

**Proposed Re-organization of Faculty Handbook, Part One
and New Language for Part One, Section VII
Faculty Workload Working Group**

REVISED FEBRUARY 24, 2014

TABLE OF CONTENTS

PREAMBLE.....	XI
PART ONE – FACULTY RIGHTS AND RESPONSIBILITIES	101
I. THE FACULTY	101
II. FACULTY STATUS	101
III. ACADEMIC FREEDOM.....	101
IV. ACADEMIC FREEDOM AND TENURE	102
V. APPOINTMENTS TO THE FACULTY	102
A. Tenure-Track Appointments	102
B. Fully Dedicated Tenure-Track Lines in ID Programs	102
C. Tenure-Track Lines Apportioned between Departments/Programs	103
D. Pre-Tenure-Track Appointments	104
E. Non-Tenure-Track Appointments	104
F. Appointments to Endowed Chairs	105
VI. RIGHTS, OBLIGATIONS, AND RESPONSIBILITIES OF ALL FACULTY	106
A. Rights of Members of the Faculty	106
B. Obligations Pertaining to All Members of the Faculty	106
C. Academic Responsibilities	106
1. Availability	106
2. Class Sessions	106
3. Academic Advising	107
4. Office Hours	107
5. Administrative Meetings	107
6. College Functions	107
7. Student Evaluations	107
8. Grading	107
9. Other Academic Policies	107
VII. EVALUATION OF FACULTY FOR CONTINUED SERVICE AND ADVANCEMENT IN RANK ..	107
Preamble	107
A. Tenured and Tenure-Track Faculty	108
1. Teaching	109
2. Scholarship	111
3. Community Service	112
B. Pre-Tenure-Track Faculty	113
C. Non-Tenure-Track Faculty	113
1. Library Faculty	113
2. Artists- and Writers-in-Residence	114
3. Teaching Associates	114

D. REAPPOINTMENT	114
1. Reappointment of Full-Time Tenure-Track and Library Faculty in Professorial Ranks	114
a. Second Year	114
b. Third Year	115
2. Reappointment of Librarians	117
3. Reappointment of Artists- and Writers-in-Residence	117
4. Reappointment of Teaching Associates	118
a. Second Year	118
b. Third Year	119
5. Other Non-Tenure-Track Appointments (Visiting Artist- or Writer-in-Residence, Trustee Visiting Scholar, Lecturer, Visiting Teaching Associate, Research Associate, Department Assistant).....	119
E. TENURE	119
1. Guidelines for Tenure	119
2. Institutional Considerations and Budgetary Considerations	120
3. Eligibility	120
4. Criteria for Determining Years of Service	120
5. Procedures for Granting Tenure	122
6. Review of Negative Tenure Decisions	124
7. Appeal of Negative Tenure Decisions	125
F. PROMOTION	126
1. Guidelines for Advancement in Rank.....	126
2. Procedures for Promotion	126
a. Professorial Ranks	127
b. Librarian Ranks	128
c. Artists-in-Residence and Writers-in-Residence	129
d. Teaching Associates	129
VIII. LEAVES OF ABSENCE	130
A. Sabbatical Leaves of Absence	130
1. Purpose	130
2. Eligibility	130
3. Procedures	129
a. Application	130
b. Consideration	131
c. Reporting	131
4. Criteria for Evaluating Proposals	131
5. Sabbatical Salaries	131
B. Pre-Tenure Paid Research Leaves of Absence	132
1. Purpose	132
2. Eligibility	132
3. Procedures and Criteria	132
C. Leaves of Absence Without Pay	132
IX. RESIGNATIONS	132
X. DISCIPLINE AND DISMISSAL OF TENURED FACULTY	132
A. Standards of Conduct	133
B. Note on Confidentiality	133
C. Procedures for Imposition of Sanctions Other than Dismissal	133
D. Appeal against Sanctions Other than Dismissal	134
E. Procedures of the FAB and the Grievance Panel (GP) in Cases Involving Sanctions Other than Dismissal.....	135
F. Dismissal of a Faculty Member	135

G. Procedures of the FAB and the GP in Cases Involving Dismissal	136
H. Appeal against Dismissal	136
I. Extension of Time Periods	137
XI. APPOINTMENT AND REVIEW OF DEPARTMENT CHAIRS	137
A. Criteria for Appointment	137
B. Procedures for Appointment	137
C. Procedures for Review	138
D. Obligations Pertaining to Department Chairs	138
1. Leadership	138
2. Curriculum	138
3. Personnel	138
4. Communication	139
5. Support	139
XII. APPOINTMENT, REVIEW, AND EVALUATION OF DIRECTORS OF INTERDISCIPLINARY PROGRAMS	139
A. Criteria for Appointment	139
B. Procedures for Appointment	139
C. Procedures for Review	140
D. Obligations Pertaining to Program Directors	140
1. Leadership	140
2. Curriculum	140
3. Personnel	140
4. Communication	141
5. Support	141
E. Procedures for Evaluation of Directors Tenure-Track or Tenured to a Department	141
XIII. ESTABLISHMENT OR ELIMINATION OF A DEPARTMENT	141
XVI. TERMINATION OF FACULTY STATUS DUE TO THE ELIMINATION OF A DEPARTMENT	142
XVII. ESTABLISHMENT OR ELIMINATION OF A MAJOR	142
XVIII. ESTABLISHMENT OR ELIMINATION OF A MINOR	143
IXX. REIMBURSEMENT FOR PROFESSIONAL ACTIVITIES	143
XX. FACULTY GOVERNANCE	143
XXI. PROCEDURES FOR HANDBOOK AMENDMENTS	143

VII. EVALUATION OF FACULTY FOR CONTINUED SERVICE AND ADVANCEMENT IN RANK

Preamble

Learning—learning that will enable students to become wise, responsible, thriving citizens—is Skidmore’s fundamental enterprise. The college’s Mission Statement notes that “[u]nderpinning the entire enterprise are faculty members’ scholarly and creative interests, which inform their teaching and contribute, in the largest sense, to the advancement of learning.” The faculty is philosophically committed to lifelong inquiry, the discovery of knowledge, and the fostering of creativity. This commitment informs our work in the classroom, lab, and studio. But the faculty also is committed to the Academy and to society; it contributes to a community of scholars broadly conceived and prepares students to play their role in the stewardship of the human community. These commitments define what it means to be a teacher-scholar.

Skidmore College is an undergraduate institution, and as teacher-scholars the faculty not only serves students as exemplars of lifelong learning, but also guides them in acquiring the knowledge and skills an individual needs to pursue his or her life’s path creatively and productively, and to develop along the way the wisdom required to meet life’s often unforeseeable challenges. Lifelong learning does not end within the confines of the Academy, but must stretch throughout its members’ lives, and, importantly, into the community and its destiny.

Accordingly, Skidmore faculty have the responsibility to envision a model of the excellent teacher-scholar appropriate to their discipline; and the college has a responsibility to coordinate, guide, and enable faculty members to marshal their professional resources to realize their vision in pursuit of carrying out the college’s fundamental enterprise. When evaluating faculty members for continuation of service and promotion in rank, the college should have in view the teacher-scholar. The excellence of the teacher-scholar will be evident through engaging students in developing their learning, through professional productivity, and through sharing in the communal work that is an indispensable part of academic life. These are often referred to, respectively, as “teaching,” “scholarship,” and “service.” While the nature of a faculty member’s professional work may, in most cases, be relatively easily circumscribed, the faculty member as a teacher and engaged citizen of the community can involve more fluid parameters. The classroom, laboratory, and studio are the primary, though not exclusive, sites where teaching occurs; and college governance and Departmental activities are the central, though certainly not exclusive, channels through which a faculty member may help to shape the curricular and extra-curricular life of Skidmore. Just as professional excellence informs and provides the basis for excellent teaching, so professional and teaching excellence informs the quality and character of one’s service to the life of the Academy.

The standards by which Departments, Programs, the Committee on Appointments, Promotion, and Tenure (CAPT), the Dean of the Faculty and Vice-President for Academic Affairs (DOF/VPAA), the President, and the Board of Trustees arrive at their judgments regarding continuing service and

advancement in rank are necessarily community-based. Therefore, the judgments of Departments and Programs, and especially CAPT, as the body elected by the faculty to represent the faculty in matters of promotion and tenure, necessarily sets the standards for reappointment, tenure, and promotion at Skidmore College.

A. Tenured and Tenure-Track Faculty

Skidmore College seeks to hire, retain, tenure, and promote faculty members who, in addition to successfully performing their duties, bring intellectual acumen, commitment to Skidmore's mission, integrity, and energy to their work on behalf of their students, their discipline, their Department or Program, and Skidmore College as a whole. Our academic community is enriched through the broad range of academic backgrounds, interests, and perspectives of its diverse faculty.

Decisions to reappoint, tenure, or promote faculty members are based on the quality of their credentials in three areas: performance as teachers, achievement as scholars or artists, and contribution to the welfare of the college community beyond the classroom. Teaching of high quality is paramount and the primary criterion. No degree of excellence in scholarship or artistic achievement, no record of unusual productivity or service to the community will compensate for unsatisfactory teaching at any point in one's career. Yet high-quality teaching is but one of three criteria, and alone will not suffice. Through the arc of one's career, the balance among these three areas will vary: Skidmore seeks to develop and retain first-rate teacher-scholars whose professional achievements beyond teaching demonstrate a will and capacity to make significant contributions to their professional fields. Skidmore also expects faculty members to assume responsibility for the common life of the institution in ways that are commensurate with their interests and roles and with the institution's purpose and needs. Skidmore College recognizes that the balance of an individual faculty member's commitments and responsibilities will vary according to his or her individual strengths and interests; the needs of departments, programs, and the college; as well as the development of the individual's career. As the faculty member matures and seeks recognition as a senior member of the professoriate, the expectation for more significant service is balanced with the college's expectations of professional accomplishment and a high quality of pedagogy.

Just as there is no single mold into which all Skidmore faculty must fit, so there is no single way in which all faculty are expected to excel. Nonetheless, it behooves the college to articulate general criteria identifying areas of performance that form the basis of faculty review and advancement. The college must also establish standards that clarify expectations regarding the qualitative levels of performance with respect to these criteria that must be reached in order to receive the positive reviews needed for contract renewal, tenure, and promotion.

This section of the Handbook sets out the criteria and standards that ground judgments regarding reappointment, tenure, and promotion in academic rank. It also discusses the kinds of evidence to be used by Departments and Programs, the Committee on Appointments, Promotions, and Tenure, the Dean of the Faculty/Vice President for Academic Affairs, the President, and, ultimately, the Board of Trustees in making those judgments through the process of faculty review.

Definitions of terms relative to Reappointment, Tenure, and Promotion in Rank. For purposes of this Handbook:

- *criteria* identify areas of performance upon which evaluative judgments are based;

- *standards* are qualitative descriptions of performance that establish levels at which criteria must be satisfied in order to warrant favorable personnel judgments;
- *judgments* are personnel recommendations and decisions made by responsible groups and individuals (see above);
- *evidence* comprises documents and other supportive materials submitted as part of the dossier that are used by those charged with making judgments in the faculty review process to determine whether a candidate for review has satisfied the applicable standards for the personnel decision at issue; and
- *sustained* performance is performance that establishes a clear pattern over time (over the period of time considered in a review). Such a pattern could be a trend (a trend toward improvement), and it could admit a small number of instances that are inconsistent with the overall direction (the odd class that does not work well for identifiable reasons).

The criteria used to evaluate faculty for contract renewal, promotion in rank, and tenure emphasize fulfillment of faculty duties and responsibilities as described in this *Handbook* through

- high quality teaching,
- maintaining an ongoing program of research or creative accomplishment, and
- providing consequential service to and engagement in the community.

as each of these is described in this *Handbook*.

Evaluation criteria also include

- performance of other mutually agreed upon duties and responsibilities, as specified in a faculty member's letter of initial appointment or as modified in subsequent correspondence, and
- professional conduct consistent with the standards described in this *Handbook*.

1. **TEACHING:** Whereas the primary importance given to teaching follows from Skidmore's mission as an undergraduate institution, the college recognizes that effective teaching takes many forms, is probably inseparable from the instructor's personality, and may be more an art than a science at its core. Hence it defies summary or categorical attempts to describe it. Generally speaking, however, successful instruction manifests a sustained interest in teaching as a vocation. It encompasses skills in course management and design; effective classroom manner, modes of presentation and delivery of course materials; and knowledge and mastery of one's subject. These will be addressed below.

Defining itself first and foremost as a community of teachers and learners, Skidmore invites faculty to share their passion for their disciplines and their understanding of connections between their disciplines and others with colleagues and, most of all, with our students. This commitment to student learning stands at the heart of our mission.

The college expects faculty to fulfill their responsibilities as teachers by facilitating the intellectual or artistic development of their students in scheduled courses and in other curricular and co-curricular contexts (e.g., through independent studies and advising) in which instruction occurs. More broadly, the

college expects faculty to retain a career-long commitment to teaching and supports their professional development with a number of resources that can assist them in meeting this challenge.

It follows that the quality of a faculty member's contribution to student learning – his or her success as a teacher – is the most important criterion for evaluating the performance of teaching faculty. To receive contract renewal, tenure, or promotion, a member of the teaching faculty must provide evidence of sustained success in teaching at a level of accomplishment satisfying the applicable standards. No matter how significant they may be, achievements in other areas of faculty work cannot counterbalance ineffective teaching.

Any evaluation of the teaching of Skidmore faculty should take into account the following features of successful teaching:

- *Motivation and mentoring.* Through their commitment to and enthusiasm for their subject matter, successful teachers stimulate their students' intellectual curiosity or artistic vision and cultivate intellectual humility. They model for their students the high standards of performance and professionalism appropriate to their disciplines, provide them guideposts toward attaining those standards, and hold them consistently accountable. Successful teaching inspires, guides, and supports students in their courses as well as in their self-directed research, independent study, and senior projects.
- *Expertise.* Representing the current state of a discipline or field is crucial to successful teaching. Knowledge informs not only the range and depth of course materials, but also pedagogical methods and goals. Knowledge nourishes the imagination and deepens the appreciation for the complexity and interconnectedness of materials. In short, knowledge makes comprehensiveness and rigor in teaching possible, and by acknowledging the limits to their own expertise, faculty members model academic integrity and demonstrate the need for life-long learning.
- *Course design and delivery.* Courses should be designed with well-structured content that reflects disciplinary standards and Skidmore's standards and expectations for learning. The relevant elements of course design may include integration of course components, laboratory/studio exercises, assignments, and examinations. The development of these elements, and the generation of new courses, is itself a feature of successful teaching.
- *Fostering student learning.* Successful teaching brings students to engage course materials in a manner that broadens and deepens their intellectual horizons, and may do so employing a variety of strategies and techniques, such as lectures, discussion, group activities, writing, etc. But all successful teaching creates an environment that leads to the students' successful mastery of the course materials and furthers them as independent learners. Successful teachers continue to develop materials and pedagogical techniques that further this end. Successful presentation of course materials includes responsiveness to student participation; providing timely and helpful feedback on assignments and examinations; being available to students outside of class; offering advice and counsel about students' education paths forward in the near and long term. Ultimately, the litmus test of successful teaching is a faculty member's ability to enable his or her students to develop as self-guided, critically engaged scholars and/or artists. Such success will be marked primarily by students' active engagement with the discipline and the quality of their resulting work. It is true that students must do their part as well, but a faculty member's fundamental job is to encourage and help them do so. No amount of expertise or attention to the individual activities that go into teaching can compensate for an overall lack of success in fostering student learning.

Informed judgments about a colleague's teaching should be based on evidence relating to the preceding features of successful teaching that takes into consideration the arc of a candidate's career and development, and work done at the various levels of the curriculum. Such evidence may be obtained in a variety of ways, including but not limited to reviews of syllabi, class visits, observations of colleagues, discussions of pedagogy, and careful readings of student course evaluations, or direct and indirect measures of student learning.

This scarcely exhausts the ways effective teaching might manifest itself, of course, and candidates may wish to present other evidence.

2. **SCHOLARSHIP:** Activities leading to the advancement of knowledge and/or the enhancement of the arts on the faculty's part redound favorably on Skidmore as an institution of higher learning. Skidmore expects members of the faculty to remain actively engaged – as participants and not just as observers – with the continuing conversations and innovations that constitute the lifeblood of an academic career. Specifically, Skidmore expects its faculty to cultivate, over the course of their careers, the scholarly or artistic independence sufficient to define problems and issues in their areas of expertise, which they then engage in their own work. Developing such a mature perspective on one's discipline enables one to integrate and evaluate the elements that constitute both its history and its present developments. What is more, insofar as its results are normally published or exhibited, scholarship in particular invites the critical scrutiny of peers, who are in the best position to assess its worth, and ensures the college of the faculty's continuing involvement in the ongoing, self-critical discourse of their profession. Similarly, recitals, performances, and exhibitions afford teachers in the performing and visual arts opportunities to demonstrate their creativity and are the equivalent of scholarly publications and research. Effective teaching and sound scholarship are mutually reinforcing; in other words, Skidmore expects its faculty to be teacher-scholars: to be active in the profession because scholarly and artistic pursuits revitalize teaching even as teaching points scholars and artists in new directions.

For purposes of evaluation and in keeping with Skidmore's respect for diversity in the professional aims and accomplishments of faculty members, scholarship is to be defined broadly. It denotes, for instance, not only original research, that is, investigatory analyses of primary data leading to discoveries in one's specialization, but also work that crosses disciplinary boundaries toward integrating knowledge, studies that bridge theory and practice in applied fields, and work that reorganizes existing information in creative ways or interprets it for students and non-specialists, be they colleagues or laypersons. Without intending to be comprehensive, exhaustive, or categorical, the following are offered as broadly descriptive of types of scholarly and artistic activity:

- Discovery encompasses traditional research that creates new knowledge through original investigation that may be theoretical or empirical, disciplinary or interdisciplinary, or some combinations of these. Construed broadly, this dimension of professional development also encompasses the creation of new works of art or musical composition and writing works of fiction, poetry, or creative nonfiction.
- Integration involves the critical evaluation, synthesis, analysis, integration, or interpretation of the research or creative work produced by others. It may be disciplinary, interdisciplinary, or multidisciplinary in nature and includes the varieties of artistic interpretation and performance.
- Application involves applying disciplinary expertise or the results of existing scholarship (produced by oneself or others) to the investigation or solution of intellectual, social, or

institutional problems. In the arts it can involve mastering a new performance repertory or exploring a style of creative activity (e.g., unique approach to artmaking) developed by someone else. Such work involves activities that make use of one's special areas of knowledge or expertise, and it demands the same levels of rigor and accountability traditionally associated with the scholarship of discovery or the scholarship of integration. Application may also include a scholarly focus on the nature and best practices of delivering the materials of one's discipline to students and other audiences.

Evidence of significant achievement includes but is not limited to peer-reviewed books, monographs, and articles published in recognized scholarly publications and by reputable presses; performances; exhibitions; funded grants; and conference presentations and invited lectures, but also unpublished manuscripts, drafts and works in progress. Evidence of professional development and engagement such as public scholarship, grant writing, and the like is relevant but alone is not sufficient. The expectations, challenges, styles of presentation, and standards for research or creative activity can vary considerably by discipline and over time. Accordingly, the judgments of the members of CAPT and academic administrators regarding a faculty member's research or creative activity should be informed by the advice of departmental colleagues and other knowledgeable peers (as expressed in letters of evaluation), especially regarding such factors as disciplinary norms, the effect on research productivity of doing work with undergraduate research students (e.g., students involved in summer research), and other relevant conditions within the discipline or the Skidmore department or program. Such advice is particularly important in setting expectations for the quantity of scholarly or artistic productivity in different disciplines.

3. **COMMUNITY SERVICE:** Service to the college community includes and goes beyond the fulfillment of tasks which Skidmore assumes rather than rewards (see Part One [Faculty Rights and Responsibilities], Article VI [Rights, Obligations, and Responsibilities of All Faculty]). Service presupposes a sense of responsible citizenship, or collegiality, and is essential at a residential liberal arts college. Community service expresses the extent of one's commitment to the institution, a commitment that transcends parochial interests.

Participation in faculty and shared governance is especially important, requiring skills and commitment that answer the needs of the college. Other common and clear examples of service are contributions that directly stimulate the intellectual atmosphere of the college or sustain conditions for stimulating it – arranging field trips and symposia, presenting and attending public readings or lectures, sitting on panels, and, on a less formal day-to-day basis, exchanging ideas and debating issues of common concern. Community service also includes the various ways one renders service to one's discipline or profession such as reviewing manuscripts, serving as an external reviewer, or holding professional office. Although reappointment, tenure, or promotion should not be considered as a reward for administrative or committee work, the skills, counsel, or vision so demonstrated may answer real needs. These and other special aptitudes or achievements will strengthen a candidate's case.

For the purposes of evaluation, effective service is defined as applying one's time, talents, and energy to perform or assist others in performing the necessary work of advising, faculty governance, departmental or programmatic administration, oversight of adjunct faculty and other personnel, development, assessment and oversight of curriculum, and other extra-curricular activities such as attending community events. As citizens of an academic community, faculty are responsible for performing their fair share of this labor, which must be accomplished if departments and the college are to function effectively and students are to be well served. Because of the importance of service to the educational mission of the college, satisfying the appropriate standard relating to this criterion is a necessary condition for contract renewal, tenure, or promotion.

The broad categories described below encompass the range of professional activities that faculty members can undertake in order to fulfill their responsibilities in service. Faculty members are not expected to perform active service in all of these categories in any one review period or even across an entire career. However, they are expected to demonstrate that they are effectively performing their fair share of this important faculty work.

Service to students. The demands of mentoring fall unequally across the faculty. The concern for the personal and academic well-being of students that this work requires is expressed in the time and care that faculty invests beyond routine advising. This may include writing recommendations, helping students make career plans and decisions, providing feedback regarding students' overall academic performance. In performing this work, faculty need to attain and draw upon knowledge of programmatic and general education curricula and academic policies.

Service to departments or academic programs. This area of service encompasses the various forms of shared work that are particular to academic departments and programs. This includes developing, vetting, delivering, and assessing a department's or program's curriculum. The effectiveness of this work is guided by a faculty member's knowledge of disciplinary practices on a national level, the particular goals of a department at the college, and the contribution of a department to the general curriculum at the college. Such work can be ongoing (e.g., attending department meetings, managing an endowed fund, sponsoring a student organization, directing student honors projects and independent studies/research) or episodic (e.g., assisting in a departmental review, participating as a member of a search committee, or other standing or ad hoc groups formed to accomplish the goals of the department or program, advising students and writing letters of recommendation). Effective faculty help to advance this important shared work.

Service to the college. Faculty participate in governance by attending college assemblies and Faculty Meetings, as well as meetings of their departments or programs. Faculty can serve the college as a whole by taking on formal responsibilities such as serving on governance committees, task forces or work groups, or taking on administrative duties, such as chairing a department, directing a program, or assuming some other administrative post. Service includes informal activities such as assisting at Admissions events, directing a student research symposium, performing or speaking at an alumni event or at an event on campus, or advising student organizations. Faculty may also serve the college by undertaking activities with external groups in Saratoga Springs and beyond that increase the visibility of the college or otherwise advance the College's mission.

Service to the academic profession. This area of professional service includes, but is not limited to, holding office or some other position of responsibility in a state, regional, or national professional or disciplinary organization; serving as an evaluator, officer, or consultant for an accrediting body or as a member of a departmental or an accrediting body or as a member of a departmental evaluation team at another institution; serving as a member of a program committee or conference planning committee; refereeing manuscripts for publication; or engaging in other forms of consulting in the service of one's discipline or professional community.

B. Pre-Tenure-Track Faculty

Criteria for pre-tenure-track faculty are (1) high quality teaching, as defined above, and (2) progress toward the terminal degree (see Part One, Article V [Appointments to the Faculty], Section D [Pre-Tenure-Track Appointments]).

C. Non-Tenure-Track Faculty

1. Library Faculty

Decisions to reappoint or promote Library faculty members at Skidmore are based on the quality of their credentials in three areas: librarianship, achievement as scholars and members of the profession, and contributions to the welfare of the college community. Librarianship of a high quality is paramount, the primary criterion for retention or advancement; but Library faculty must demonstrate an ability to make significant contributions to the profession through scholarship and professional activities. In addition, Skidmore expects faculty members to assume responsibility for the communal life of the institution in ways that are commensurate with their interests and roles and with the institution's purpose.

Librarianship: The mission of Library faculty is to enhance, further, and support learning and research activities at Skidmore College. This mission is realized in many ways: developing collections which support the curriculum; organizing the collections for physical and intellectual access according to standards of the Library profession; facilitating access to information resources beyond the Library walls; and interpreting the Library's collections and wider information universe through reference service, printed guides, and bibliographic instruction. This mission requires that Library faculty be both educators/scholars and administrators.

The following criteria encompass both the scholarly and administrative nature of librarianship and provide the basis for the evaluation of candidates for reappointment and promotion.

Library faculty must demonstrate mastery, creativity and initiative in all of the following areas which apply to their assigned responsibilities: (1) developing library collections to support Skidmore's educational mission; (2) organizing and analyzing library collections to provide ease of both intellectual and physical access; (3) identifying and meeting users' needs by applying knowledge of information retrieval techniques, research strategies and subject disciplines; (4) collaborating with students and faculty to support their educational and research activities; (5) promoting effective use of information through individual and classroom instruction; and (6) planning, implementing and managing services and programs which support the library's mission.

2. Artists- and Writers-in-Residence

Decisions to reappoint or promote Artists- and Writers-in-Residence are based on their credentials in three areas: performance as teachers, achievement as artists/scholars, and contributions to the welfare of the college community beyond the classroom.

3. Teaching Associates

The criteria for reappointment and for promotion are: (1) high quality teaching; (2) professional growth that maintains currency and enhances effectiveness in the classroom, studio, or laboratory; and (3) service to the department/program and College.

D. Reappointment [insert existing language here]

E. TENURE

1. Guidelines for Tenure

Awarding tenure to a faculty member is among the most important decisions the college makes, one that inevitably necessitates prospective judgments. Every tenorial decision is predicated upon the likelihood that an individual's performance to date truly augurs the quality of his or her future performance, and must look ahead as well to the future needs of departments and special programs with an eye to shifts in enrollments and students' interests, to maintaining balance and distribution in range of experience and fields of specialization, and to allowing room for development. However, anything like a quota or maximum number of tenured faculty invoked as a criterion reduces decision-making to routine clerical work and flies in the face of AAUP guidelines. Along with AAUP, Skidmore believes that the quality of those who receive tenure is more germane to realizing the educational goals of the college than is the quantity of faculty who are tenured.

The awarding of tenure is based on teaching of high quality and significant growth as well as achievement in scholarly, creative or professional work, high-quality teaching being the principal criterion. Evidence of contributions to the community's collective affairs at the departmental and all-college levels will also be taken into account. While one cannot give mathematical precision to the weight given to the three criteria, one may say that 50%, 40% and 10% express the general expectation that teaching and professional work are primary (teaching being the principle criterion), and that a modest level of service is expected in pre-tenure years. There is no presumption that meeting minimal standards assures one of tenure.

2. Institutional Considerations and Budgetary Considerations

Candidates should be aware that the Administration and Board of Trustees may review tenure recommendations presented by CAPT and make their decisions in light of larger institutional and budgetary considerations. The Dean of the Faculty/Vice President for Academic Affairs is responsible for providing notification in writing to tenure-track faculty and their departments of probable structural barriers to tenure at the earliest possible date, beginning with the time of the third-year review.

3. Eligibility

- a. Full-time members of the faculty who are at the rank of Assistant Professor shall become candidates for tenure at the beginning of the fall term of their sixth year of service as faculty members.¹ The timing of tenure consideration will be determined by the faculty members in consultation with the Chair of the department and the Dean of the Faculty/Vice President for Academic Affairs at the time of the first reappointment.
- b. Faculty members in shared positions will be considered for tenure individually but usually simultaneously as early as their sixth year or as late as their ninth year

¹ The first semester of mid-year appointments may or may not count toward tenure at the option of the candidate.

of service at the college. If one tenure-track or tenured partner leaves the position, the remaining partner will be granted an individual, single, full-time appointment to the previously shared position; he or she may not retain his or her portion of the shared contract in the absence of the other partner. The tenuring of partners for part-time employment on a shared appointment arrangement constitutes a special tenure situation limited to such contracts.

- c. Those initially appointed to the ranks of Associate Professor or Professor, without prior tenure, may choose to become candidates for tenure at the beginning of the fall term of their fifth year of service as faculty members; those with tenure at a previous institution may choose to become candidates for tenure as early as the beginning of the fall term of their second year of service as faculty members. Faculty members denied tenure will be given a terminal year.
- d. Part-time appointees are not eligible for tenure. Should such an appointment become full-time may accumulate, at the option of the faculty member after consultation with the Dean of the Faculty/ President for Academic Affairs and Department Chair, toward the service requirement for tenure eligibility to a maximum of three years in full year increments. Partial year accumulations will not count toward tenure.
- e. A candidate for Dean of the Faculty/ Vice President for Academic Affairs may, prior to such an appointment, be evaluated for tenured appointment as Professor by the academic department(s) appropriate to the candidate's professional field (see Part One, Article VII, Section E). The department evaluates by "Guidelines for Advancement in Rank," according to Part One, Article VII, Section F, and consonant, where appropriate, with "Procedures for Promotion."

4. Criteria for Determining Years of Service

- a. For faculty members, the service year coincides with the academic year. The academic year begins at the start of the fall term and ends with the close of the spring term. For each academic year that a faculty member holds a full-time appointment, that person will be considered to have given a year of service. Other than those Visiting Instructors described above, faculty members who move from "visiting" to "tenure-track" status may choose, in consultation with the Dean of the Faculty/Vice President for Academic Affairs and CAPT, to have or not to have the "visiting" years count toward tenure; the decision must be specified in the letter of appointment to the tenure-track position.
- b. A faculty member whose initial appointment begins in the middle of the academic year has the option of having the first semester of service count as one full service year or not count at all. This option must be decided upon at least one year before the faculty member can be considered for tenure. The chosen option must be specified by the faculty member to the Dean of the Faculty/Vice President for Academic Affairs in writing.
- c. In the case where a faculty member is granted a leave of absence without pay, whether the leave is for a full year or one semester, the faculty member may choose to have the year count as a year of service or not count at all. This option

must be decided upon at the time the leave is granted, and must be specified in the letter granting the leave. (See also Part One [Faculty Rights and Responsibilities], Article VIII [Leaves of Absence].)

- d. Regular, full-time and shared position untenured faculty members with one or more years of service may request an extension of the tenure clock for:
- Childbirth or adoption, or
 - Personal hardship.

This option is available whether or not any type of leave is involved.

The maximum number of tenure clock extensions permitted per faculty member is two one-year extensions, regardless of the circumstances, during the probationary period.

Childbirth or adoption:

An eligible untenured faculty member may elect to have the tenure clock delayed for one year for a birth or adoption of a child occurring within the probationary period. The request must be made in writing to the Associate Dean of the Faculty for Personnel, Development, and Diversity within one calendar year of the time of the birth or adoption event and in any case no later than May 15th prior to the semester in which the tenure review is scheduled to occur. Upon receipt of the written request, the Associate Dean of the Faculty for Personnel, Development, and Diversity will automatically grant the extension. If the faculty member subsequently elects not to delay the tenure clock, the faculty member must inform the Associate Dean of the Faculty for Personnel, Development, and Diversity no later than May 15th prior to the semester in which the tenure review is scheduled to occur.

Personal hardship:

An eligible untenured faculty member may request to have the tenure clock delayed for one year when a personal hardship such as excessive responsibilities for elder or dependent care, personal illness or injury, or some other critical life situation significantly impedes the faculty member's progress toward achieving tenure. Requests for delay of tenure consideration of this type shall be submitted in writing to the Associate Dean of the Faculty for Personnel, Development, and Diversity through the department chair and are granted at the discretion of the Associate Dean of the Faculty for Personnel, Development, and Diversity in consultation with the Dean of the Faculty/Vice President for Academic Affairs. The request should be made near the time of the critical event and in any case no later than May 15th prior to the semester in which the tenure review is scheduled to occur. If the faculty member subsequently elects not to delay the tenure clock, the faculty member must inform the Associate Dean of the Faculty for Personnel, Development, and Diversity no later than May 15th prior to the semester in which the tenure review is scheduled to occur.

Untenured faculty granted a lengthened probationary period for reasons of childbirth, adoption, or personal hardship will not be expected to have attained a

higher level of professional accomplishment and/or to have performed more service than faculty with standard probationary periods.

5. Procedures for Granting Tenure

- a. The decision to grant tenure rests with the Board of Trustees. The Board acts upon the recommendation of the President who in turn acts in consultation with the Dean of the Faculty/Vice President for Academic Affairs, the Associate Dean of the Faculty for Personnel, Development, and Diversity, the Chair(s) of the department(s) concerned, and CAPT.
- b. CAPT shall annually disseminate its calendar, its operating code, and the operating codes of the Tenure Appeal Committee to all faculty.
- c. CAPT has the responsibility of securing information with respect to the candidate's teaching competence, professional accomplishment, and service to the academic community. Sources of this information include:
 - i. Full-time faculty and those holding shared appointments in the department concerned (in the ranks defined in Part One [Faculty Rights and Responsibilities], Article V [Appointments to the Faculty], Sections A [Tenure-Track Appointments] and E [Non-Tenure-Track Appointments], number 2b [Artist- or Writer-in-Residence]) who are in at least their third year of full-time service at Skidmore;
 - ii. Department Chair;
 - iii. Program Directors (where appropriate);
 - iv. For tenure-track faculty appointments that are 100 percent in ID programs, CAPT will secure information concerning a candidate in an ID program from all members of the ID Program Personnel Committee. The Program Director (or PPC Chair if the Director is the candidate) will represent the Program position with regard to tenure.
 - v. For proportional tenure-track faculty appointments that are shared between two departments, a department and an ID program or two ID programs, CAPT will secure information concerning a candidate from all members of the ID Program Personnel Committee(s) and from all faculty in the department(s) involved. The Department Chair will represent the department's position and the Program Director(s) (or PPC Chair if the Director is the candidate) will represent the Program(s) position.
 - vi. Sources suggested by the candidate under consideration including Administrative Officers, the Coordinator, or Director of a program or Chair of a department in case the candidate has taught in an interdisciplinary program or department other than the one in which he or she holds an appointment;

- vii. Materials related to teaching effectiveness, professional accomplishment, and college service submitted by the candidate under consideration;
- viii. Teaching evaluations. The Department Chair shall bring to the attention of CAPT student and faculty opinion concerning the faculty member as a teacher and shall indicate the procedures employed in obtaining such information, including class visitation procedures. Classroom visitations are a mandatory part of the process. For further guidance, see Part One [Faculty Rights and Responsibilities], Article VI [Rights, Obligations, and Responsibilities of All Faculty], Section C [Academic Responsibilities], number 7 [Student Evaluations]) and Part Two [Governance], Article III [Academic Policies], Section E [Peer Evaluations of Teaching] and Section F [Student Evaluations].
- ix. Annual reports prepared by the candidate citing activities each year such as new courses, new methods, research, creative work, professional activities, community service. All information is sent to the Chair of CAPT and kept in a confidential file in the President's Office (or the CAPT Reading Room) as required by law.

d. Unsolicited letters received by CAPT must be signed and must address themselves to one or more of the evaluative criteria for continued service as delineated in the Faculty Handbook. Such letters will be stored in a confidential file labeled "Unsolicited Letters" and kept in the President's Office (or the CAPT Reading Room) as required by law. Within seven days of the date stipulated by the annual CAPT calendar for receipt of all letters, the Chair of CAPT will give the candidate a list of names of those who have written unsolicited letters about the candidate.

e. The following procedures should be observed:

- i. The Chair shall inform the candidate well in advance of the tenure what procedures will be employed in reaching a departmental decision.
- ii. The Chair will advise the candidate in creating a file of materials documenting the candidate's qualifications for tenure.
- iii. Individuals writing letters of evaluation for the candidate shall clearly state whether they do or do not recommend tenure, and why, according to the criteria for continued service (as found in Part One [Faculty Rights and Responsibilities], Article VII [Evaluation of Faculty for Continued Service and Advancement in Rank], Section A [Tenured and Tenure-Track Faculty]).
- iv. The Chair, in the letter of evaluation for the candidate, shall clearly state the procedures employed in reaching a departmental recommendation. The Chair shall clearly state whether the department does or does not recommend for tenure, and why, according to the criteria for continued service. Furthermore, the Chair shall clearly state the extent to which a candidate's particular

abilities will continue to be needed, as far as the department's future can be projected.

f. After conducting its deliberations, CAPT reports its recommendations to the President and the Dean of the Faculty/Vice President for Academic Affairs. The Dean of the Faculty/Vice President for Academic Affairs then consults with the Associate Dean of the Faculty for Personnel, Development, and Diversity. In the event of a disagreement between the Dean of the Faculty/Vice President for Academic Affairs and CAPT, the Dean of the Faculty/Vice President for Academic Affairs and the Associate Dean of the Faculty for Personnel, Development, and Diversity meet with CAPT to offer detailed and compelling reasons for such disagreement. The Dean of the Faculty/Vice President for Academic Affairs then makes a recommendation to the President, and notifies CAPT of his or her recommendation. In the rare instance in which the President does not concur with the recommendations of CAPT, the President meets with CAPT to offer detailed and compelling reasons for such disagreement. Finally, the President's recommendations are reported to the Academic Affairs Committee (AAC) of the Board of Trustees, and CAPT informs the AAC of the recommendations it made to the President.

g. Notice of the Board of Trustees' decision regarding tenure must be given on or before March 1st of the appropriate year. Tenure status is effective immediately.

h. An individual denied recommendation for tenure may ask for a hearing before CAFR provided such hearing is based on an alleged violation of academic freedom and/or rights; or may file a complaint following the procedures set forth in Part Six, Article VII [Procedures for Resolving Complaints of Harassment or Discrimination against Faculty Members], provided such a complaint is based on alleged harassment or discrimination in violation of the college's policies as outlined in Part Six.

i. Candidates for tenure (successful or unsuccessful) shall have access to all written materials in the tenure file immediately after the Dean of the Faculty/Vice President for Academic Affairs has made his/her recommendation known to the candidate. These materials may not be photocopied.

F. PROMOTION

1. Guidelines for Advancement in Rank

- a. Promotion at Skidmore is awarded not on the basis of time in rank but because of the candidate's demonstration of accomplishments that satisfy the applicable standards at the level specified for the desired rank. Faculty may stand for promotion at their discretion.
- b. For the rank of Associate Professor, the appropriate terminal degree (or its professional equivalent) normally is required. The absence of the appropriate terminal degree is not an

absolute deterrent to advancement to any rank. Other qualifications, however, shall be closely scrutinized by the department, CAPT, and the Administration for evidence of extraordinary merit.

- c. For the rank of Professor, the appropriate terminal degree (or its professional equivalent) normally is required. Promotion to this rank shall be granted to faculty who have shown evidence of continuing high-quality teaching (or, in the case of Library faculty, librarianship) as well as sustained and significant creative or scholarly growth; and significant involvement in the affairs of the college.

To merit promotion, a faculty member must present evidence documenting having met relevant standards in three areas: teaching, scholarship, and service. While these, by their nature, may not be precisely quantified, one may distinguish the expectation for candidates for promotion from those for tenure by saying that for promotion to Full Professor, teaching, scholarship, and service are equally important. More precisely, a candidate for promotion to Full Professor must demonstrate the following:

1. sustained high-quality teaching across the range of assigned courses so as to show mastery of the craft of teaching in his or her areas of competence. As accomplished teachers, Full Professors are expected to excel in their own classes and, as reflective practitioners of the craft, should also be able to serve as a teaching resource for other faculty. Professors are expected to remain committed to their own continuing development as teachers.
2. a record of sustained and significant engagement with his or her discipline(s) that indicates continued development as a scholar or artist beyond his or her accomplishments at the time of promotion to Associate Professor, with evidence of success in completing some substantial aspect(s) of his or her research or artistic agenda. Through their research or creative work, Professors are expected to have developed a mature perspective on their field(s) that enables them to situate both their own work and the work of their students in the landscape of their discipline(s). Professors are also expected to continue their engagement with their scholarly or artistic discipline(s).
3. a record of sustained, significant, and effective contributions in service. The college as a community cannot flourish without the contribution of senior faculty. Accordingly, given the college's commitment to faculty in their tenuring, senior faculty are expected to play a leading role in the service that sustains the college community.

2. Procedures for Promotion

a. *Professorial Ranks*

1. Promotions are granted by the Board of Trustees upon the recommendation of the President, who consults as necessary with the Dean of the Faculty/Vice President for Academic Affairs, the Associate Dean of the Faculty for Personnel, Development, and Diversity, CAPT, and the Chair of the department concerned. Except in the case of the Library faculty, CAPT's role in promotion is limited to full-time and shared tenure-track appointments to professorial ranks.
2. Faculty may stand for promotion at their discretion. Consideration for promotion may be initiated by the Department Chair in consultation with the Associate Dean of the Faculty for Personnel, Development, and Diversity or CAPT. The Associate Dean of the Faculty for Personnel, Development, and Diversity in consultation with the Dean of the Faculty/Vice

President for Academic Affairs may also decide to nominate a candidate for promotion consideration. In such a case, the department is obliged to consider the candidate's credentials and to present its recommendation to CAPT. Nomination by the Associate Dean of the Faculty for Personnel, Development, and Diversity for such consideration does not presuppose a successful outcome for the candidate. The Associate Dean of the Faculty for Personnel, Development, and Diversity may initiate promotional consideration in the case of Department Chairs. The Department Chair or the Associate Dean of the Faculty for Personnel, Development, and Diversity shall indicate the consultation procedures employed within the department when recommending a promotion.

3. By March 15th, the Dean of the Faculty/Vice President for Academic Affairs shall provide Department Chairs with a list of faculty in their departments who have been at the rank of Associate Professor for seven years or more. The Dean of the Faculty/Vice President for Academic Affairs shall provide CAPT with a list of all faculty who have been at the rank of Associate Professor for seven years or more. All Chairs shall assess eligibility of Associate Professors at least every two years after they have served seven years in rank.
4. In the case of a promotion candidate appointed 100 percent to an ID program, the ID Program Director shall perform those functions normally assumed by a Department Chair, and faculty on the ID PPC shall be consulted and shall write letters. All these letters shall be forwarded to CAPT.
5. For proportional tenure-track faculty appointments that are shared between two departments, a department and an ID program or two ID programs, CAPT will secure information concerning a candidate from all members of the ID Program Personnel Committee(s) and from all faculty in the department(s) involved. The Department Chair will represent the department's position and the Program Director(s) (or PPC Chair if the Director is the candidate) will represent the Program(s) position.
6. Candidates being considered for promotion shall be sent a written notice by the Chair of CAPT that they are candidates for promotion.
7. All full-time faculty and those holding shared appointments in the departments concerned and in at least their third year of service (in ranks defined in Part One, Article V [Appointments to the Faculty], Sections A [Tenure-Track Appointments] and E [Non-Tenure-Track Appointments], number 2b [Artist- or Writer-in-Residence] shall be consulted and shall write letters to the Chair. The Department Chair must also request letters from Program Directors and from other Department Chairs if the candidate has offered courses in other programs or departments. Individuals writing letters of evaluation for the candidate shall clearly state whether they do or do not recommend promotion, and why, according to the criteria for continued service. The Chair's letter shall present the Chair's individual position as well as the department's. All these letters shall be forwarded to CAPT.

In the case of a promotion candidate appointed to an ID Program, the ID Program Director shall perform those functions normally assumed by a Department Chair, and faculty on the ID PPC shall be consulted and shall write letters. All these letters shall be forwarded to CAPT.

8. Promotion files shall include the following:
 - a. an updated CV, which makes clear what has been achieved since the last promotion.

- b. all scholarly, creative, or professional materials produced since the last promotion; candidates may add some earlier materials for purposes of context or to show continued growth. Candidates may wish to seek letters from Skidmore colleagues outside their department qualified to speak to their professional accomplishment. Candidates may also wish to include a statement about achievements and works in progress.
 - c. the ten most recent consecutive semesters of teaching evaluations. For purposes of context, the candidate may wish to include other evaluations. The candidate shall also add copies of syllabi, and may include assignments and handouts. The candidate may also wish to append a statement about teaching goals and philosophy. The file may include peer evaluations of teaching.
 - d. a cover sheet showing courses taught, sabbatical leaves, and any course releases over the previous six years.
 - e. service credentials presented within the context of the broad statements about service in Part One (Faculty Rights and Responsibilities), Article VII (EVALUATION OF FACULTY FOR CONTINUED SERVICE AND ADVANCEMENT IN RANK), Section A (Tenure-Track Faculty, COMMUNITY SERVICE). The candidate may wish to provide relevant documents and seek letters from committee Chairs or members who can speak about the quality and extent of service.
9. Candidates for promotion may solicit letters on their behalf from reviewers familiar with their credentials from outside the college. Such letters may come directly to CAPT, or go to the Department Chair and then to CAPT as part of the candidate's dossier. Letters mandated by the department must also be transmitted to CAPT.
 10. After conducting its deliberations, CAPT reports its recommendations to the President, the Dean of the Faculty/Vice President for Academic Affairs, and the Associate Dean of the Faculty for Personnel, Development, and Diversity. The Dean of the Faculty/Vice President for Academic Affairs then consults with the Associate Dean of the Faculty for Personnel, Development, and Diversity. In the event of a disagreement between the Dean of the Faculty/Vice President for Academic Affairs and CAPT, the Dean of the Faculty/Vice President for Academic Affairs and the Associate Dean of the Faculty for Personnel, Development, and Diversity meet with CAPT to offer detailed and compelling reasons for such disagreement. The Dean of the Faculty/Vice President for Academic Affairs then makes a recommendation to the President, and notifies CAPT of his or her recommendation. In the rare instance in which the President does not concur with the recommendations of CAPT, the President meets with CAPT to offer detailed and compelling reasons for such disagreement. Finally, the President's recommendations are reported to the Academic Affairs Committee (AAC) of the Board of Trustees, and CAPT informs the AAC of the recommendations it made to the President.
 11. In the event that CAPT forwards a negative recommendation to the Dean of the Faculty/Vice President for Academic Affairs in a promotion case, CAPT will also notify the Associate Dean of the Faculty for Personnel, Development, and Diversity of the reasons for the recommendation. The Associate Dean of the Faculty for Personnel, Development, and Diversity will present the reasons for a negative recommendation to the candidate. In the event that the Dean of the Faculty/Vice President for Academic Affairs or the President forward a negative recommendation, the Associate Dean of the Faculty for Personnel,

Development, and Diversity and CAPT will be notified of the reasons for the recommendation. The Dean of the Faculty/Vice President for Academic Affairs will present the reasons for a negative recommendation to the candidate.

12. An individual denied recommendation for promotion may ask for a hearing before CAFR provided such hearing is based on an alleged violation of academic freedom and/or rights; or may file a complaint following the procedures set forth in Part Six, Article VII [Procedures for Resolving Complaints of Harassment or Discrimination against Faculty Members], provided such a complaint is based on alleged harassment or discrimination in violation of the College's policies as outlined in Part Six.
13. Candidates for promotion (successful or unsuccessful) shall have access to all written materials in the promotion file immediately after the Dean of the Faculty/Vice President for Academic Affairs has made his/her recommendation known to the candidate, with the exception of external letters of evaluation, which shall remain confidential. These materials may not be photocopied

b. *Librarian Ranks*

Promotion from Assistant to Associate Librarian and Librarian is granted by the Board of Trustees upon the recommendation of the Dean of the Faculty/Vice President for Academic Affairs after consultation with the department. Consideration for promotion may be initiated by the Chair of the Library in consultation with the Dean of the Faculty/Vice President for Academic Affairs, or the Dean of the Faculty/Vice President for Academic Affairs in consultation with the Chair of the Library. The Chair of the Library shall indicate the consultation procedures employed within the department when recommending a promotion. Promotion is based upon merit and not guaranteed by years of service.

c. *Artists-in-Residence and Writers-in-Residence*

Promotions to Senior or to Distinguished Artist- or Writer-in-Residence are granted by the Board of Trustees upon the recommendation of the Dean of the Faculty/Vice President for Academic Affairs after consultation with the department. Consideration for promotion may be initiated by the Department Chair in consultation with the Dean of the Faculty/Vice President for Academic Affairs, or the Dean of the Faculty/Vice President for Academic Affairs in consultation with the Department Chair. The Department Chair shall indicate the consultation procedures employed within the department when recommending a promotion. Promotion to Distinguished rank is based upon merit and not guaranteed by years of service.

4. *Teaching Associates*

Promotion to Senior Teaching Associate is granted by the Board of Trustees upon the recommendation of the Dean of the Faculty/Vice President for Academic Affairs after consultation with the department. The Department Chair shall indicate the consultation procedures employed within the department when recommending a promotion. Promotion is based upon merit and not guaranteed by years of service.