Skidmore College

Chair/Program Director Handbook

2023-2024

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RESPONSIBILITIES FOR THE OFFICE OF THE DEAN OF THE FACULTY AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

	Dean of the Faculty and VPAA	Associate Dean of the Faculty for Diversity and Faculty Affairs	Associate Dean of the Faculty for Infrastructure and Faculty Affairs	Associate Dean of the Faculty for Student Academic Affairs
Portfolio	Responsible for broad vision/leadership for AA; planning with academic programs; appointments across AA; tenure-track hiring; Endowed Chairs; appointment of chairs/ directors; reappointment, tenure, promotion (as VPAA); *Handbook*	Assisting in the recruitment of tenure-track and contingent faculty; diversity and inclusion initiatives; well-being initiatives; management of staffing plans for departments/ programs; enrollment monitoring; non-TT reappointments and promotions; faculty development; Title IX and anti-harassment	Presentation of cases to ATC and PC; third-year reviews; CIS liaison; overseeing infrastructure and space/safety issues; management of Watermark/faculty workload reports; liaising with the International Student and Scholar Advisor regarding visas and immigration-related issues for faculty; consults with ATC and PC on other personnel matters as needed	Implementation of academic policy as it relates to students (leaves, DQs, curricular policy and integrity violations, advising); student standing; national merit scholarships and student opportunities; experiential learning; curriculum
Committees	ATC, PC, CEPP, IPPC, FEC, AC	FDC; CIGU; Retiree Initiative Planning Group; Bias Response Group; Wellness Committee; Advisory Council on Sexual and Gender-Based Misconduct; Inclusion Liaisons	ATC, PC, Athletic Council, Fleet Vehicle Usage Committee, Drone Usage Committee, Space, Planning Working Group, COVID Logistics, Radiation Safety	CC, CAS, SAIG, Subcommittee on Institutional Effectiveness, Enrollment Management, Quantitative Reasoning, Fleet Vehicle Usage
Direct Reports	Associate Deans; Director of Faculty Assessment; Director of Institutional Research; College Librarian; Director of Special Programs and Summer Academic Programs; Director of the Tang; IT/ LEDS (dotted line); Director of Sustainability Programs/ Faculty Director of Sustainability; Department Chairs/Program Directors; Foundations/ Institutional Grants (dotted line); Zankel Managing Director; Director of Schupf Family IdeaLab	Director of the Center for Leadership, Teaching, and Learning; Director of Civic Engagement; Director of the Bridge Experience	Director of Sponsored Research; Director of Academic Safety; Director of Animal Care and Safety; Associate Director Environmental Health	Registrar; Director of the FYE; Director of Academic Advising; Director of OP; Director of OCSE; Student Academic Development Coordinator

PART ONE ~ PERSONNEL

I. Faculty Recruitment

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.

A. <u>Tenure-Track Searches</u>

Tenure-track faculty appointments are the most important resource the College possesses. Given that they represent long-term commitments (30 years or more), assigning tenure 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 except to add new, tenure-track faculty lines as resources permitted.

To ensure that all requests for new or replacement faculty lines receive equal consideration, departments seeking to obtain a new line or to retain an existing line should submit a proposal as a new initiative request to the Dean of the Faculty and Vice President for Academic Affairs (DOF/VPAA). The proposal should provide a full and well-articulated rationale and will be due in December along with other New Initiative requests. Allocation of lines will typically occur by the following spring semester in order for recruitment to begin in the early summer.

B. <u>Guidelines for Tenure-Track Line Searches</u>

We encourage departments to develop proposals that address the relevant objectives in the Strategic Plan and that explain how the tenure-track 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 for tenure-track lines that articulate structural ways to bridge appointments across disciplinary areas. Please note that Part One, Section VI, *B* and *C* of the Faculty Handbook provides guidelines for this type of appointment. At the same time, the DOF/VPAA Office recognizes that departments may wish to submit tenure-track 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 tenure-track line 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. Since the Scribner Seminars are mostly taught by tenure-track and tenured faculty, these contributions are part of the regular portfolio of courses that all tenure-track and tenured faculty are expected to fulfill and therefore do not constitute exceptional contributions.

Given these parameters, departments submitting proposals for tenure-track lines 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.

The DOF/VPAA will issue a call for proposals in late September. The deadline for submitting proposals is on or around December 1. Departments will be notified in the spring semester as to whether they will receive permission to search for a tenure-track position.

The proposal should address:

- How the position will contribute to the program's goals and curricular needs of the departments/programs
- How the position will contribute to strategic planning initiatives, interdisciplinary programs, other departments, all-College requirements, etc.
- Records/projections of student enrollments, especially enrollments below 10 at all levels
- History of the number of majors

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 and tenure cases, justifications regarding the line's configuration need to be made and approved, according to the described criteria, by the DOF/VPAA.

1. *Developing an Inclusive Search Plan and a Search Committee Process for Tenure-Track Appointments*

- a. All tenure-track searches are expected to generate an inclusive pool of candidates such that the College can continue to enhance faculty diversity. 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. Search Committee members are expected to participate in any 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.

- c. In the case of departmentally-based tenure-track lines, the Chair of the Search Committee may be the Department Chair/Program Director or a senior member of the department/program.

    - The Search Committee representation from within departments should include:
        - representation of diverse perspectives
        - representation from across the ranks
    - 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.

- All Search Committees will include a diversity advocate who will participate in all stages of the search.
- Representation from other departments or programs which will broaden the search process also may occur at various stages of the search (review of applications, search committee meetings, off campus interviews, on campus interviews, etc.).

d. In the case of interdisciplinary tenure-track hires, the Search Committee should include representation from all departments/programs involved. The units will collectively agree on a Chair of the Search Committee.

- The Search Committee representation from the departments or programs should include:
  - representation of diverse perspectives
  - representation from across the ranks
  - a designated Diversity Advocate (i.e., a committee member who agrees to pay particular attention to inclusive hiring practices, and who will be expected to attend, along with the Search Committee Chair, the required Inclusive Hiring workshop[s])

e. 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:

- A position description
- A search plan and the scope of the search including the process to ensure a diverse pool of candidates
- The timeline for the search process
- A statement of committee values and decision-making processes
- If necessary, a statement of confidentiality practices for each stage of the search

f. What to include in the Search Plan

- The justification for the position (may be a summary of original position request)
- Position description and candidates' desired qualifications
- 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
- Search Committee membership and roles (including designated Diversity Advocate)
- An advertisement draft
- Should be constructed in such a way as to attract a diverse pool of applicants. The ADOF or Assistant Director for Employment, Compliance, and Workforce Diversity (ADEWD) can assist with appropriate language concerning diversity priorities.
- Proposed advertisement placements: target location, deadlines, length of placement
- Conference attendance plans, if applicable [see #2. *Guidelines for Recruitment*]
- *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.]
- A timeline including due dates for applications; plans for review of CVs and other materials (scholarship, teaching evaluations, etc.); conference dates, if applicable; approximate dates for submission of long lists and short lists to the ADOF; target dates for on-campus interviews; target dates for reference checking; anticipated completion date of the search.

- Tentative plans for office/studio/lab space.

g. Submit the Search Plan to the ADOF for Diversity and Faculty Affairs for approval.

h. If/when the Search Plan is approved by the ADOF, the C/PD will be notified via email with the ADEWD included in the message. The ADEWD must also approve the Search Plan before hiring activities may commence.

i. C/PD submits a Hiring Requisition via Oracle Cloud (see Section G below).

j. C/PD consults with the ADOF about expenses or other issues associated with search participants.

2. *Guidelines for Recruitment/ Recruiting an Inclusive Candidate Pool*

a. In order to attract a 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 diverse candidates.

b. The Department or Search Committee Chair must send the list of first-round ("long list") candidates to the ADOF before initial interviews may be arranged. (To limit circulation, please refrain from copying others.) The DOF/VPAA, in consultation with the ADOF, or designee, and Human Resources, will review and approve the list of first-round candidates. Should they determine that the "long list" is not sufficiently inclusive, they may ask for additional information and/or request that additional steps be taken. NOTE: the vetting of the list may take several days, though we make every effort to expedite the process.

c. Search Committees should conduct first-round interviews by telephone or zoom to enable equal access, and a reasonably consistent interview process, for a diverse range of candidates. If phone or zoom interviews are used, HR recommends that the interview not be recorded.

   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, then the Search Plan should include an estimated budget for conference attendance. Generally, no more than two faculty should plan to attend departmental association recruiting conferences to recruit for one position, with a maximum of three attending to search for two positions.

d. The Department or Search Committee Chair must send the names of finalists to the ADOF before campus interviews may be arranged. The DOF/VPAA, in consultation with the ADOF, or designee, and Human Resources, will review and approve the list of finalists. Should they determine that the pool is not sufficiently inclusive, they may ask for additional information and/or request that additional steps be taken. Please provide CVs of top candidates selected for on-campus interviews ***before*** scheduling campus visits.

e. For tenure-track searches, the number of candidates brought to campus should be kept to three.

3. ***Campus Visits***

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

b. All finalists for tenure-track positions will meet with the DOF/VPAA and the ADOF, or designee, during their on-campus interview.

c. **Before constructing the itinerary**:

- Contact the DOF/VPAA Office (x 5705) to schedule appointments for interviews with the DOF/VPAA and/or ADOF, as applicable.
- **PLEASE SECURE THE APPOINTMENTS WITH THE DOF/VPAA AND ADOF BEFORE DETERMINING THE CANDIDATES' ITINERARIES AS APPOINTMENT TIMES ARE LIMITED.**
- NOTE: please be sure to follow recruitment expense guidelines. (See #4 below)
- Email the complete dossier to the DOF/VPAA Office including: cover letter, CV, supporting letters, and the itinerary.

d. It is essential that the candidates feel welcome and comfortable while on campus. Please allow sufficient break times, and please be sure that candidates are provided in advance with schedules, names of interviewers, maps, locations of rest rooms, and other necessary information. Please make sure a colleague or student accompanies the candidate to and from all meetings.

e. Please review the travel and entertainment guidelines with respect to the recruiting process: https://www.skidmore.edu/financial_services/accountspayable.php

4. ***Expense Guidelines***

TRAVEL:
Air travel is appropriate for trips beyond a 200-mile radius from campus. Train transportation is encouraged when cost effective, especially to 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, public transportation expenses including bus, subway, and taxi are generally reimbursable (original receipts need to be provided). When possible, please 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 administrative assistant. That person will arrange for a timely reimbursement via the Oracle Payables process.

Hiring departments 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 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 two faculty should lunch and/or dine off-campus with each candidate; three is acceptable if the meal takes place in the dining hall using meal tickets. (Candidates may also meet for lunch in the dining hall with up to four students.) Department budgets may not be used to support additional attendees. For off-campus dining, please use area restaurants below, as they will bill the College directly:

Boca Bistro
384 Broadway - (518) 682-2800

Chianti II Ristorante
18 Division Street - (518) 580-0025

Forno Bistro
541 Broadway - (518) 581-2401

Olde Bryan Inn
123 Maple Avenue - (518) 587-2990

Note that Skidmore College Travel and Entertainment Guidelines apply. Restaurant must be notified AT TIME OF ORDER that bill is direct-bill for Skidmore College. One party must be responsible and CLEARLY sign bill, with department name included.

For all other restaurants not previously established with tax-exemption procedures, the responsible faculty member must use a personal College-corporate credit card. When using the Skidmore College corporate credit card, it is important to show the College's tax-exempt purchase certificate; sales tax reimbursement **will not be** considered under any circumstance. Reasonable expenses, when interacting with external constituencies, will be reimbursed.

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 assure 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, lecturers, and employee expenses must be submitted through the Oracle Payables or expenses process. All receipts should be itemized and clearly converted to U.S. dollars when applicable.

5. ***Interview and Selection*.** Review legal and illegal questions cited below [E].

6. ***Checking References***

a. 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
- Ask the candidate for additional references beyond the list they provide

b. Reference checks are completed before an offer is made.

c. Candidates should be informed that background checks will also be performed.

d. 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 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).

7. ***Skidmore Protocol/Guidelines for Making an Offer***

a. The DOF/VPAA provides the CPD with the terms, including the salary range; the C/PD conducts the negotiations and makes the offer. Information regarding financial support for relocation is provided by the DOF/VPAA Office. The timeline for confirmation of the offer by the candidate is determined by the C/PD but is generally 10 working days. 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.

b. Note that 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 beyond a single two-year cycle. 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., three classes) in the semester of the academic year in which they are teaching on campus. New tenure-line faculty, Artists in Residence, and Writers in Residence shall receive a course release in the first year to assist with acclimation to the College. (Non-tenure-track faculty who are converted to any of these positions do not receive this course release, as they have already had the opportunity to integrate into College life.)

c. Start-up and scholarly support should be negotiated with the DOF/VPAA and must be included in the department's Capital Budget request in the year of the search.

8. ***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 are able to transition successfully from their graduate or postdoctoral homes to Skidmore. This research support is to be used primarily to fund:

- equipment
- supplies
- laboratory set-up
- student research assistants
- research participant remuneration
- occasional travel associated with disciplinary research

Faculty allocated start-up funding should develop, in consultation with their C/PD, a research plan for expending this support. It is important to note that these funds are part of the Capital Budget, and therefore they should 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 her/his 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. In instances when the faculty member is not directly making the purchases, the Department's administrative support person will work with the faculty member in securing the supplies and equipment. This ensures a rapid turn-around on orders by having expenses directly charged to the Department's budget. The Department's administrative support person 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 Director of Financial Planning and Budgeting.

C. Non-Tenure-Track Faculty Hires

Non-tenure-track faculty in renewable appointments, including Writers- and Artists-in-Residence as well as Instructors, are hired in a manner similar to tenure-line faculty (see above).

Non-tenure-track faculty on fixed-term contracts—sometimes called faculty in *contingent* appointments—are hired through the process outlined below. These fixed-term faculty members are an important teaching resource at the College, and a number of departments rely on them to deliver their academic program. Moreover, most departments, at one time or another, hire non-tenure-track faculty on fixed-term contracts to respond to departmental or programmatic need—i.e., to replace faculty on leave or on phased employment, or to respond to enrollment pressures. It is often the case that departments or programs decide to hire a temporary faculty member in an area not otherwise represented by the specialization of their permanent faculty; thus, faculty in contingent appointments open opportunities to broaden and enrich departmental and/or program course offerings.

1. ***Making a Request for Additional Staffing via Fixed-Term Non-Tenure-Track Hire(s)***

The Office of the DOF will announce a deadline, typically in December, for receipt of requests for supplementary (NTT) staffing for the following academic year. The need for such staffing may arise from enrollment pressures, prospective leaves, or an unforeseen vacancy of an existing line. The C/PD will need to make a case for each instance including:

- occasional travel associated with disciplinary research
- 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 tenured and tenure-track faculty)

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

b. Full-time, fixed-term positions may be for one, two, or three years. Multi-year appointments require the vetting of "long" and "short" lists in the same manner as for TT faculty hires. Please send such lists directly to the ADOF.

c. A single part-time instructor may not teach more than two courses (or the credit equivalent) in a single semester or a total of three courses (or the credit equivalent) in an academic year.

Note: Full-time salaried 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 the employee's full-time responsibilities. For questions about such hires, please contact ADOF Janet Casey.

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

e. In the event that further staffing exigencies arise *following* the yearly procedure outlined above, the C/PD should contact the ADOF as soon as possible to discuss the particular need(s).

2. *Search Guidelines for Fixed-Term Non-Tenure-Track Faculty*

For multi-year appointments, the ADOF for Diversity and Faculty Affairs may request that the C/PD submit a search plan (e.g., position description, advertisement copy, timeline for the search, and search process). This will not be required for part-time or one-year positions.

For multi-year appointments, all policies and protocols related to tenure-track searches apply *except* those regarding the number of candidates who may be brought to campus (see c. below) and the involvement of the DOF Office in interviews (see d. below). Regarding all other expectations, please consult Guidelines for Recruitment/Recruiting an Inclusive Candidate Poll; Campus Visits; Expense Guidelines; Interview and Selection; and Checking References (pp. 7-9 above.)

In the case of multi-year appointments when candidates are not local, Departments/Programs will bring their top choice to campus first. If this candidate is suitable, an offer can be made. If this candidate is not suitable, a second candidate may be brought in. (Follow *Expense Guidelines* above [B.4].) Campus visits will not be approved for one-year appointments.

The C/PD and delegated department/program members will interview all one-year hires. It is not necessary for the ADOF for Diversity and Faculty Affairs to interview candidates for part-time or one-year positions. Decisions will be made on a case-by-case basis regarding candidates for multi-year contracts. If a decision is made to involve the ADOF in the interview process:

- Contact the DOF/VPAA Office to consult about and/or schedule appointments for interviews with the ADOF for Diversity and Faculty Affairs (x 5705).
- **PLEASE SECURE THE APPOINTMENTS BEFORE DETERMINING THE CANDIDATE'S ITINERARY - APPOINTMENT TIMES ARE LIMITED**.
- Email the complete dossier to the DOF/VPAA Office including: cover letter, CVs, supporting letters, and the itinerary.

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 fixed-term, non-tenure-track 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 will provide the salary number and a relocation stipend to the C/PD, who then makes the offer to the candidate. 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 for electronic 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.

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

E. Legal and Illegal Pre-Employment Inquiries

1. *Introduction:*

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 finding the right candidate while avoiding legal liability. This guide is intended to help interviewers avoid discriminatory inquiries during job interviews.

2. *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.

Note: 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 person 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 Human Resources.

3. *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.

4. ***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

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.

Subject	*Lawful Inquiries*	*Unlawful Inquires*
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?
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?).

Subject	*Lawful Inquiries*	*Unlawful Inquires*
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.
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).

Subject	*Lawful Inquiries*	*Unlawful Inquires*
Pregnancy**	• No acceptable inquiry.	• Any question concerning pregnancy, birth control, or capacity to reproduce. • Advocacy of any form of birth control or family planning.
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 on: http://www.skidmore.edu/hr/eeo_diversity/index.php

F. Adjunct Faculty Pay Scales and FTE Chart

FY '24 GENERAL ADJUNCT FACULTY PAY SCALE
Amount Per Credit Hour
$2,271.50 per credit hour
OVERLOADS: $2,271.50 per credit
FY '24 SCIENCE ADJUNCT FACULTY PAY SCALE
Amount Per Credit Hour
$2,271.50 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 = $,13,629 compensation. Breakdown of lecture/lab commitment per course can be found in the College Catalog.

ADJUNCT FACULTY					
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	
PROMOTION TO	**PAY INCREASE**
Senior Instructor/Senior Teaching Professor/Senior Lecturer	$3,000
Senior AIR/WIR	$3,000
Associate Professor	$3,000
Distinguished Artist-in-Residence	$4,000
Full Professor	$4,500

G. Job Requisition Process for Faculty Appointments

This process should be followed for ALL hires. (Contact the DOF/VPAA Office [x5705] with any questions.)

1. *Job Requisition and Advertisement*

All requests for tenure-track, multi-year, and one-year appointments REQUIRE a job description and position justification approved by the ADOF for Diversity and Faculty Affairs BEFORE the Hiring Requisition process begins. (See above for tenure-track searches, which require advance approval of a Search Plan.) **A Hiring Requisition must be completed for every new hire *and* every new contract.**

a. Before starting the Job Requisition, contact Debbie Peterson in the DOF/VPAA Office to obtain the correct position code for the position you are seeking to fill. For specific details on how to complete a Job Requisition, see: https://www.skidmore.edu/oracle-training/faculty.php. Please be sure to complete and provide all necessary information. You may change the Position Title to reflect the relevant title for the position.

- All full-time, visiting appointments with terminal degrees are designated as "visiting" regardless of rank.
- The title of "Lecturer" applies to faculty who have not yet completed their terminal degree.
- Appointments to contingent positions with less than a full-time load will be at the Lecturer level regardless of the terminal degree.

For part-time, temporary appointments, please include the specific courses to be taught, with contact hours, in the Comments section.

i. *Position Information*:

- A full-time teaching load is a minimum of 18 credit hours for the academic year or 36 credit hours over two years. Workload credits may not be banked beyond a single two-year cycle (or, in the event of a 3-year contract for NTT faculty, a three-year cycle).

ii. *Position Status*

- Generally, all full-time faculty appointments are for nine months.
- Salaries for faculty who were full-time the previous year and will retain full-time status in their next contract will have their pay spread over the summer months in order to enable them to retain their benefits and receive salary over that period.
- Salary payments during the summer are considered an advance of salary against the following academic year and will be subject to repayment if employment is terminated during the summer months. In addition, any benefit claims dated after June 1 may not be honored. Faculty members with questions about this process should speak with HR.
- The second and any subsequent years' salaries will be distributed over 26 pay periods (to include the summer months); thus, payroll checks will appear to be smaller.

b. If you are requesting that the search be waived, please indicate that in the Comments section of the Job Requisition. A waiver of a search must be approved by the ADOF.

> *NOTE: Any faculty member hired through a waived search, and/or who has not been employed at Skidmore within the past year, must submit an application through Oracle; this should be done after the Job Requisition is approved. Please coordinate with both Jim Calhoun in Human Resources and the new faculty member to identify a time when the Job Requisition can be opened so that the faculty member can submit the online application. Once this has been completed, the Job Requisition will once again be closed to the public.*

c. Advertising Considerations:
   - Include a diversity statement to attract a diverse pool. The ADOF and/or the Assistant Director for Employment, Compliance, and Workforce Diversity can assist with language.
   - The C/PD and/or Search Committee should develop a list of appropriate publications that will carry the advertisement, considering especially those venues that are likely to attract a diverse candidate pool.
   - Due to cost, the College prefers online to print advertisement. Consult the DOF/VPAA or the ADOF for Diversity and Faculty Affairs should you have questions.

d. Please note that demographic data is collected for all candidates but is not made available to the C/PD or Search Committee. If you have questions, please contact the Assistant Director for Employment, Compliance, and Workforce Diversity.

2. *Contract Request and Other Necessary Processes*

A Contract Request Form (CRF) **MUST** be submitted for **EVERY** Hire and EVERY new contract.

- Provide all requested information as accurately as possible.
- Indicate the appropriate rank of the new hire. If unsure, please contact the DOF/VPAA Office (x 5705).
- Include the amounts agreed upon for any transition package and/or tenure-track start-up funds.
- Include any special arrangements in the appropriate text area.
- The DOF/VPAA Office will process the contract letter, which will go out no later than 18 working days from the date of request. In the case of a hire resulting from a search, the contract letter will be sent to the candidate electronically, and signed electronically, through Oracle Cloud. Once the signed contract has been received, HR will initiate the background check. (NOTE: New contracts issued for returning faculty will be sent through regular U.S. mail.) If an expedited letter is required, please request it on the contract request form.
- The DOF/VPAA Office will email a draft of the contract letter to the Department Chair or Program Director. **Please read it carefully** before giving final approval to ensure that all agreed-upon terms are included.
- A return date is generally set for two weeks from the date of the contract letter. The DOF/VPAA Office will request the Department Chair or Program Director to follow-up with the candidate if the signed contract letter is not returned by the due date.
- Upon receipt of the signed contract letter, the DOF/VPAA office will forward a copy to the HR office. For new hires, or any faculty member returning after a lapse in employment, HR will then initiate the background check process. Please consult the Background Check Policy/Procedure for detailed information. The C/PD is responsible for ensuring availability of office space and should address this issue at the same time a contract request is made. Please fill out the Space Request Form on the DOF website; questions may be directed to Loretta Greenholtz. If there are any needs for facilities modification, those needs should be included in a Capital Budget request.

II. Workloads

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.

Since efficient use of staffing resources is essential, enrollments below 30% of the cap are scrutinized by the Dean's Office. Decisions to cancel a course, or to change a particular course to an independent study (with the instructor credited via HELIOS), are made in consultation with the C/PD. If a course is cancelled and the instructor cannot be immediately reassigned to a commensurate course, the instructor may "owe" workload credits, which will be deferred to a future semester.

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 or three classes) 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 or the credit equivalent (6-8) in a semester and three courses or the credit equivalent (9-12) in an academic year.

Overloads for currently employed faculty members are paid at the rate of $2,271.50 per credit. Overload credits may not be banked beyond a single two-year cycle. Chairs are responsible for requesting overload pay, typically in the spring semester, via the online Overload Request Form.

Course 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 1.25x the typical cap in order for participating faculty to receive full workload credit; please consult the Team Teaching Guidelines on the DOF web page. Team teaching is not permitted with Scribner Seminars.

New tenure-track faculty, Artists–in-Residence, and Writers-in-Residence may receive a course release in the first year to assist with acclimation to the College. Non-tenure-track faculty members who are converted to any of these positions do *not* receive this course release, as they have already had the opportunity to integrate into College Life.

Chairs and Program Directors are responsible for maintaining the workload records of all faculty in the department/program.

III. Faculty Evaluation

A. Annual 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 each letter to, and share it with, the faculty member in question; an electronic copy should also be sent to Debbie Peterson.

The DOF/VPAA shall keep a record of tenured faculty members' evaluation cycles, and remind C/PDs when evaluations 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).

For faculty who have undergone a tenure or promotion review in the previous year, the 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 as an annual review letter; it will not be assumed that a tenure or promotion letter will "stand in" for an annual review letter.

VAPs and other NTT faculty on terminal contracts should receive an annual review letter. Those who are in their final year under contract should receive an annual review letter if they desire one.

An Associate Professor serving as Chair is entitled to an annual evaluation letter and will need to arrange for one proactively. If a senior member of the department is unable to conduct class observations and write the requisite letter, please consult *at the beginning of the academic year* with one of the ADOFs.

B. Individual Faculty Summary of Activities

Individual faculty summaries of activities are due annually to the DOF/VPAA office by June 30 via Watermark, our web-based reporting system. Reports are read by a member of the Office of the DOF over the summer. The C/PD should remind all faculty in the department/program to submit their report by the deadline. The C/PD is then responsible for forwarding *all* departmental Watermark reports (as a group) to the Office of the DOF/VPAA.

If desired, the C/PD may set an alternate internal deadline for the completion of Watermark reports by colleagues. This might be necessary, for example, if the C/PD wishes 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.

IV. Varieties of Non-Tenure-Track Appointments

There are various types of non-tenure-track appointments at the College. C/PDs should understand how they are structured, which parts of the *Faculty Handbook* relate to them, and how NTT policies in the *Faculty Handbook* 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 pending positive review.

2. ***General Notes***

- Artists- and Writers- in-Residence and full-time Instructors are on *renewable* contracts. Visiting Assistant Professors are on *terminal* contracts. Teaching Professors and Lecturers may be on either *terminal* or *renewable* contracts.
- If a Visiting Assistant Professor who has been at the College full time for three consecutive years is awarded another full-time contract, that individual makes a lateral move to Teaching Professor. This is a change in title only and does not involve a pay raise. The contract may be for one, two, or three years, and typically remains a terminal appointment.
- All non-tenure-track faculty *except* Visiting Assistant Professors have a path to promotion, regardless of the type of contract (*terminal* or *renewable*). However, for faculty members on terminal contracts, successful promotion does not guarantee further contracts.

3. ***FHB Sections on NTT Faculty***

- Part One: VI.E [Non-Tenure-Track Appointments]
- Part One: VIII.C.2-5 [Evaluation of Non-Tenure-Track Faculty]
- Part One: VIII.D.3-6 [Reappointment of Non-Tenure-Track Faculty]
- Part One: VIII.F.2c-f [Promotion of Non-Tenure-Track Faculty]

4. ***Notes on Specific FHB Sections***

Part One: VI.E [Non-Tenure-Track Appointments]

- 2.f (Teaching Professor) and 2.g (Lecturer): May be on either a *terminal* or *renewable* contract.

Part One: VIII.D.5 [Reappointment of Teaching Professors and Full-Time Lecturers]

- This section refers to those on *renewable* appointments only.
- Part a. notes that "the department or program shall determine whether or not it regards the appointee as a candidate for reappointment[.]" Departments/programs control such decisions *only* in cases of renewable contracts. (For a faculty member on a terminal appointment, a new contract must be requested from the DOF and a rationale is necessary.)
- Part b. refers to "renew[ing] the contract," again referencing a *renewable* (as opposed to *terminal*) arrangement.

Part One: VIII.F. e & f [Procedures for Promotion for Teaching Professors and Lecturer]

- Promotion for Teaching Professors and Lecturers *on terminal contracts* guarantees neither further contracts nor a change in contract type (e.g., *terminal* to *renewable*).

V. 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 Office and one copy to Human Resources.
- Encourage the faculty member or employee to discuss his/her benefits with Human Resources; an HR

representative will guide her/him 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 his/her last paycheck could be either in May or June; if it is at the end of fall semester, his/her last paycheck may be at the end of November or beginning of December. Human Resources will be able to indicate the actual date.
- Retirements are celebrated collectively at the annual Retirement 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.

VI. Phased Employment Guidelines

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

Although the Phased Employment Program is intended for regular employees, full-time, temporary faculty are eligible to apply for one year of phased employment if they meet the eligibility criteria described in the Phased Employment Program (with the exception of the criterion of being a regular employee). The process for applying for phased employment for temporary employees is the same as for regular employees. C/PDs need to be aware that the courses taught by a temporary faculty member seeking phased employment will not be replaced.

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 contingent as well as tenure-line positions.

VII. 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.

A. General

1. Offices should be vacated no later than the last day of employment specified in the employee's contract (typically May 31).

2. Keys should be returned to either the Administrative Assistant in the Department or the DOF/VPAA office no later than the last day of employment specified in the employee's contract.

3. 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.

4. Unspent startup funds go back to the College.

5. Syllabi that individual faculty produce while at the College are the intellectual property of that faculty member.

6. 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 terminating 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.

7. 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.

8. 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.

B. Equipment

1. ***Purchased from Appointment Initiation or other institutional funding***

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 department chair 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 terminating 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.

2. ***Purchased from grant sources***

In general, 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 department chair. Once the department chair 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 department chair certifies that the equipment is not needed by other Skidmore investigators in any department 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 terminating Skidmore faculty member unless the faculty member's department elects to retain such materials.

Software licensed to the College may not be retained by or transferred to the terminating 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 terminating 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 terminating Skidmore faculty member unless the Library elects to add such items to the College collection or the faculty member's department elects to retain such materials.

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

5. *Research Materials*

a. Data Sets

Data sets acquired from third parties under a transfer or other agreement must be identified in writing to the DOF/VPAA Office. Such data sets 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 terminating 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 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 PI 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 faculty member must agree to retain the original data for the retention period specified by the parent grantee and awarding entity. The terminating 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 PI on an externally funded grant terminates employment at the College, the institution and faculty member shall enter into an agreement over whether the faculty member may take the original data or a complete and exact copy of the data with them. If the faculty member takes the original data, a copy must be left at the College. In addition, the 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 terminating faculty member's new institution claims an ownership interest in the original data, then the 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.

VIII. Appointment and Review of Department Chairs and Program Directors

Review of a C/PD shall be conducted by the DOF/VPAA or designated ADOF; appointments are made by the DOF/VPAA in consultation with the members of the department/program concerned. For procedures, see the *Faculty Handbook* Part One, Section XII.A-C and XIII.A-C.

Note that Chairs and Program Directors may, if they wish, appoint an Associate CPD; these appointments are made yearly (they do not roll over) and the stipend is $2,000. Specific duties are developed in consultation with the CPD and will vary by department/program.

An Associate Professor serving as Chair is entitled to an annual evaluation letter and will need to arrange for one proactively. If a senior member of the department is unable to conduct class observations and write the requisite letter, please consult *at the beginning of the academic year* with one of the ADOFs.

VIIII. Obligations Pertaining to 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.
- Conducting regular meetings and managing the day-to-day operations of the department/program, including establishing course offerings and schedules
- Overseeing the administrative assistant 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 course releases
- 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 BOT reports and text for retirement citations
- Writing Annual Letters of Evaluation for faculty who require them (due 6/30 each year)
- Writing the Triennial Report when scheduled
- 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

NOTE: Although responsibilities for most chairs and program directors 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 Dean's Office about enrollment pressures); overseeing essential, and sometimes unexpected, hiring; and onboarding new faculty.

PART TWO ~ REPORTS/ ASSESSMENT/ RECORDS

I. 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 (II below). In year 5 of the cycle, a department or program completes a mid-point review and report (III below) 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 (IV below). The self-study includes an assessment plan for years 1-4 of the next review cycle. Departments and 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 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

II. 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 Affairs Assessment.

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" literacies (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 IRB policy.

Self Service Graduate Report
https://www.skidmore.edu/ir/secure/selfservice.php#collapse_d9e82

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

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 discussions 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.

A. 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 now gathered electronically. The primary drawback of the portfolio is that it takes time for faculty to review. The primary advantage is that it can be designed to represent a broad view of student academic development, one that also contains some depth.

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.

III. 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) and plans 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.

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).

Mid-point Reports Schedule

2023-24	Dance World Languages and Literatures
2024-25	American Studies Geosciences History
2025-26	Black Studies
2026-27	Anthropology Asian Studies Classics Computer Science Gender Studies Philosophy
2027-28	Arts Administration English Environmental Studies and Sciences InterGroup Relations Latin American and Latinx Studies Media & Film Studies Program/MDOCS Sociology
2028-29	Biology Neuroscience Program Psychology Self-Determined Majors Scribner Library
2029-30	Economics First Year Experience International Affairs Program Music Religious Studies Theater
2030-31	Art History Health and Human Physiological Sciences
2031-32	Management and Business Mathematics and Statistics Physics Political Science

IV. Self-Studies and External Reviews

A. Goals and Process

1. Based on the Self-Study and External Review schedule in this Handbook, each year the Office of the DOF/VPAA 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 will request a list of suggested members of external review panels, and a set of issues and mutual concerns to be addressed in the review. In preparing the list of suggested reviewers, chairs and directors should seek well-qualified individuals, preferably from institutions or programs similar to our own and, where possible, from the northeastern United States. Teams will normally consist of three individuals with diverse specializations. Team members will receive a modest honorarium. Following approval of the reviewers by the 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 Nora Graubard in the DOF/VPAA Office.

2. The self-study should be completed and sent to the DOF/VPAA and the ADOF 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? 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?
- 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 since the last mid-point report.
- How does curriculum in general of the department/program contribute to the College's Goals for Student Learning and Development? How does the major(s) and or minor(s) of the

department/program contribute to the College's Goals for Student Learning and Development? How are these outcomes assessed?

- 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.

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.

Departments/programs/units 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)
- Goals for student learning, both for majors and non-majors, if applicable
- 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.

3. Departments/programs/units will provide the DOF/VPAA and the ADOF 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, 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 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.

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

B. Review Timelines and Details

1. *Beginning of the semester of the review:*

- The DOF/VPAA approves the list of reviewers recommended by the department/program/unit.
- The Department Chair or Program/Unit Director contacts the DOF/VPAA Office to identify potential dates. Dates are determined by the availability of the DOF/VPAA and the ADOF.
- 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. 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 Administrative Assistant 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 the DOF/VPAA Office. Payment of honoraria to each reviewer will follow receipt of final department or program report.

2. Four to Six Weeks Before the Review:

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

3. Three to Four Weeks Before the Review:

The Chair/Director creates an itinerary which requires approval by the DOF/VPAA Office.

4. Two Weeks Before the Review:

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

5. 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.

C. Draft Itinerary for Reviewers' Visit

Prior Evening	If timing allows, 1-2 department members (ideally, the CPD and Associate CPD) may host Reviewers for dinner. (Note: The College does not reimburse for alcohol at working dinners of this kind.)
Day 1	<u>Breakfast & Morning</u> • Reviewers have breakfast on their own. • Reviewers begin formal activities by meeting with the DOF/VPAA and the ADOF 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. <u>Lunch</u> • 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. <u>Afternoon</u> • 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. <u>Dinner</u> • Reviewers have dinner on their own to discuss their findings.
Day 2	<u>Breakfast & morning</u> • Reviewers have breakfast with the Chair/Director or members of the faculty/staff with whom they could not meet during day 1. • The DOF/VPAA and the ADOF hold an exit interview with the reviewing team prior to its leaving campus. • Depending on travel arrangements, reviewers stay for lunch or leave for their home institutions.

* All expenses for the review are charged to an account in the DOF/VPAA Office.
Please consult with Gina Hoefer (ext. 5706 *ghoeferr@skidmore.edu*) regarding expenses and payments.

D. Schedule for Self-Studies and External Reviews

2023-24	Biology Neuroscience Program Psychology Self-Determined Majors Scribner Library
2024-25	Economics First-Year Experience Honor's Forum International Affairs Program Media and Film Studies Music Religious Studies Theater
2025-26	Art History Health and Human Physiological Sciences
2026-27	Management and Business Mathematics and Statistics Physics Political Science
2027-28	None
2028-29	Dance World Languages and Literatures
2029-30	American Studies Geosciences History
2030-31	Black Studies
2031-32	Anthropology Asian Studies Classics Computer Science Gender Studies Philosophy
2032-33	Arts Administration English Environmental Studies and Sciences InterGroup Relations Latin American and Latinx Studies Media & Film Studies Program/MDOCS Sociology

V. 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 constituencies—including administrative assistants and chairs of internal committees—to be sure that important records are retained and filed appropriately.

<u>General Guidelines</u>:

- Use a consistent electronic storage system (e.g., Box, Datastor) and make sure the appropriate individuals have access to it
- Discuss records retention with necessary stakeholders (chairs of committees, administrative assistant, 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
- Triennial Reports
- External Review materials
- Faculty Workload Tracking (workload credits, overloads, course releases)
- Personnel records (confidential)
- Evaluations of student learning ("long forms")*

Certain student- and course-related 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)

*In the interest of minimizing hard-copy materials requiring storage space, the AA, in consultation with the CPD, may digitize "long forms" and store them electronically by faculty name. Identifying information should be excised; check to be sure all other portions of the form are intact. <u>Digital copies must be shared with the faculty member in question</u>. Please keep paper originals for a minimum of one year following digitization, after which they may be shredded. 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.

VI. Curricular Matters

The C/PD is charged with advancing, as needed, departmental conversation regarding curricular changes. The website for the College Curriculum Committee provides information on how and when proposed changes should be submitted, as well as guidelines on course caps and other resources. Questions may be addressed to the Chair of the CC and/or the ADOF for Student Academic Affairs.

General Considerations:

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

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

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

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

LIST OF APPENDICES

GENERAL CALENDAR FOR CHAIRS & PROGRAM DIRECTORS

See also [2023-24 Academic Calendar] and [2023-24 Holiday Schedule]

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
*Onboarding of new faculty *Late in month: C/PD meeting	*Wk 1: Convocation; Classes begin *Notifications due of Intent to Stand for tenure, promotion (including NTT promotion) *Start building course schedule—schedule & descriptions due late in month *15th: CC proposals due (for Spring)	*~1st: Dept. letters for tenure cases due *Determine capital requests *15th: sabbatical requests due (full yr and enhancement apps) *Admissions Open House (Columbus Day) *Wk 4: Advising begins	*Registration *Admissions Open House (usually Veterans' Day) *New Initiative Requests (Hiring) due 12/1 *Receive Operating Budget worksheet	*Capital Budget and Non-hiring New Initiative Requests due *15th: CC proposals due (for Fall) *Operating Budget revisions due *Requests for NTT staffing due (or early January)
JANUARY	**FEBRUARY**	**MARCH**	**APRIL**	**MAY**
*Wk 1: Grades due *15th: one-semester sabbatical requests due; consensus letters for reappointments due; letters for NTT promotions due *~15th: Dept. letters for TT promotions due *Scribner Seminar proposals due *C/PD meeting	*Start building course schedule—schedule & descriptions due late in month *ExploreMore plans/dates due	*Spring Break *Wk 4: Advising begins	*Registration *SEE Beyond selections due *Department/program awardees selected *Accepted Candidates Days (3) *Request overloads as necessary	*Wk 1: Academic festival; Honors Convocation; Dept. honors eligibility *Wk 3: Sr. Week; Commencemen *C/PD meeting *May 30th: Dept. budget CLOSED; staff performance reviews due
JUNE		**SUMMER**		**ONGOING**

*1st: Dept. Assessment report due *Triennial Report due if scheduled *30th: Annual Letters of Evaluation due; Watermark reports due		Facilities work; summer student-faculty research; evaluation of transfer credits; first year enrollment; onboarding new faculty		Departmental business; Overseeing staff/AA; Peer Observation visits; Recruitment & Hiring; Assessment activities; Faculty mentoring; Maintaining three-year plan; Tracking workloads; Maintaining dept/program records