional Staffing via NTT Hire(s) on Terminal Contracts

The Office of the DOF/VPAA will announce a deadline, typically in December, for receipt of requests for NTT staffing for the following academic year. The C/PD will need to make a case for each instance including:

- Why the position is needed and how it will meet the requirements of the program
- Enrollment trends
- How the position will help the department/program contribute to College priorities (e.g., interdisciplinary programs, goals of the Strategic Plan, delivery of Scribner Seminars by existing faculty)
- Why existing TT or NTT faculty cannot cover these needs

This procedure applies both to new hires and to any *new contracts* (sometimes called "extensions") deemed necessary for current NTT faculty whose terminal contracts are expiring. C/PDs may be asked to share their three-year plan with the ADOF-RAP to support these requests.

Full-time, terminal appointments may be for one, two, or three years. No faculty member may serve in a single terminal appointment for more than five years. No later than the fourth consecutive year of a full-time appointment that a NTT faculty member is on a terminal appointment at Skidmore, the DOF/VPAA, or designee, in consultation with the C/PD, will review and decide to convert the NTT line to tenure-track, convert the terminal appointment to a NTT renewable appointment, or end the terminal appointment.

A part-time lecturer may not teach more than two courses (6-8 credits) in a single semester or a total of three courses (9-12 credits) in an academic year. Please consult with ADOF-RAP if the courses to be taught are not standard 3- or 4- credit courses.

> Note: Full-time salaried or hourly-paid employees of the College (e.g., in a staff or administrative capacity) invited to teach part-time must have permission of their supervisor(s). HR rules require that the supervisor meet with the employee to discuss how any teaching will impact on the employee's full-time responsibilities. For questions about such hires, please contact ADOF-RAP.

Requests will be considered collectively, and C/PDs will be notified as soon as possible in the spring semester. Once approval has been given, the C/PD may proceed with initiating the Requisition in Oracle.

If further staffing exigencies arise in the summer for the fall or in the fall semester for the spring semester or *following* the yearly procedure outlined above, the C/PD should contact the ADOF-RAP as soon as possible to discuss the particular need(s).

2. Search Guidelines for NTT Faculty on Terminal Contracts

For full-time, terminal appointments, the C/PD must submit a search plan (e.g., position description, advertisement copy, timeline for the search, and search process) to the ADOF-RAP, unless the C/PD will rehire a faculty member already on a terminal contract scheduled to expire. This will not be required for part-time hires.

For multi-year appointments, all policies and protocols related to tenure-track and NTT renewable searches apply *except* those regarding the number of candidates who may be brought to campus (two, unless neither are successful) and the involvement of the DOF/VPAA Office in interviews (interviews are with the ADOF-RAP only). Regarding all other expectations, please consult *Guidelines for Recruitment/Recruiting an Inclusive Candidate Pool*; *Campus Visits*; *Expense Guidelines*; *Reference Checks*; and *Making an Offer* (above).

In the case of multi-year appointments, departments/programs may bring their two top choices to campus. If one of these candidates is suitable, an offer can be made. If neither candidate is suitable, a third candidate may be brought in. (Follow *Expense Guidelines* above.) For one-year appointments, hiring decisions will be made based solely on remote interviews. Campus visits will not be approved for one-year appointments.

For multi-year appointments, the C/PD or Search Committee Chair must send the names of finalists and the order in which they will be invited to campus to the ADOF-RAP before campus interviews may be arranged. This email must include the finalists' CV and the position description from the Search Plan. The ADOF-RAP will review and approve the list of finalists. This review will be deferential to the Department or Search Committee and limited to whether the finalists meet the minimum requirements of the position, could potentially fulfill the institutional purpose justifying the approval of the terminal contract faculty request; and have the right to work at Skidmore College without visa sponsorship.

The C/PD and delegated department/program members will interview all one-year hires. It is not necessary for the ADOF-RAP to interview candidates for part-time or one-year positions. For multi-year appointments: contact Nora Graubard in the DOF/VPAA Office to consult about and/or schedule appointments for interviews with the ADOF-RAP (x 5705; noragraubard@skidmore.edu).

Please secure the appointments before determining the candidate's itinerary - appointment times are limited.

The College is required to comply with federal regulations regarding the employment status of faculty members, and, to that end, all faculty members must be legally authorized to work at Skidmore College. **The College does not support employment-based visa petitions for NTT appointments**. Please note that it is illegal to ask candidates questions about citizenship or birthplace; however, it is legal to ask candidates if they currently have authorization to work in the United States and if they will have such authorization for the length of the proposed appointment (see table of "Lawful and Unlawful Pre-Employment Inquiries" below). To be consistent, this question should be asked of *all* candidates.

For full-time hires, the ADOF-RAP will provide the salary amount and a relocation stipend to the C/PD as set forth in the CBA, who then makes the offer to the candidate. The candidate is generally offered 10 days to accept the offer. Once the candidate has accepted the offer, the C/PD should complete a Contract Request Form, which will prompt the creation of the contract letter. The contract letter will then be prepared by the DOF/VPAA Office and will be sent electronically to the C/PD for review. Following approval, the contract letter will then be sent to the candidate electronically through Oracle Cloud. Once the signed contract has been received, HR will initiate the background check.

C. Equal Opportunity in Hiring: Strategic Considerations

Skidmore College is committed to fostering a diverse and inclusive community in which members develop their abilities to live in a complex and interconnected world. Consistent with our educational mission, we recognize ourselves as a community that respects individual identities based on varying sociocultural characteristics such as race, ethnicity, gender identity and expression, sexual orientation, national origin, first language, religious and spiritual tradition, age, ability, socioeconomic status and learning style. We strive to create a socially just world that honors the dignity and worth of each individual, and we seek to build a community centered on mutual respect and openness to ideas—one in which we value cultural and intellectual diversity and share the responsibility for creating a welcoming, safe and inclusive environment. We recognize that our community is most inclusive when all members participate to their full capacity in the spirited and sometimes challenging conversations that are at the center of the college's educational mission.

As a matter of policy, Skidmore College will work actively within the law to increase the diversity of our community. We will build a diverse faculty 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.

D. Legal and Illegal Pre-Employment Inquiries

The job interview is an essential component of the hiring process. While the job interview provides the College with an opportunity to assess whether an applicant will be a good fit, asking the wrong question could result in legal liability. Conducting a proper interview is thus imperative to hiring the right candidate while avoiding legal liability. This guide is intended to help interviewers avoid discriminatory inquiries during job interviews.

1. Preparing to interview

- Any interviewer represents the College, and job candidates will perceive any interview encounter as "acceptable college practice." Therefore, as you prepare your interview questions, ask yourself:
    - 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 part of the interview: phone conversations, transport to and from a hotel, meals, walking across campus, etc. Everyone who will have contact with candidates should, therefore, be made aware of areas of inquiry that are not appropriate or illegal questions that should not be asked.

If a candidate volunteers information that is not job-related, direct the conversation back to job-related topics. Information volunteered by an applicant that is not job-related – especially information about a job applicant’s protected status (see below) – should not affect your decision about the applicant’s ability to do the job. Refer difficult questions and issues to HR.

2. 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, are likely to elicit information about an applicant’s membership in a protected class, including the applicant’s race, religion, color, national origin, sex, age, disability, marital status, military status, sexual orientation, genetic predisposition, domestic violence victim status, or any other status protected by applicable law. 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” includes 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
- Marital status (married or single only)
- Proof of eligibility to work in the United States (as regulated by Federal Law)
- Photographs
- Results from physical examination and drug testing, if appropriate or required by position. These can be initiated once an offer is made with continuation of employment contingent upon a satisfactory result.
- Social Security card
- Background check, if appropriate, or required by position. Can be initiated once an offer is made with continuation of employment contingent upon a satisfactory result.

3. Lawful and Unlawful Pre-Employment Inquiries

Subject	Lawful Inquiries	Unlawful Inquires
Name	• Whether the applicant has worked under another name. • 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. • What name(s) are your work records listed under?	• Inquiries about the name that would seek to elicit information about the candidate's ancestry or descent (e.g., what nationality is your last name?). • Inquiries about name change due to a court order, marriage, or otherwise. • Maiden name of married women.
Birthplace	• See citizenship below.	• Birthplace of applicant, spouse, parents, or other relatives.
Citizenship	• Statement that employees must be eligible to work in the United States. • Do you have a legal right to work in the United States? • Whether the applicant is prevented from lawfully becoming employed in the US because of a visa or immigration status.	• Any inquiries about citizenship or whether the applicant is or intends to become a U.S. citizen. • Birthplace of applicant. Birthplace of applicant's parents, spouse or other close relatives. • 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.
Residence, Nationality	• Place of residence. • Length of residence in this city. • About foreign language skills (reading, speaking, and/or writing) if relevant to the job	• Specific inquiries into foreign addresses that would indicate national origin or nationality of applicant. • Whether applicant owns or rents home. • Inquiry into applicant's lineage, ancestry, national origin, descent, parentage, or nationality. • Nationality of applicant's spouse or parents. • What is your native tongue?

Subject	Lawful Inquiries	Unlawful Inquires
Age**	• Can inquire if applicant meets minimum age requirements, or state that proof may be required upon hiring. • Are you 18 years of age or older? If not, state your age.	• Cannot require that applicant state age/date of birth unless under 18. • 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 (e.g., what year did you graduate high school/college?). • How old are you? What is your date of birth? What are the ages of your children, if any?
Gender**	• Inquiry or restriction of employment is permissible only when a Bona Fide Occupational Qualification (BFOQ) exists.	• Applicant's gender cannot be used as a factor for determining whether an applicant will be "satisfied" in a particular job (e.g., because the job involves physical labor, travel away from home, or is traditionally labeled "men's work" or "women's work"). • Any inquiry that would indicate gender of applicant. • Any inquiry into an applicant's caregiving responsibilities (e.g., what childcare arrangements would you make if offered this position?).
Marital and Family Status, Sexual Identity**	• Whether applicant can keep specific work schedules. • This is the typical schedule for this position. Is there any reason you would not be able to work this schedule? • <u>Note</u>: These inquiries are permissible provided they are made for both male and female applicants.	• Marital status or number of dependents. Name, age, job, address, or other information about spouse, children, or relatives. • Questions about sexual identity, orientation, or preference. What is your sexual orientation? • Do you wish to be addressed as Mrs.? Miss? Or Ms.? • Are you married? Are you single? Divorced? Separated? Widowed? • Do you have a boyfriend/girlfriend? • What is your maiden name? • Child care arrangements. • Plans to have children.

Subject	Lawful Inquiries	Unlawful Inquires
Race, Color, Physical Features**	• Voluntary submission of Equal Employment Opportunity (EEO) information made directly via Human Resources' application process.	• Inquiry as to applicant's race, color of skin, eyes, or hair or other questions directly or indirectly indicating race or color. • Applicant's height or weight when it is not relevant to the job. • What race are you? • Are you a member of a minority group? • What is your national origin?
Disability	• Can ask an applicant questions about his or her ability to perform job-related functions. • Please describe/demonstrate how you would perform the essential functions of this position. (Note: if used, this question should be asked of all candidates). • **Only if an employee voluntarily discloses a need for reasonable accommodation,** can ask what reasonable accommodation is needed to perform job-related functions, but **not** about the underlying medical condition.	• General inquires ("Are you disabled?") that would tend to reveal disability or health conditions that do not relate to fitness to perform the job. • Do you have a disability? Have you ever been treated for any of the following diseases . . .? • Do you need a reasonable accommodation? • What is your medical history? How does your condition affect your abilities? • Have you ever filed a workers' compensation claim?
Education	• Applicant's academic, vocational attainment. • Inquiry into applicant's academic, vocational or professional education and the public and private schools attended. • What is your educational background? • Do you have licenses and certifications for this job?	• Date last attended high school or college (reflects age).
Pregnancy**	• No acceptable inquiry.	• Any question concerning pregnancy, birth control, or capacity to reproduce. • Advocacy of any form of birth control or family planning.

Subject	Lawful Inquiries	Unlawful Inquires
Arrests and Convictions	• Asking about **conviction** of a crime related to job qualification. • 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).	• Asking about **arrests**. • Have you ever been arrested? • Have you ever spent a night in jail?
Religion or Creed	No acceptable inquiry.	• Any question requesting the applicant's religious denomination, religious affiliations, church, parish, pastor or religious holidays observed. Applicant may not be told "This is a (Catholic, Protestant, or Jewish) organization." • What religion are you? Which religious holidays will you be taking off from work? What church do you attend? Do you attend church regularly?
Military Experience	• If needed for employment history, you may ask about applicant's military experience in the U.S. Armed Forces.	• Any question into applicant's general military experience. • Any question into type of discharge.
Organizations	• Inquiry into applicant's membership in organizations that the applicant considers relevant to his/her ability to perform the job.	• Asking what organizations, clubs, and societies the applicant belongs to that are **not** relevant to his/her ability to perform the job (political, social, religious, etc.) • List all clubs, societies and lodges to which you belong.
Photograph	• May not be requested prior to hire.	• Requirement or option that applicant affix a photograph to employment form at any time before hiring.
Language**	• Inquiry into languages applicant speaks and writes fluently if needed for the position.	• What is your native language? • Inquiry into how applicant acquired ability to read, write or speak a foreign language.

Subject	Lawful Inquiries	Unlawful Inquires
Experience	• Inquiry into work experience. • What experience qualifies you for this job? • Inquiries that explore a candidate's diversity experience. • How have you supported a prior employer's commitment to diversity? • Tell me about your participation in diversity events/and or organizations at other employers. • How have you integrated multicultural issues as part of your professional development?	• How has your race/gender/national origin affected your work experience?
Relatives	• Name of applicant's relatives already employed by the college.	• Names, addresses, ages, number or other information concerning applicant's spouse, children or other relatives **not** employed by the college.
Driver's License (if applicable)	• Do you possess a valid NYS driver's license? (if necessary to perform duties of the position)	• Requirement that an applicant produce a driver's license.
Travel	• This position requires travel. Are you willing to travel?	• Since you have children will you have trouble getting the time to travel?
Overtime	• This position may require overtime. Are you available for overtime?	• Since you have children, does that mean you won't be able to work overtime?
Garnishment Records	• No acceptable inquiry.	• Have your wages ever been garnished?
Mode of Transportation	• Can you arrive to work by the required start time?	• Do you own a car? Mode of transportation.
Family History**	• No acceptable inquiry.	• Where were you born? • Where are your parents from? • What is your heritage? • What language do you speak at home?
Salary History**	• What are your salary/hourly rate expectations for this position? • Have you ever been denied a salary or wage increase due to reasons related to job performance?	• What is your current salary/hourly rate or the salary/hourly rate you were paid in your most recent position? • Can you provide a summary of your salary or hourly rate history from your last three positions?

**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: 8/4/2019)

The Equal Employment Opportunity, Diversity and Anti-Harassment: Policies and Procedures are available at: http://www.skidmore.edu/hr/eeo_diversity/index.php

E. Part-Time NTT Faculty Pay Scales, FTE Chart, and Promotional Increases

FY '27 GENERAL PART-TIME NTT FACULTY PAY SCALE
Amount Per Credit Hour
$2,557 per credit hour
OVERLOADS: $2,557 per credit
FY '27 SCIENCE PART-TIME NTT FACULTY PAY SCALE
Amount Per Contact Hour
$2,557 per contact* hour
*By decision of the Science Planning Group in the fall of 2003, science faculty will be paid per "contact hour." A "contact hour" is **NOT** 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 = $15,342 compensation. Breakdown of lecture/lab commitment per course can be found in the College Catalog.

PART-TIME FTE					
Credit Hours	**Percentage**	**FTE**	**Credit Hours**	**Percentage**	**FTE**
1	5.6%	.056	11	61.1%	.611
2	11%	.11	12	66.7%	.667
3	16.7%	.167	13	72.2%	.722
4	22.1%	.221	14	77.8%	.778
5	27.8%	.278	15	83.3%	.833
6	33.3%	.333	16	88.9%	.889
7	38.9%	.389	17	94.4%	.944
8	44.4%	.444	18	100%	1.00
9	50%	.50			
10	55.5%	.555			
Full-time Faculty		1.00			
9 credit hours (min. of three 3-credit hour courses) per calendar year = 1,000 hours for admin/prof or support staff for retirement eligibility					

PROMOTIONAL PAY INCREASE INCREMENTS (Full-Time Faculty)	
PROMOTION TO	**PAY INCREASE**
NTT Associate Rank (Associate Teaching Professor, Associate Librarian, Senior Artist-in-Residence, Senior Writer-in-Residence)	$3,000 or Minimum Starting Salary for corresponding rank, whichever is greater
Associate Professor	$3,000
NTT Full Rank (Teaching Professor, Librarian, Distinguished Artist-in-Residence, Distinguished Writer-in-Residence)	$4,500 or Minimum Starting Salary for corresponding rank, whichever is greater
Full Professor	$4,500

PART VI NON-TENURE-TRACK FACULTY AND THE UNION ENVIRONMENT

Terms of employment for NTT faculty are set forth in a CBA with the Union representing the NTT faculty. The CBA, as signed by the College and the Union, can be found at https://www.skidmore.edu/hr/documents/SEIU-CBA-NTT-Faculty-2025.2027.pdf .

The CBA to some extent standardizes the terms and conditions of NTT employment across departments and programs. It formalizes some aspects of the relationship between NTT faculty and C/PDs. It limits certain options that C/PDs have previously had for managing NTT faculty. It gives the faculty member certain rights, including union representation during a more formal disciplinary process. In what follows, we will summarize some key portions of the CBA as it affects C/PDs. We will not, however, be able to cover every topic in depth; if you have any questions, please reach out to ADOF-RAP.

A. What is the CBA

The CBA is a binding legal document entered into by the College and SEIU Local 200United Non-Tenure Track Faculty (the "Union") governing the terms and conditions of employment for NTT part-time and full-time faculty. Under the CBA and federal labor law, C/PDs are management, represent the College in their dealings with NTT faculty, and have specific responsibilities for implementing the provisions of the CBA in all departmental activities involving NTT faculty.

The CBA controls the relationship between the NTT faculty and the College. Where the CBA conflicts with the Faculty Handbook and other College policies, the CBA controls unless limited by federal or state labor law. C/PDs must adhere to the CBA and coordinate with the Office of the DOF/VPAA and HR to ensure compliance. Neither the College nor the C/PD has the authority to alter the terms of the CBA in their department or program or for any individual NTT faculty member. If you feel that the CBA as applied to your department, program, or NTT faculty has unintended consequences, do not ignore the CBA or try to negotiate an exception directly with your NTT faculty or the Union (including members of the Union leadership and Shop Stewards). Instead, reach out to the ADOF-RAP.

The Union is the sole bargaining agent for the NTT faculty. Individual faculty may not change the contractual terms and conditions of their employment as set forth in the CBA any more than C/PDs can. The current CBA runs through the spring semester of 2027. At that time, the College will sit down with the Union to negotiate the next CBA.

B. How is the CBA enforced?

The College is bound by the CBA and is committed to adhering to its terms. As a member of management, you are responsible for enforcing the CBA. If you have questions about whether a particular action is allowed by the CBA, please reach out to the ADOF-RAP.

The Union has a legal duty to represent all members of the bargaining unit fairly, consistently, and without discrimination. This includes advocating for faculty in grievances, contract enforcement, and disciplinary matters, even when the member is unpopular or the issue is contentious. The Union must act with diligence and good faith, ensuring that each member receives equal access to representation and due process under the CBA. Union representatives and shop stewards are required to advocate strongly within the bounds of the CBA and applicable law. This obligation helps protect the rights of all NTT faculty and ensures contractual standards are applied consistently.

The Union has appointed shop stewards from among the NTT faculty. Union shop stewards are faculty members designated to represent and support NTT faculty in matters covered by the CBA. They may accompany faculty to meetings that could result in discipline, assist with grievances, and help ensure compliance with the CBA. C/PDs must allow shop stewards to participate in such meetings and must not interfere with their role. Shop stewards do not have decision-making authority but are protected by labor law in carrying out their duties. If a NTT faculty member requests shop steward representation, the meeting should be paused until one is available. The Union has a legal duty to represent its members; the shop stewards cannot ignore a perceived violation of the CBA or renegotiate its terms with a C/PD.

C. Your Role as Management

C/PDs occupy a management position under federal and state labor law. As such:

- You **represent the administration** in all employment-related matters involving NTT faculty.
- You **may not negotiate individually** with union-represented NTT faculty over terms covered by the CBA (e.g., pay, workload, appointments).
- You are responsible for **enforcing the terms of the CBA**, including evaluation procedures, reappointment and promotion standards, and grievance steps.

Failure to follow the CBA can erode trust with unionized faculty and result in legal liability for the College. When in doubt, consult with the ADOF-RAP before acting.

D. NTT Appointments, Evaluation, Promotion, and Discipline

Appointments and reappointments for most full-time NTT faculty are structured around multi-year, renewable contracts. Non-renewal is not discretionary; it must meet a “just cause” standard and follow defined notice periods. As a result, reappointments effectively roll over automatically unless there is sufficient cause for discontinuation, and C/PDs may no longer treat these decisions as optional.

Workload and assignment expectations are governed by the CBA, which formalizes standard teaching loads and limits on overloads in ways that align with prior policy. Additional responsibilities—such as advising, independent studies, or service—are generally voluntary under the CBA, although they may be necessary for promotion within renewable NTT ranks. When such additional duties are undertaken, NTT faculty must be compensated on the same basis as tenure-track faculty. However, part-time NTT faculty (including lecturers and private music instructors), as well as full-time NTT faculty on terminal (visiting) appointments, are not permitted to advise students.

Evaluation and promotion processes have also been formalized. NTT faculty are evaluated on a regular schedule that includes defined procedures for observation and feedback. Advancement in rank is governed by CBA-mandated criteria, timelines, and associated salary increases, ensuring consistency and transparency across cases.

Discipline and dismissal are similarly regulated under the just cause standard. NTT faculty may only be disciplined or terminated for just cause, and the CBA outlines progressive discipline procedures that must be followed precisely. Faculty members also have the right to request Union representation in any meeting that could potentially lead to disciplinary action.

For dispute resolution, NTT faculty must use the Union's grievance process for matters covered by the contract. C/PDs may attempt informal resolution with the faculty member and, if the faculty member chooses, a Union representative. Institutional policy specifies that all Step 1 grievances are referred to the ADOF-RAP. It is essential that no retaliation occurs against faculty who file grievances or participate in Union activities.

Finally, the CBA affirms a range of Union rights. Faculty members are entitled to Union representation during investigatory or disciplinary meetings, and Union leaders or designated shop stewards may accompany them to applicable meetings. C/PDs must also respect the Union's communication infrastructure, including bulletin boards, communication channels, and access rights, as outlined in the agreement.

E. Varieties of NTT Appointments

There are various types of NTT appointments at the College established by the CBA. C/PDs should understand how they are structured, which parts of the Faculty Handbook and CBA relate to them, and how NTT policies in the Faculty Handbook and CBA are put into practice.

1. Important Vocabulary

Terminal contract. For a defined period of time, with a clear end date and no promise of another contract.

*Renewable contract***.** Will be renewed upon positive recommendation of the department. No request for employment continuation is necessary; faculty member is "continuously" employed absent "good cause" to terminate.

2. General Notes

Artists- and Writers- in-Residence and full-time Teaching Professors are on *renewable* contracts. Faculty with the title "Visiting" are on *terminal* contracts. Faculty with the title "Lecturer" are part-time faculty. Faculty with the title of "Visiting Lecturer" are tenure-track faculty who have not yet received their terminal degree.

All full-time, NTT faculty on renewable appointments have a path to promotion. Visiting faculty on terminal appointments may be converted or reappointed into a renewable contract (not defined as a promotion).

3. CBA Sections on Rank, Evaluation, Reappointment, and Promotion of NTT Faculty

- Article XXII: Appointments and Assignments
- Article XXIII: Academic Rank
- Article XXIV: Observations, Evaluations, and Promotion.

4. Full-time terminal appointments

Full-time terminal appointments are intended for a total period of at least one (1) and no more than five (5) full academic years. No later than the fourth (4th) consecutive year of a full-time terminal appointment, the DOF/VPAA (or a designee), in consultation with the C/PD, will review and decide, in the College's sole discretion: (1) whether the terminal appointment will end at the conclusion of that year; (2) whether the terminal appointment will be converted to a NTT renewable appointment; or (3) whether the College will hire a tenure-track faculty member to meet the curricular needs. If this review reflects an additional short-term curricular need which the unit member is qualified to fill, the College may extend an additional one (1) year terminal appointment to the unit member.

PART VII BUDGETS, RESOURCES, AND INFRASTRUCTURE

A. Department and Program Budgets

C/PDs are responsible for managing funds provided by the College and, in certain circumstances, by donors to support the activities of the department or program. Due to the limitations of Skidmore's budgeting software (Oracle), only a single user at the department/program level may run reports showing allocated funds, budget actuals to date, and remaining funds. Generally, the AA who supports the department or program serves as the budget manager.

Funds allocated by the College and approved by the DOF/VPAA for on-going support (the operating budget) are available in A1-accounts while funds provided by donors are available in B-accounts. Each department and program represents a "cost center" to which is assigned one or more "activities" (budgets). A subset of funds in any one activity may be set aside (earmarked) for a certain purpose; these funds are considered "restricted."

The core funds available to C/PDs reside in the operating budget (A1-account). At the beginning of the fiscal year (June 1), budgeted funds are made available across a set of "natural account numbers" that together constitute expenses related to "Services & Supplies." Examples range from "Contract Services – Maintenance & Repairs" (natural account number 6125) to "Supplies Instruction" (natural account number 6711) to "T&E Field Trips" (natural account number 7415). When funds are used, expenses are assigned by the budget manager to the appropriate natural account number.

Funds allocated to one natural account number may be used for a different purpose (and thus expensed to a different natural account number) at the C/PD's discretion. No authorization is required to shift funds across natural account numbers within the set of activities considered to be Services & Supplies. The core goal of the C/PD's effort is to ensure that the unit's total fiscal-year expenses do not exceed its *overall* Services & Supplies budget.

At the end of the fiscal year, any unused funds in the A1-account are swept up by Financial Services and returned to the general pool. A1-account funds do not roll-over to the next year.

Depending on the financial circumstance of the College, C/PD's may have the opportunity to request increases to their operating budgets. Calls for new initiatives and capital & minor project requests are typically made no later than February for the next fiscal year, and any general increase or decrease to the Services & Supplies budget is announced then as well.

In proposing a budget for the next fiscal year, C/PDs work with their budget managers to distribute funds across Services & Supplies natural account numbers. How funds are allocated is entirely at the C/PD's discretion; funds may be redeployed without explanation. Only increases to the overall operating budget to afford new or enhanced programming must be justified.

The B-funds available to C/PD's derive from several sources, and how they are managed differs according to source. Gifts to the Skidmore Fund are on-going and donors are told that "every dollar is immediately available for use in critical areas," translating to "more…support for new and ongoing faculty projects" and "enhancements for student resources and programs…". Gifts earmarked for a particular department or program flow into a B-account (tagged to the unit's cost center) and are generally assigned to a particular 'restriction.' The budget manager can view the accrual of funds by running a Restricted Fund Available Balance Report on a regular basis. Because gifts appear sporadically and unpredictably, running the report at regular intervals is wise. If funds are not used, they are swept up soon after the end of fiscal year and then distributed back to departments as part of the next year's operating budget. In this circumstance, gifts to the Skidmore Fund become "budget relieving" rather than "budget enhancing"; in both circumstances, gifts to the Skidmore Fund support the academic program.

Other B-funds available to C/PD's represent the income from endowed gifts, planned annual giving, or both. Use of these funds is governed by a gift agreement which may be more or less restrictive according to the donor's wishes. The funds are available to C/PDs through a different activity (budget) within their cost center or, more commonly, through a distinct 'restriction' and/or set of 'natural account numbers' within the same budget that houses gifts received through the Skidmore Fund. How funds are organized varies across departments. These types of B-funds often roll-over across fiscal years and are considered budget enhancing.

The capital budget is managed separately from the operating budget. Capital requests, including start-up funds, follow the "Capital & Minor Project Budget" calendar. Once a capital request is approved, the Financial Planning & Budgeting office makes an account number available to the requesting C/PD (usually around the end of May). This account number should be used for all charges related to the approved request. In the case of start-up funds, the department's or program's AA manages these funds, and the C/PD will oversee and approve expenses. Monthly spending reports should be emailed to the Senior Budget Administrative Coordinator in the DOF/VPAA Office. Approved capital funds must be used within three years of the approval date.

In the DOF/VPAA Office, general questions about the operating budget or Oracle can be directed to Gina Hoefer, Senior Budget Administrative Coordinator (ghoefer@skidmore.edu). Questions about the budget worksheets, new initiatives and capital budget requests can be directed to Debbie Peterson, Academic Affairs Coordinator (dpeters1@skidmore.edu).

Pursuant to the Skidmore College Standards of Business Conduct Policy, each September the DOF/VPAA's Office will email C/PDs reminding them to provide the required annual disclosure of conflicts of interest and directing them to the appropriate form. C/PDs are individually responsible for reporting any material change. In the event that a C/PD has a real or perceived conflict of interest, they will work with the appropriate office in the College to avoid or resolve appropriately any conflict.

B. Space, Facilities, and Related Resources

The College is committed to providing faculty with the space, facilities, and resources necessary to support effective teaching, scholarship, creative work, and service. C/PDs play an important role in allocating, monitoring, and advocating for these resources in a manner that is equitable, transparent, and consistent with institutional policies and collective bargaining agreements.

1. Office Space

Full-time faculty are ordinarily provided with dedicated office space appropriate to their responsibilities, including access to basic furnishings, computing, and secure storage. When space constraints exist, C/PDs should work with the DOF/VPAA's Office to ensure that assignments are made fairly and that shared or alternative arrangements maintain faculty members' ability to meet with students, conduct work, and protect confidentiality. Part-time faculty should be provided with access to shared workspace suitable for meeting students and performing instructional duties.

2. Instructional and Program Space

Faculty are assigned classrooms, laboratories, studios, rehearsal spaces, and other instructional facilities through institutional scheduling processes. C/PDs are responsible for communicating programmatic needs, including specialized equipment or configurations, and for ensuring that assigned spaces are used effectively. Requests for changes or enhancements to instructional space should be made through established academic planning and budgeting processes.

3. Equipment and Technology

The College provides faculty with access to instructional and professional technology appropriate to their roles, including computers, software, and audiovisual equipment. Programs with specialized technological needs (e.g., labs, studios, performance spaces) are expected to identify and prioritize equipment needs in consultation with the DOF/VPAA's Office. C/PDs should ensure that faculty are aware of available resources, training opportunities, and support services, including Information Technology and classroom support.

4. Administrative and Operational Support

Faculty have access to administrative support services that facilitate teaching and program operations, including scheduling, procurement, copying, and event coordination, as available within unit resources. C/PDs should clarify processes for accessing these services and ensure that workload expectations for administrative staff are managed appropriately.

5. Library and Academic Resources

The College maintains library collections, databases, and research support services to sustain the academic mission. Faculty may request acquisitions and consult with library staff to ensure that holdings remain current and aligned with curricular and scholarly needs. C/PDs should encourage faculty engagement with library resources and incorporate collection development into program planning where appropriate.

6. Access, Maintenance, and Safety

Faculty are expected to use College facilities responsibly and in compliance with all institutional policies, including those related to safety, security, and accessibility. Concerns regarding maintenance, repairs, or safety conditions should be reported promptly through designated channels. C/PDs should monitor recurring issues and advocate for necessary improvements.

7. Equity and Transparency in Allocation

The allocation of space, facilities, and related resources should be guided by principles of equity, programmatic need, and institutional priorities. C/PDs should communicate clearly about allocation decisions and, where appropriate, consult with faculty. Significant changes in space or resource distribution should be discussed with the DOF/VPAA's Office to ensure alignment with broader planning and contractual obligations.

8. Planning and Advocacy

C/PDs are responsible for identifying emerging resource needs and participating in long-term planning processes. This includes contributing to annual budgeting, capital planning, and strategic initiatives. Effective advocacy for space and resources requires clear documentation of program needs, enrollment trends, and pedagogical requirements.

PART VIII ASSESSMENT AND REVIEW

A. Ten-Year Review Cycle

Departments and programs are on ten-year review cycles. In years 1-4 and 6-9 of the cycle, a department or program engages in academic assessment and submits an assessment report. In year 5 of the cycle, a department or program completes a mid-point review and report that includes developing an assessment plan for years 6-9 of the cycle. In year 10 of the cycle, a department or program completes a self-study followed by an external review. The self-study includes an assessment plan for years 1-4 of the next review cycle. Departments/programs should use disaggregated data of student populations as appropriate and relevant throughout the review cycle. The review cycles are relative to the self-studies and not external reviews. For departments and programs reviewed by a recognized accrediting body (Art, Chemistry, Education Studies, and Social Work), the cycle will be modified to align with their respective accreditation cycles in consultation with the Faculty Director of Assessment and the DOF/VPAA Office.

Review Cycle

Year 0	Last Self-Study with assessment plan for next four years and External Review
Year 1	Academic Assessment
Year 2	Academic Assessment
Year 3	Academic Assessment
Year 4	Academic Assessment
Year 5	Mid-Point Report with assessment plan for next four years
Year 6	Academic Assessment
Year 7	Academic Assessment
Year 8	Academic Assessment
Year 9	Academic Assessment
Year 10	Self-Study with assessment plan for next four years and External Review

B. Academic Assessment

The webpage for Institutional Effectiveness and Assessment offers an overview of assessment efforts and procedures in the College as well as a list of Resources; C/PDs will want to pay particular attention to the section on Academic Assessment. The core question guiding academic assessment is: What do we need to know about our students and their learning to make informed decisions that advance our mission?

Assessment is the process of using evidence to understand and improve student learning. Though the nature of each assessment project will vary, departments and programs are expected to engage in assessment every year. C/PDs should ensure that all areas of the academic program are assessed on a rotating basis. Such projects can be directed to a department goal for student learning, “in-the-major” proficiencies (oral communications, information technology, technological, visual and writing), or general education requirements, such as applied quantitative reasoning. It is entirely feasible to assess multiple goals in the same year, such as applied quantitative reasoning and technological literacy, reducing the burden of the overall assessment effort. When appropriate, relevant de-identified disaggregated data for student populations should be included in the assessments. For looking at demographics of majors and minors, use the Self-Service Graduates Report. If surveying members of the Skidmore community, including students, you may find the Inclusive Questions recommendations helpful.

- Note: the recommendations are a resource and not College or Institutional Review Board (IRB) policy.

Helpful Links for Assessments

- Academic Affairs Assessment theSpring (Submit reports, assessment resources, and previous reports): https://thespring.skidmore.edu/d2l/home/40026

- Academic Department & Program Assessment (Links to Previous Reports): https://www.skidmore.edu/assessment/programs/index.php

- General Education Assessment (General Education Assessment Plan and Assessment Reports): https://www.skidmore.edu/assessment/direct/index.php

- Skidmore College Goals for Student Learning and Development: https://www.skidmore.edu/assessment/goals-for-student-learning.php

- All College Institutional Effectiveness Plan (Assessment Plan for the College): https://www.skidmore.edu/assessment/assessment.php

- IR Self Service Graduate Report. https://www.skidmore.edu/ir/secure/selfservice.php

- Inclusive Questions Recommendations: https://www.skidmore.edu/ir/resources/inclusive_questions.php

C. C/PD Assessment Responsibilities

The C/PD is responsible for overseeing assessment activities in the Department/Program and reporting appropriately. A list of responsibilities includes:

- Ensuring that all syllabi in the department or program include the course's objectives (or outcomes) for student learning in the course. This is an expectation of the NY State Education Department and thus expected for accreditation. Ideally, these should relate to the department's or program's goals for learning in courses at that level and should include goals for general education courses such as applied quantitative reasoning and bridge experience as appropriate.
- Promoting departmental/programmatic discussion of the characteristics of students (knowledge, skills, values) that graduates of the department/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 into 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 department/program, such as creating 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 required assessment reports and any updates to the assessment plan to the Faculty Director of Assessment through theSpring Academic Affairs Assessment Page.

D. Assessment Methods – A Short Overview

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

1. 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. Direct assessment is the most effective way to assess student learning and should be a regular component of programmatic assessment. Among the direct methods most commonly used are the following:

a) **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 his or her 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 stored 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.

b) **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.

c) **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.

d) **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.

e) **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.

2. 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:

a) **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.

b) **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.

c) **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.

E. Guidelines for Department/Program Mid-Point Reports

Department/Program mid-point reports are due to the DOF/VPAA Office by June 30 of the fifth year after the last self-study for the Department/Program. The report should contain a summary of:

- Opportunities and challenges facing the department or program
- Enrollment patterns and/or pressures and curricular concerns
- Efforts to support the Strategic Plan, as appropriate
- Curricular innovations - both proposed and those in progress
- Personnel changes and/or anticipated changes
- Collective professional accomplishments, service, and activities of faculty, including external grants awarded or submitted, if applicable
- Space innovations/challenges
- Major events, lectures, and/or workshops
- How the department/program has addressed what was learned from the last self-study and the feedback from the last external review of the department/program.
- Concise reflection and review of assessment work from the previous four years (years 1-4 of the review cycle).
- Review of the learning goals/outcomes for the degree program, how they map to the College's Goals for Student Learning and Development, and how they map to the department/program curriculum (curriculum map), including for the in-major-requirements. Include any changes made to the goals/outcomes and to the mapping. Please see theSpring Academic Affairs Assessment Resources page for templates and additional support.
- Assessment plan for the upcoming four years (years 6-9 of the review cycle) leading into the department or program self-study, including use of relevant de-identified disaggregated data for all student populations as appropriate. Please see theSpring Academic Affairs Assessment Resources page for an assessment planning template and additional support.

Based on the Mid-point Report schedule in this Handbook, each year the Office of the DOF/VPAA will notify those departments/programs/units scheduled for a Mid-point Report the following year. Mid-point Reports are collected in the DOF/VPAA Office and are read by the Dean/Associate Dean and the Faculty Director of Assessment over the summer. Any questions or concerns will be addressed during the summer months. The mid-point report counts as the annual assessment report for the department or program that academic year (year 5 of the review cycle).

F. Self-Studies and External Reviews

1. Goals and Process

Based on the Self-Study and External Review schedule in this Handbook, each year the DOF/VPAA Office will notify those departments/programs/units scheduled for a self-study and external review the following year. In the fall semester of the self-study and review year, the DOF/VPAA or ADOF-RAP will request a list of suggested members of external review panelists, and a set of issues and mutual concerns to be addressed in the review. In preparing the list of suggested reviewers, C/PDs 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 DOF/VPAA Office, C/PDs should promptly contact reviewers to invite them to participate and to set the dates for the visit; teams may visit at any convenient time during the year (See Section B below – Review Timetable and Details). Copies of the reviewers' CVs should be sent to Debbie Peterson (dpeters1@skidmore.edu) in the DOF/VPAA Office.

The self-study should be completed and sent to the DOF/VPAA and the ADOF-RAP for review at least four weeks prior to forwarding it to the external evaluators. Evaluators should receive the self-study no later than two weeks prior to their visit. The self-study counts as the assessment report for that academic year (year 10 of the review cycle). If the external review is in the academic year after the self-study, only the self-study year is exempt from completing an assessment report. The self-study should address the following areas or questions:

For Disciplinary Departments or Programs:

- What are the program's current strengths?
- What are the program's current weaknesses?
- A description and analysis of the program's curricular changes in the last five years.
- 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?
- Where might some savings in spending be realized, or what resources might be reallocated? What would be the justification for allocation of resources?
- Enrollment patterns and/or pressures and curricular concerns.
- Efforts to support the Strategic Plan, as appropriate.
- Concise reflection and review of assessment work from the previous four years (years 6-9 of the review cycle). How is student learning in the department/program being assessed? What has been the impact of assessment on the faculty's thinking about the program: curriculum, advising, events, facilities?
- Review of the learning goals/outcomes for the degree program, how they map to the College's Goals for Student Learning and Development, and how they map to the department/program curriculum (curriculum map), including for the in-the-major-requirements. Include any changes made to the goals/outcomes and to the mapping. In doing so, address how the department/program curriculum, major(s), and or minor(s) contribute to the College's Goals for Student Learning and Development and how the

major(s) and or minor(s). Please see theSpring Academic Affairs Assessment Resources page for templates and additional support.

- What is the assessment plan for the upcoming four years of the next review cycle (years 1-4 of the next cycle), including the use of de-identified, disaggregated data as appropriate and relevant? Please see theSpring Academic Affairs Assessment Resources page for an assessment planning template and additional supports.
- A concise review of how the department/program has addressed what was learned from the last self-study and feedback from the last external review of the department/program with a particular emphasis on any changes made since the last mid-point report.
- What are the program's current and foreseeable needs in staff, equipment, or other support?
- 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?
- How does the program track its graduates after they leave the college?
- What are the career trajectories or educational attainment of majors and minors over the last ten years?
- What is the program's relationship to the various interdisciplinary programs (e.g., Asian Studies, Environmental Studies and Sciences, and Gender Studies), pre-professional tracks (e.g., pre-health, pre-law, and pre-engineering), and requirements (e.g., First Year Experience, Bridge Experience, Global Cultural Perspectives, Writing, and Applied Quantitative Reasoning)?
- What would you like to see happening in the program five years from now? Ten years?
- Other issues identified by the program and the administration in their preliminary discussions.

Departments/programs may wish to include the following materials in their Self-Study:

- The departmental or program mission statement (which should include its relationship to all college curricular and co-curricular programs).
- A roster of the department (including administrative assistants) and a curriculum vitae of each faculty or staff member of the department/program/unit.
- The most recent department or program mid-point report and, if applicable, recent enrollment data and academic assessment reports.
- Any special publications of the program, e.g., brochures, newsletters, etc.

For Other Programs/Units in Academic Affairs:

- What are the program's current strengths?
- What are the program's current weaknesses?
- What are the program's current and foreseeable needs in staff, equipment, or other support?
- What changes in the program are being proposed for the next year and/or are under consideration for the next three to five years?
- What would you like to see happening in the program five years from now? Ten years?

- Where might some savings in spending be realized, or what resources might be reallocated? What would be the justification for allocation of resources?
- Other issues identified by the program and the administration in their preliminary discussions.

2. Review Timelines and Details

Beginning of the semester of the review:

- The DOF/VPAA, or designee, approves the list of reviewers recommended by the department/program/unit.

- The C/PD/Unit Director contacts the DOF/VPAA Office to identify potential dates. Dates are determined by the availability of the DOF/VPAA and the ADOF-RAP.

- Once the reviewers have accepted the invitation to serve and the dates of the visit are determined, the DOF/VPAA Office will issue a letter to the reviewers stating the date, honoraria, and other information concerning their visit to Skidmore. Links to the Faculty Handbook, course catalog, and other pertinent institutional information are also included with the above letter to reviewers.

- Each reviewer is responsible for making their own travel arrangements to and from Saratoga Springs, via airline, car rental, train, or by driving on their own. The AA in the department or program will handle lodging reservations at one of Skidmore's direct bill hotels. The AA will also arrange transportation to and from the airport or train station, if necessary, or the reviewer(s) may use Uber or Lyft. The AA will collect each reviewer's expense reports with original receipts and a completed W-9 that should be forwarded to Gina Hoefer, Senior Budget Administrative Coordinator, in the DOF/VPAA Office. Payment of honoraria to each reviewer will follow receipt of final department or program report.

Four to Six Weeks Before the Review:

- The self-study is completed and sent to the DOF/VPAA and the ADOF-RAP for review.

Three to Four Weeks Before the Review:

- The C/PD creates an itinerary which requires approval by the DOF/VPAA Office.

Two Weeks Before the Review:

- Self-study mailed to the reviewers by the C/PD/Unit Director. The Department/Program/Unit submits one copy of the self-study to the DOF/VPAA.

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 the DOF/VPAA Office and to the reviewers upon their arrival.

3. External Reviewers' Itinerary

Departments/programs/units will provide the DOF/VPAA and the ADOF-RAP with the arrival and departure schedules for visiting team members. They will set up their itineraries, which will include meetings with all program personnel, appropriate groups of students if applicable, and a tour of the facilities. The itinerary will include an initial and exit meeting with the DOF/VPAA and the ADOF-RAP, meetings with department/program/unit personnel, and at least one meeting with an academic or unit leader from outside the department/program/unit being reviewed. It will also include time for review team members to discuss, by themselves, their preliminary reactions to what they have learned from their visit. Review teams will submit written reports to the DOF/VPAA and ADOF-RAP 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. All honoraria will be paid promptly upon receipt of the final report.

After the report is submitted, the DOF/VPAA and the ADOF-RAP will forward a copy to the C/PD/Unit Director, who will share it with the members of the department/program/unit. The C/PD /Unit Director may, if desired, submit a written response to the report to the DOF/VPAA and the ADOF-RAP. The DOF/VPAA and the ADOF-RAP will also share the report with other members of the administration and will then meet with the C/PD/Unit Director of the department/program/unit to discuss both the reviewers' report and the department/program/unit's response, and to consider any recommendations for action.

Draft Itinerary for Reviewers' Visit

Prior Evening	If timing allows, 1-2 department members (ideally, the C/PD/Unit Director and Associate Chair) may host Reviewers for dinner. (Note: The College does not reimburse for alcohol at working dinners of this kind.)
Day 1	Breakfast & Morning • Reviewers have breakfast on their own. • Reviewers begin formal activities by meeting with the DOF/VPAA and the ADOF-RAP to discuss the itinerary and self-study and to review the major issues that will need to be addressed during their visit. • Reviewers meet with full-time department personnel (including administrative support staff). Each meeting should last at least half an hour. If there is a large list of personnel that need to meet with the reviewers, the department should determine the best process to structure the meetings. Lunch • If applicable, reviewers meet with majors and/or minors, or appropriate student constituencies, in the department or program. NOTE: Lunch is often a comfortable environment for students to meet with reviewers. Afternoon • Reviewers continue to meet with department/program/unit personnel. • If there are others who need to meet with the reviewers but do not necessarily require a one-on-one meeting, a reception can be planned for late in the afternoon. Reception costs must be approved by the DOF/VPAA. Dinner • Reviewers have dinner on their own to discuss their findings.
Day 2	Breakfast & morning • Reviewers have breakfast with the C/PD/Unit Director or members of the faculty/staff with whom they could not meet during day 1. • The DOF/VPAA and the ADOF-RAP 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/VPAA Office.

Please consult with Gina Hoefer (ext. 5706 *ghoefer@skidmore.edu*) regarding expenses and payments.

G. Schedule for Mid-Point Reviews and Self-Studies/External Reviews

Department/Program	*Next Mid-Point Report*	Next Self-Study and External Review
American Studies	2034-35	2029-30
Anthropology	2027-28	2032-33
Art	2030-31	2035-36 (NASAD Accreditation+ Additional)
Art History	2031-32	2026-27
Arts Administration	2027-28	2032-33
Asian Studies	2027-28	2032-33
Biology	2031-32	2026-27
Black Studies	2025-26	2030-31
Chemistry	2027-28 (ACS Periodic Report & Review+ Additional)	2033-34 (ACS Periodic Report & Review+ Additional)
Classics	2026-27	2031-32
Computer Science	2026-27	2031-32
Dance	2033-34	2028-29
Economics	2029-30	2034-35
Education Studies	2028-29 (AAQEP QAR & Site Visit+ Additional)	2035-36 (AAQEP QAR & Site Visit+ Additional)
English	2027-28	2032-33
Environmental Studies and Sciences	2027-28	2032-33
First Year Experience	2029-30	2034-35
Gender Studies	2026-27	2031-32
Geosciences	2034-35	2029-30
Health and Human Physiological Sciences	2031-32	2026-27
History	2034-35	2029-30
InterGroup Relations	2027-28	2032-33
International Affairs Program	2030-31	2035-36
Latin American, Caribbean, and Latinx Studies	2027-28	2032-33
Management and Business	2031-32	2026-27
Mathematics and Statistics	2033-34	2028-29
Media & Film Studies Program/MDOCS	2030-31	2035-36
Music	2031-32	2026-27
Neuroscience Program	2028-29	2033-34
Periclean Honors Forum	2030-31	2035-36
Philosophy	2026-27	2031-32

Department/Program	***Next Mid-Point Report***	**Next Self-Study and External Review**
Physics	2031-32	2026-27
Political Science	2031-32	2026-27
Psychology	2028-29	2033-34
Religious Studies	2030-31	2035-36
Scribner Library	2028-29	2033-34
Self-Determined Majors	2029-30	2024-25
Social Work	2030-31 (CSWE Self-Study + Additional)	2038-39 (CWSE Self-Study + Additional)
Sociology	2027-28	2032-33
Theater	2029-30	2034-35
World Languages and Literatures	2033-34	2028-29

PART IX TRANSITIONS, RETIREMENT, AND EXITS

A. Retirement

Faculty or department staff generally retire at the end of a semester. While most choose to retire at the end of the spring semester, you may also have notification of a fall retirement. 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:

- Ask the faculty or staff member to submit her/his retirement notification in writing.
- Forward one copy to the DOF/VPAA's Office and one copy to HR.
- Encourage the faculty member or employee to discuss his/her benefits with HR; an HR representative will guide them through the process of requesting retirement payments, social security, and any other eligible benefits.
- If the faculty member is retiring at the end of the spring semester, be aware that their last paycheck could be either in May or June; if it is at the end of fall semester, their last paycheck may be at the end of November or beginning of December. HR will be able to indicate the actual date.
- Retirements are celebrated collectively at the annual Retirement and Recognition Ceremony and (for faculty members) at the penultimate faculty meeting of the year. A departmental retirement celebration may be funded by the department **only** if is catered by dining services, held on campus, and open to the community. Please see Skidmore's Travel and Entertainment Policy.
- Replacement of retired faculty is not automatic. Departments and Programs must submit a new faculty initiative request if they need to replace a retiring faculty member.

B. Phased Employment Guidelines

Based on a recommendation from the C/PD and with approval from the DOF/VPAA, a faculty member may participate in the Phased Employment Program.

Please note that there is no guarantee that a faculty line will return to a department/program following a retirement or a resignation. Rather, a C/PD must submit a position request to the DOF/VPAA with a justification of need based on programmatic, curricular, and institutional goals. This applies to NTT as well as tenure-line positions.

C. Exit Policy

This section outlines Skidmore College standards for disposition of equipment, software, books, DVDs, or other media, and management of research materials when a faculty member terminates employment at the College.

1. General

- The College will offer exit interviews to all resigning or retiring faculty.
- Offices should be vacated no later than the last day of employment specified in the employee's contract (typically May 31).

- Keys should be returned to either the AA in the Department or Program or the DOF/VPAA Office no later than the last day of employment specified in the employee's contract.
- For faculty in continuing appointments, salary received during the summer months is an advance toward the next year's contract. Therefore, if a faculty member with a continuing appointment leaves during the summer (after June 1), salary received as an advance must be paid back to the College. In addition, any benefits claims dated after June 1 may not be honored. Faculty members with questions about this process should speak with HR.
- Unspent startup funds go back to the College.
- Syllabi that individual faculty produce while at the College are the intellectual property of that faculty member.
- Prior to the last day of employment specified in the employee's contract: (1) all active IRB and IACUC protocols must be closed out and terminating reports reviewed and approved by the applicable compliance committee chair; (2) hazardous chemical, biological, and radioactive materials held in the departing employee's laboratory must be reported to the Office of Environmental Health and Safety for Academic Affairs and appropriate plans made for the transfer, reassignment, or disposal of those materials; and (3) all required progress and technical closeout reporting on externally-funded projects must be submitted to the Office of Sponsored Research and to the cognizant funding agency in accordance with the grantor's terms and conditions of award.
- Human subject research records of active Skidmore IRB protocols containing direct or indirect identifiable subject information, including the study code key and demographic information that could reasonably identify a subject, must remain at Skidmore or at the institution/facility specified on the approved IRB research protocol. Requests to move the data must be approved by the Skidmore IRB via a formal amendment.
- Human subject research records of closed Skidmore IRB protocols, including identifiable subject information, may be removed from the Skidmore premises without Skidmore IRB approval; however, they must be retained in a manner that will preserve the level of confidentiality promised to subjects.

2. Equipment

Equipment purchased in whole or in part with College funds (such as start-up funds, FDC awards, capital budget appropriations, departmental general appropriations, or departmental restricted funds) must remain at the College, unless the C/PD certifies after general notice that it is of no use to anyone at the College. In that case, it may be considered for transfer to the departing faculty member's new institution. In some cases, the new institution will be asked to pay a fair market value for the equipment purchased with the College funds.

Equipment purchased with funds from a sponsored project account becomes the property of the College when it is delivered. There are, however, some sponsored agreements under which the sponsor retains title to any equipment purchased with sponsor funds. When a principal investigator moves to another institution and requests transfer of equipment to that institution, the following standards will apply:

- Equipment purchased with federal funds may not be transferred to a for-profit institution.

- If an active grant is being transferred to another academic institution, equipment purchased on that grant may be transferred to the new institution in accordance with the terms and conditions of the grant.
- If a transfer of equipment has been requested, a detailed list of such equipment (including laboratory equipment, office equipment, computing equipment, etc.) must be prepared and approved for transfer by the C/PD. Once the C/PD has determined there is no interest among other members of the College faculty, the departmentally-approved list must then be submitted to the Purchasing Office and to the DOF/VPAA Office for approval. The list must show the source of funds used to purchase each item of equipment.
- Equipment funded by a grant which is no longer active will be released only if the C/PD certifies that the equipment is not needed by other Skidmore investigators in any department/program in the conduct of research or instruction at the College.

3. Software

Software purchased by the departing Skidmore faculty member in whole or in part with College funds (such as start-up funds, FDC awards, departmental general appropriations or departmental restricted funds) may be transferred to the departing Skidmore faculty member unless the faculty member's department/program elects to retain such materials.

Software licensed to the College may not be retained by or transferred to the departing Skidmore faculty member. Software licensed to the College may not be used by a departing Skidmore faculty member subsequent to the termination of their contract.

4. Books, DVDs, Other Media

Books, DVDs, or other media purchased by the departing Skidmore faculty member in whole or in part with College funds (such as start-up funds, FDC awards, departmental general appropriations or departmental restricted funds) may be transferred to the departing Skidmore faculty member unless the Library elects to add such items to the College collection or the faculty member's department/program elects to retain such materials.

Books, DVDs, or other media purchased from grant sources may be transferred to the departing Skidmore faculty member in accordance with the terms and conditions of the grant.

5. Research Materials

a) Datasets

Datasets acquired from third parties under a transfer or other agreement must be identified in writing to the DOF/VPAA Office. Such datasets may be transferred to the departing Skidmore faculty member or to his/her new institution if allowed under the terms and conditions of the governing agreement. Typically, such agreements do not allow for the transfer of such data sets either to the departing faculty member or his/her new institution.

b) Materials acquired under Transfer Agreements

Research materials acquired from third parties under a transfer or other agreement must be identified in writing to the DOF/VPAA Office. Typically, such agreements do not allow for the transfer of such research materials either to the terminating faculty member or his/her new institution. If transfers are allowed, a formal agreement for transfer will need to be executed. These documents may also require review and approval by the original supplier under the terms of the parent transfer agreement.

The departing faculty member bears the expense of shipping any research materials (e.g., books, samples, etc.) to the new institution.

For hazardous materials or other materials covered under Skidmore's biosafety policy, the Academic Safety Officer is available to assist with packing of such materials to promote safety and integrity of the materials.

c) Research Data on Externally-Funded Projects

When a faculty member (other than the Principal Investigator) with senior personnel status is engaged in an externally-funded research project on which a Skidmore faculty member is the Principal Investigator and terminates employment at the College, s/he may take a copy of research data, laboratory notebooks, etc. on which s/he has worked and for which s/he was responsible, subject to relevant confidentiality restrictions. Original data, however, must be retained at Skidmore by the project's Principal Investigator.

When a faculty member (other than the Principal Investigator) with senior personnel status is engaged in an externally-funded research project in a sub awardee/consortia partner capacity and terminates employment at the College, s/he may retain copies of the original research data, laboratory notebooks, etc. on which s/he has worked and for which s/he was responsible, subject to relevant confidentiality restrictions. A complete and exact copy of all research data must be left at the College. In addition, the departing faculty member must agree to retain the original data for the retention period specified by the parent grantee and awarding entity. The departing faculty member further agrees to provide the College with access to the original data as well as other individuals or entities having a compelling need for access. A compelling need would primarily be related to the administrative adjudication of issues related to the research collaboration, lawsuits, intellectual property disputes, sponsor inquiries and audits, and cases of research misconduct.

When a faculty member who is a research Principal Investigator on an externally-funded grant terminates employment at the College, the institution and faculty member shall enter into an agreement over whether the departing faculty member may take the original data or a complete and exact copy of the data with them. If the departing faculty member takes the original data, a copy must be left at the College. In addition, the departing faculty member must agree to retain the original data for the required retention period (a period to be specified in the agreement) and to provide the College, as well as other individuals or entities having a compelling need, with access to the original data. A compelling need would primarily be related to the administrative adjudication of issues related to the research collaboration, lawsuits, intellectual property disputes, sponsor inquiries and audits, and cases of research misconduct in which access to the original data is not just preferred, but required. (See https://ori.hhs.gov/education/products/rcradmin/topics/data/tutorial_11.shtml)

If the departing faculty member's new institution claims an ownership interest in the original data, then the Principal Investigator shall obtain from his/her new institution an agreement that guarantees: 1) the acceptance of custodial responsibilities for the data, and 2) Skidmore's access to the data, should that become necessary.

Faculty members should note that many contractual and grant award agreements require the sponsor's consent before research data are transferred or removed from the College. Before transferring the original research data, the Principal Investigator is responsible for ensuring that any special conditions stated in the grant, contract, or agreement are met and for providing documentation that such special conditions have been met.

PART X Glossary of Common Terms and Acronyms

A1 Account: The department or program's operating budget account. These funds generally support routine expenses and do not roll over at the end of the fiscal year.

AA — Academic Administrative Assistant: Staff member who supports the administrative operations of one or more departments or programs, often including scheduling, budgets, records, communications, and logistics.

ADOF — Associate Dean of the Faculty: A member of the Dean of the Faculty and Vice President for Academic Affairs Office with responsibility for a defined portfolio of academic, faculty, operational, or resource matters.

ADOF-RAP — Associate Dean of the Faculty for Recruitment and Academic Personnel: The associate dean who works with C/PDs on faculty hiring, academic personnel matters, NTT faculty issues, annual evaluation letters, CBA interpretation, external reviews, and related processes.

Annual Evaluation Letter: The written evaluation prepared by the C/PD for faculty members according to the relevant review cycle, appointment type, and College procedures.

B Fund: A donor, endowed, restricted, or otherwise designated fund that may support department or program activities, subject to the purpose and rules of the fund.

C/PD — Chair or Program Director: The faculty member appointed to lead an academic department or program. C/PDs coordinate curriculum, staffing, faculty workload, evaluation, budgets, assessment, and communication with offices across the College.

CBA — Collective Bargaining Agreement: The contractual agreement governing many terms and conditions of employment for NTT faculty in the bargaining unit. Where applicable, the CBA controls over conflicting general guidance.

DOF/VPAA — Dean of the Faculty and Vice President for Academic Affairs: The senior academic officer of the College and the office responsible for academic affairs, faculty matters, academic planning, curriculum, and related operations.

External Review: A review conducted by outside experts as part of the periodic assessment and planning process for an academic department or program.

FTE — Full-Time Equivalent: A way of expressing workload or appointment percentage relative to a full-time appointment.

Faculty Workload Release: Workload credits granted for an approved purpose, such as service, research support, grant activity, or other College-recognized work.

HR — Human Resources: The office responsible for employment processes, benefits, personnel records, hiring compliance, and other employment-related matters.

IACUC — Institutional Animal Care and Use Committee: The committee responsible for review and oversight of research or teaching activities involving animals.

IRB — Institutional Review Board: The committee responsible for review and oversight of research involving human participants.

Mid-Point Report: A report completed midway through the department or program's review cycle, generally reflecting on assessment, curriculum, staffing, challenges, and planning.

Minimum Contact Hours: The required amount of instructional time associated with a course, based on credit/contact-hour expectations and applicable academic standards.

Minimum Enrollment: The enrollment level below which a course may be reviewed for possible cancellation. Under-enrollment triggers review but does not automatically require cancellation.

NTT Faculty — Non-Tenure-Track Faculty: Faculty members appointed outside the tenure-track system. NTT appointments may be full-time or part-time, renewable or terminal, and are governed by the CBA.

Overload: Teaching or assigned work above the normal workload expectation, subject to approval and applicable compensation rules.

Registrar: The office responsible for course registration, academic records, catalog information, degree requirements, scheduling systems, and related academic processes.

Renewable NTT Appointment: A non-tenure-track appointment that may be renewed according to applicable policies, procedures, and, where relevant, the CBA.

Self-Study: A comprehensive department or program review document prepared as part of the review cycle, typically in advance of an external review.

Student Academic Affairs: The office that supports student academic concerns, academic standing, advising-related issues, and other student-facing academic matters.

Terminal NTT Appointment: A non-tenure-track appointment for a defined, limited term, typically used to meet temporary or supplementary instructional needs.

theSpring: The College's Learning Management System; also used for submitting certain assessment or reporting materials.

TT Faculty — Tenure-Track Faculty: Faculty members appointed to positions that may lead to tenure following the College's established review processes.

Watermark: The system used for faculty activity reporting. Faculty submit annual summaries of activity through Watermark, which inform evaluation and reporting processes.

Workload Credit: The unit used to account for faculty teaching and certain assigned responsibilities. C/PDs are responsible for monitoring workload distribution, releases, overloads, and related records.

PART XI APPENDICES

APPENDIX A ATC CALENDAR FOR 2026-27

APPENDIX B PC CALENDAR FOR 2026-27

APPENDIX C SKIDMORE COLLEGE TRAVEL & ENTERTAINMENT POLICY

APPENDIX D MODEL PERSONNEL POLICIES

APPENDIX E INDIVIDUAL FACULTY DEVELOPMENT PLAN

APPENDIX F CLASS OBSERVATION RUBRIC

APPENDIX G REAPPOINTMENT, TENURE AND PROMOTION MATERIALS

- Guidelines For Assembling Materials for Tenure
- Guidelines For Assembling Materials for Promotion
- Procedures For Creation and Maintenance of Faculty Academic Portfolios
- Template For Requesting External Letters – Tenure
- Template for Requesting External Letters Focused on Teaching/Service - Tenure
- Template For Requesting Internal Letters - Tenure
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- NTT Reappointment Calendar 2026-27
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APPENDIX H OFFICE SPACE POLICY

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APPENDIX K FACULTY WORKLOAD CALCULATIONS FOR TEAM TEACHING

APPENDIX L OPTIONS AND GUIDELINES FOR STUDENT-FACULTY COLLABORATIVE WORK

APPENDIX M C/PD COMPENSATION BY DEPARTMENT [TO COME]

APPENDIX N NON-TENURE-TRACK FACULTY ADVERTISING TEMPLATE FOR FULL-TIME OR PART-TIME POSITIONS (WORD)

APPENDIX O TENURE-TRACK FACULTY ADVERTISING TEMPLATE

APPENDIX P SAMPLE ANNUAL OR PERIODIC EVALUATION LETTER TEMPLATES FOR FACULTY