Skidmore College

Chair/Program Director Handbook

2012-2013

TABLE OF CONTENTS

ACADEMIC SUPPORT STAFF (Effective January 1, 2012)			
American Studies	Susan Matrazzo	5261	Tisch
Anthropology	Linda Santagato	5411	Tisch
Art History	Terri Brandt	5053	Filene
Art Studio	Jill Jones	5030	Saisselin

DEAN OF FACULTY STAFF			
Beau Breslin, Interim Dean of the Faculty & Vice President for Academic Affairs	Shannon Phillips	5957	Palamountain
Patricia Rubio, Associate Dean of the Faculty	Debra Peterson	5742	Palamountain

Corey Freeman-Gallant, Associate Dean of the Faculty for

IMPORTANT DATES FOR DEPARTMENTS & PROGRAMS 2012-2013

Fall 2012 Semester

August & September
8/24   Academic Staff & DC/PD Retreat
8/30 &8/31   New Faculty Orientation
9/5   Classes Begin
9/7   Faculty Meeting

October
10/5   Faculty Meeting
10/19-21   Celebration Weekend
10/26   Study Day
10/29-11/2 Advising Week
* Reminder-for submissions of ATEs and CRFs for spring hires if not already done so

November
11/2   Faculty Meeting
11/6   Registration for Spring 2013 semester begins
11/16   Withdrawal Deadline
11/21-25 Thanksgiving Vacation

December
12/7   Faculty Meeting
12/12   Classes End
12/13-16 Study Days
12/17-20 Final Examinations
12/21   Fall Semester Ends

Spring 2013 Semester

January
1/16   Academic Staff Retreat
1/21   Martin Luther King Day (observed)
1/22   Classes Begin

February
2/1   Faculty Meeting

March
3/1   Faculty Meeting
3/9-17   Spring Vacation
3/25-29 Advisin g Week
*Reminder – Submit ATE & CRF for renewable hires
– all contracts for returning faculty are due back by May 30, 2013

April
4/2   Registration for Fall 2013 semester begins

FACULTY ON LEAVE ~ 2012-2013

Sabbatical, Tenured

Full Year

- x   Lisa Aronson, Associate Professor, Art History
- x   Catherine Berheide, Professor, Sociology
- x   Susannah Mintz, Associate Professor, English
- x   Daniel Nathan, Associate Professor, American Studies

Administrative Sabbatical

- x   Ruth Copans, College Librarian, Scribner Library

Fall

- x   Daniel Curley, Associate Professor, Classics
- x   Denise Limoli, Associate Professor, Dance

Spring

Den36x9.0062(DaxiitinQute)2(litotes(A)-7(s)6(s)-64o)2(a0t(sa-6(te-3(t8(e)-2(FP2)22(b)j)-3(nF)-509J86-9566(Tgh(ETFJ)30(E37/P-60S)(

REAPPOINTMENT AND TENURE ELIGIBILITY

Up for Tenure	**Up for Reappointment**	**Up for Reappointment**
2012-13	**2012-13**	**2013-14**
Lei O. Bryant - (MU)	*Tenure Track*	*Tenure Track*
Michael Eckmann – (MCS)	Hope Casto –(ES)	Eunice Ferreira-Lamere – (TH)
Rebecca Johnson –(PS)	Masako Inamoto – (FL&L)	Amy Gardiner – (PS)
María Lander – (FL&L)	Kelly Sheppard – (CH)	Gregory Gerbi – (PY)
Sylvia McDevitt – (BI)	Kendrah Mur phy - (PY)	Bina Gogineni – (EN)
Robert ParkeHarrison – (AR)		Leonard Porter - (M & CS)
Rachel RoeDale – (MCS)		Saleema Waraich -(AH)
Mark Rye – (PS)		
Sonia Silva –(SASW)		
Daniel Swift – (EN)		
Flagg Taylor – (GO)		

Non-tenure track
Kimberly Marsella – (ESP)

2013-14		
Mary Campa – (PS)		
Catherine Gibson –(ES)	Artists -in-Residence	Artist -in-Residence
Rubén Graciani – (DA)	Kate Kelly Bouchard – (TH)	Will Bond – (TH)
Jackie Murray – (CL)	Joel Brown – (MU)	Michael Emery – (MU)
Kenji Tierney – (AN)		Mary Harney – (DA)
		Anne Turner – (MU)
		Garrett Wilson – (TH)

Teaching Associates	Teaching Associates
Elaine Larsen – (BI)	Kara Cetto Bales –(CH)
Denise McQuade – (BI)	Catherine Domozych-(CH)
Patti Steinberger – (BI)	Jill Linz – (PY)
	Cynthia Sood – (CH)

Writer- in-Residence	Writer- in-Residence
Steven Millhauser – (EN)	Gregory H rbek – (EN)
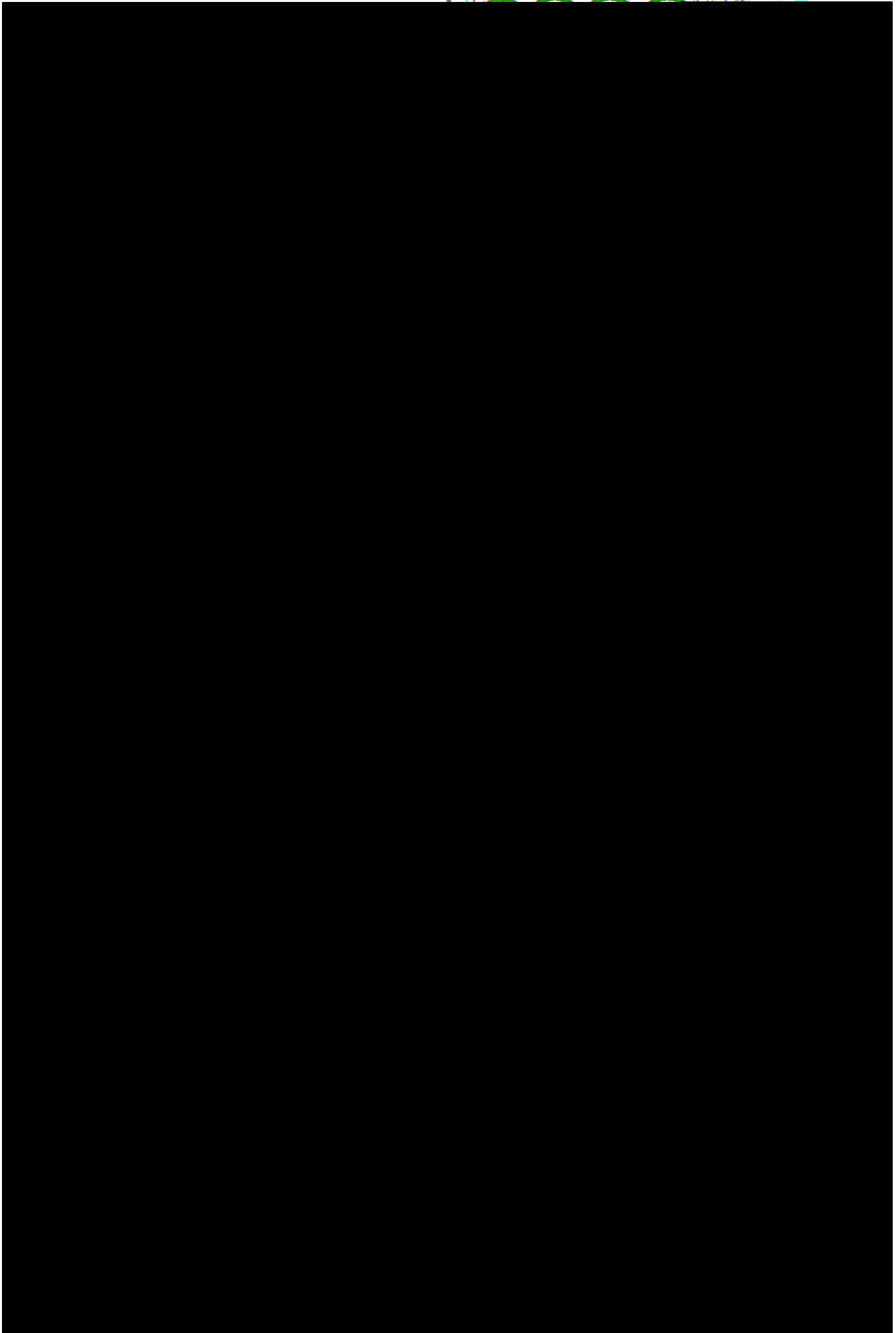
INTRODUCTORY INFORMATION AND READINGS

ROLE OF CHAIRS/DIRECTORS

<u>Department Chairs</u>
By Artin Arslanian
(Bennett and Figuli, eds., Enhancing Departmental Leadership, pp. 5-7)

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

TOMORROW'S ACADEMIA: ADVICE FOR FUTURE DEPARTMENT CHAIRS

The Stanford University Center for Teaching and Learning

Each committee you work with will educate you about another aspect of your department and how i t works. Serving on college- or institution -wide committees can also expand your contact with the individuals and offices that can help you do your job better when you're chair. Volunteering for search committees outside your area can be particularly produ ctive: You'll improve the skills needed to implement searches yourself, and you'll have an opportunity to ask candidates about methods used to solve particular problems at the institutions where they're currently working or studying. All committee work, no matter how dreary or routine, will provide you with at least some new insights or perspectives. Don't lose the chance to take full advantage of these opportunities.

NOTE: Anyone can SUBSCRIBE to the Tomorrows Professor Mailing List by going to:
https://mailman.stanford.edu/mailman/listinfo/tomorrows-professor
tomorrows -professor mailing list
tomorrows-professor@lists.stanford.edu
https://mailman.stanford.edu/mailman/listinfo/tomorrows-professor

LESSONS LEARNED AS A DEPARTMENT CHAIR

The Stanford University Center for Teaching and Learning http://ctl.stanford.edu .   An archive of all past postings (with a two week delay) can be found at http://cgi.stanford.edu/~dept -ctl/cgi-bin/tomprof/postings.php

---

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

Lessons Learned as a Department Chair
For whatever it may o r may not be worth, before I end this last message as chair I want to tell you some of the things I've learned or had reinforced while in the job (apologies to tho Tc 0 Tw 41.3014c 43.

MYTHS THAT MAKE CHAI RS FEEL THEY ARE POWERLESS
From the November 1999 AAHE Bulletin

Six fallacies that stifle change — and how to overcome them
By Ann F. Lucas

After decades of giving unquestioning respect, the public has become demanding, critical, and angry

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

The belief in an inability to do anything as chair because a person is simply a peer among equals conveys an aura of humility and democracy in action; yet it can effectively leave a department without a leader. Particularly when a chair is elected by peers for a limited term, choosing to be a team leader is a valuable choice of leadership style. As team leader, a chair can take an active role in seeking meaningful input and full participation from everyone in the department so that faculty members can plan and organize themselves to function most effectively. Being a team leader requires setting shared goals with the department and individual goals with individual faculty members so that everyone can focus on how they can achieve departmental goals while realizing their own. Goal setting with individuals and providing feedback on performance in a supportive climate are t he strongest forces a chair can use for motivating faculty. When chairs are passive because they feel there is nothing they can do, departments, and often faculty, stagnate.

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

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

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

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

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

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

- x An advertisement draft
- x Proposed advertisement placements: target location, deadlines, length of placement
- x Conference attendance plans
- x Anticipated start- up or scholarly support costs
- x The timeline should include due dates for applications, for review of CVs and other materials (scholarship, teaching evaluations, etc.), conference dates for off and on-campus interviews, reference checking, request for additional funding with rationale and completion da te of the search

f. Submit the Search Plan with the ATE through PeopleAdmin to the DOF/VPAA (see ATE process).

g. Consult with the DOF/VPAA about funding of travel costs to conferences (or other expenses) associated with participants from both inside or outside the department or program.

2. Developing a Position Description, Profile and Advertisement

a. A position description should include: roles, responsibilities, functions, expectations, and minimum qualifications of the candidate.

b. Position Profile Qualifications: qualities of an ideal candidate, degree requirements, teaching experience, area of specialization, research interests and record, and demonstrated experience that align with department and institutional priorities and goals.

c. The advertisement should be constructed in such a way as to attract a diverse pool of applicants, and submitted for review and approval to the ADOF for Personnel prior to submission to Human Resources.

d. The Chair submits the ad and the potential placement to the Assistant Director for EEO and Workforce Diversity for review and the EEO statement.

3. Recruiting an Inclusive Candidate Pool

a. In order to attract a diverse pool of candidates, the chair is encouraged to target key graduate programs, professional publications, web sites, list serves and print media. S/he should consider email, direct calls, and contact with professional colleagues or senior administrators at other institutions who may have the potential to assist with the identification of diverse candidates.

b. The DOF/VPAA , in consultation with the ADOF for Diversity or designee, will review and approve the pool of candidates before phone or conference interviews are arranged. Should they determine that the pool is not suff iciently inclusive, the y may ask for additional information.

**9.	Guidelines for Use of Research Funds for New Tenure-Track Faculty**

Start-

    x Forward paper copies of the complete dossiers to the ADOF Office including: cover letter, CVs, supporting letters, and the itinerary in a manila file folder with the candidates' names and interview dates/times on the label.

   d. The Chair, <u>after</u> consulting with the ADOF for Personnel , will make an offer and negotiate salary with the finalist .

C. Diversity in Hiring: Strategic Considerations[1]

Engaged Liberal Learning: The Plan for Skidmore College 2005-2015 sets forth the College's strategic direction and goals for the next few years. Goal II of *The Plan* states that we "will challenge every Skidmore student to develop the intercultural understanding and global awareness necessary to thrive in the complex and increasingly interconnected world of the 21 st Century."   If we are to achieve this objective, we must, in the words of Gandhi, "be the change we wish to see in the world." That is, we must first develop within and across our community the kne co(h)7(e k)5(ne 7(v)14tsCpdg3(n

our students to develop robust cognitive abilities, enhanced critical and intercultural skills, and an appreciation of their individual and social responsibilities as citizens of the United States and the world. Meeting these objectives is crucial to our achieving new levels of excellence as one of the nation's premier liberal arts colleges.

D. Legal and Illegal Pre-Employment Inquiries

GUIDE TO LEGAL AND ILLEGAL PRE-EMPLOYMENT INQUIRIES

Introduction

The table of "Lawful and Unlawful Pre -Employment Inquiries" consists of questions compiled by the New York State Divisi on 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.

<u>After hiring, Human Resources can legally obtain the following:</u>
- x   A birth certificate copy
- x   Marital status (married or single only)
- x   Proof of eligibility to work in the United States (as regulated by Federal Law)
- x   Photographs
- x   Physical examination and drug testing, if appropriate, or required by position, can be initiated once an offer is made with continuation of employment contingent upon a satisfactory result
- x   Social Security card
- x   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	x Whether the applicant has worked under another name. x 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. x What name(s) are your work records listed under?	x 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?). x Inquiries about name change due to a court order, marriage, or otherwise. x Maiden name of married women.
Birthplace	x See citizenship below.	x Birthplace of applicant, spouse, parents, or other relatives.
Citizenship	x Statement that employees must be eligible to work in the United States. x Do you have a legal right to work in the United States? x Whether the applicant is prevented from lawfully becoming employed in the US becaurdi	

Subject	Lawful Inquiries	Unlawful Inquires
		papers or first papers. Whether applicant's parents or spouse are naturalized or native -born citizens of the U.S., the date when such parent or spouse acquired citizenship.
Residence, Nationality	x Place of residence. x Length of residence in this city. x About foreign language skills (reading, speaking, and/or writing) if relevant to the job.	x Specific inquiries into foreign addresses that would indicate national origin or nationality of applicant. x Whether applicant owns or rents home. x Inquiry i nto applicant's lineage, ancestry, national origin, descent, parentage, or nationality. x Nationality of applicant's spouse or parents. x What is your native tongue?
Age**	x Can inquire if applicant meets minimum age requirements, or state that proof may be required upon hiring. x Are you 18 years of age or older? If not, state your age.	x Cannot require that applicant state age/date of birth unless under 18. x Cannot require that applicant submit proof of age in the form of a birth certificate, naturalization papers, or baptismal record. x Any question that may tend to identify applicants over 40 years of age (e.g., what year did you graduate high school/college?). x How old are you? What is your date of birth? What are the ages of your children, if any?
Gender**	x Inquiry or restriction of employment is permissible only when a Bona Fide Occupational Qualification (BFOQ) exists.	x 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 φb involves physical labor, travel away from home, or is traditionally labeled "men's work" or "women's work"). x Any inquiry that would indicate gender of applicant. x 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**	x Whether applicant can keep specific work schedules. x This is the typical schedule for this position. Is there any reason you	x Marital status or number of dependents. Name, age, job, address, or other information about spouse, children, or relatives.

		x pregnancy, birth control, or capacity to reproduce. x Advocacy of any form of birth control or family planning.
Arrests and Convictions	x Asking about **conviction** of a crime related to job qualification. x 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).	x Asking about **arrests**. x Have you ever been arrested? x Have you ever spent a night in jail?
Religion or Creed	x No acceptable inquiry.	x 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." x 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	x If needed for employment history, you may ask about applicant's military experience in the U.S. Armed Forces.	x

	x What experience qualifies you for this job? x Inquiries that explore a candidate's diversity experience. x How have you supported a prior employer's commitment to diversity? x Tell me about your participation in diversity events/and or organizations at other employers. x How have you integrated multicultural issues as part of your professional development?	origin affected your work experience?
Relatives	x Name of applicant's relatives already employed by the college.	x Names, addresses, ages, number or other inform ation concerning applicant's spouse, children or other relatives **not** employed by the college.
Driver's License (if applicable)	x Do you possess a valid NYS driver's license? (if necessary to perform duties of the position)	x

E. Adjunct Faculty Pay Scales and FTE Chart

(Effective August 31, 2012)

GENERAL ADJUNCT FACULTY PAY SCALE		
Years at Skidmore	**1-3 Courses per Academic Yr**	**4 Courses/Academic Yr**
1-3 Years	$1,200 per credit hour	$1,400 per credit hour
4+ years	$1,350 per credit hour	$1,500 per credit hour
OVERLOADS: $1,100 per credit/contact hour –no scale		
SCIENCE ADJUNCT FACULTY PAY SCALE		

Years at Skidmore   **1-3 Courses per Academic Yr**

F. Authorization to Employ (ATE) Process for Faculty Appointments

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

1. **Authorization to Employ (ATE) and Advertisement**

       iii. Part-time/Temporary Appointments:

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

b. Request for Waiver of a Search

A waiver of a search request must be approved by the ADOF for Personnel and the Assistant Director for EEO and Workforce Diversity.   Generally, the waiver may be used only for renewal of contracts.

c. Advertising the Position

   x Create the advertisement and attach it to the ATE for review.
   x Include a diverse statement to attract a diverse pool.
   x Indicate the list of publications that will carry the advertisement and indicate deadlines. Check with the Assistant Director for EEO and Workforce Diversity to ascertain that the advertisement appears in the appropriate venues to attract a diverse pool of candidates.
   x The advertisement will be reviewed by the Assistant Director for EEO and Workforce Diversity to ascertain that

B. Guidelines for Individual Faculty Summary of Activities

1. Individual faculty summary of activities are due annually to the ADOF for Personnel by June 30. Annual Reports are collected in the DOF/VPAA Office and are read by the DOF/VPAA and ADOF for Personnel over the summer. Any questions or concerns will be addressed during the summer months.

    a. The following is an outline of the points to be included in the summary; however, the online form (Word document) can be found at: http://cms.skidmore.edu/dof/forms/upload/Annual_-Report-Form.pdf

        i. Report Contents

        ii. Summary of:

            a. Teaching

                x New departmental courses taught; new approaches to existing courses, including use of computers or multi -media in teaching.
                x New interdisciplinary courses taught or new approaches to such existing courses
                x Curricular work -in-progress.
                x Skidmore curriculum/pedagogy summer workshops attended.
                x Faculty/Student Research, independent studies, theses, etc.
                x Other.

            b. Professional Activity

c. Service

- x Administrative responsibilities in program or department .
- x Committee responsibilities .
- x Advising responsibilities .
- x Other community activities
    - o UWW and/or MALS;
    - o Saratoga Springs and region

d. Honors received

C. Second and Third Year Reappointment Cases for Tenure Track Faculty

1. Second Year Reappointment Cases

Recommendations for second-year reappointment cases for tenure-track faculty are due by the Department Chair on or before May 31:

"At the end of the appointee's second year, the department shall determine whether it regards the appointee as a candidate for reappointment according to departmental procedures and the evaluative criteria set forth in Part One, Article VI, Section A, with particular emphasis on teaching effectiveness. The Department shall inform the DOF/VPAA Office of its decision on or before May 31st of that year. In the case of proportional appointments (see Part One, Article V, Section C), each program and/or department involved shall inform the DOF/VPAA of its decision on or before May 31st of that year." (2010-11 *Faculty Handbook*, Part One, Article VIII[A][1][a])

2. Third-Year Reappointment Cases

"A n appointee considered by the department to be a candidate for reappointment at the end of the second year will be evaluated in the third year according to departmental procedures. The department must submit its recommendation, positive or negative, with supporting evidence to the office of the Dean of the Faculty on or before January 15th of the appointee's third year." 2010-11 *Faculty Handbook*, Part One, Article VIII[A][2][a])

3. The process for second- and third-year reappointment cases for tenure-track faculty include:

a. Letters: Each clearly indicating support or lack thereof.
- x The Chair's letter makes the case, including statement of departmental or programmatic need.
- x All members in the department in at least their third year write a letter .
- x Program Directors, whenever pertinent, will also write letters .

b. Student evaluations both dean's card and departmental long forms: please make sure that all copies of the long forms are legible.

c. Documentation of professional activity whether scholarly or creative, such as publications, conference papers, tapes, reviews (by or about candidate), slides, etc. The Chair's letter should explain the candidate's professional activity and how it should be or/has been evaluated (e.g.,professional status of journals, conferences, galleries, etc.)

2. **Tenure. See** 2010-11 Faculty Handbook, **Part I, Article IX(E)(3)(a)(b)(c) and (d) as follows:**

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

   a. Full-time faculty and those holding shared appointments in the department concerned (in the ranks defined in Part k 1dd [ullTId tTmaaHkIXApsnn]0.006 Tc 0.007 T58-24.5668.24

F. Procedures for Evaluation of Program Directors and Faculty assigned to Programs

1.

1 service (potential)

Chairs or Program Directors forward written recommendations to the DOF/VPAA.

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

teaching - student evaluations (long and short forms), and peer classroom visitation
professional work
1

a candidate for third-year reappointment when the ADOFP and the department disagree after reconsideration. CAPT makes a third recommendation to the DOF/VPAA as soon as possible, and no later than September 30.

Announces to all faculty that the annual meeting of CAPT for new tenure-track members of the Faculty, their chairs, and the ADOFP will occur in February 2013.

Notifies Department Chairs reminding them to submit letters for promotions to the ADOFP

Friday, February 8	x	Tenure Review Board will convey recommendation to the President, CAPT, DOF/VPAA, ADOFP, candidate's Department Chair, and candidate.
Monday , February 11	x	ADOFP makes recommendations to the DOF/VPAA on 3rd year reappointments.
	x	ADOFP reports to CAPT on 3rd year reappointment recommendations.

Friday, February

VPAA oruADOFP

&ŽöhG RÀ Hï xqœÑq ŽñW‡ • `HïSaf' q ŽñW†e @Dï…2e q ŽñW••,$

3.   P

- x shall normally hold the rank of Associate, or Full Professor in a department
- x should have extensive and successful teaching experience
- x should have qualities of personal and professional leadership and should demonstrate evidence of administrative skill

consultation with teaching faculty and Department Chair s, will coordinate the scheduling of courses. The Director should take into account the needs of the students as well as the program in the shaping of the curriculum. The Director has the primary responsibility for advising students in the program and also keeping library and resource materials current. 0.Aa95 0w (-)Tj 1.24[892

x   PQ Process -http://cms.skidmore.edu/hr/policies/pq/index.cfm   - (login id required)

THE ACADEMIC PROGRAM

I. Guidelines for Department/Program Biennial Reports

Department/Program biennial reports are due to the DOF/VPAA Office by June 30 The report should contain a summary of:

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

A reminder will be sent by the DOF/VPAA Office to Department Chair s and Program Directors in the beginning of May. Bi ennial Reports are collected in the DOF/VPAA Office in binders and are read by the Dean/Associate Dean over the summer. Any questions or concerns will be addressed during the summer months.

II. Academic Assessment at Skidmore College

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

A. Annual Assessment Report

The annual assessment report is to be included as a separate attachment to the annual program report to the DOF/VPAA . The components of the report include (1) the learning objectives or

even lead to recommendations for changes to student support structures, such as the library, technology, career placement, or counseling and can provide substantial documentation supporting requests for needed resources. The most important step in any assessment program is the serious discussion by the program's faculty of the results of the assessments and what can be done to improve those results.

C. The Role of the Chair

What is the role of the Department Chair in fostering successful assessment efforts in each department? A list of responsibilities in helping the department develop an assessment plan includes the follow ing:

- x Ensuring that all syllabi in the department include the course's goals for student learning in the course. This is a requirement for accreditation. Ideally, these should relate to the department's goals for learning in courses at that level.
- x Promotin g faculty discussions of the characteristics of students (knowledge, skills, values) that graduates of the program should possess.
- x Helping faculty determine how to assess those characteristics, such as deciding which samples of student work best indicate student abilities or how assessments can be built in to the normal work of teaching rather than added on .
- x Supporting the work of faculty in conducting the actual assessments .
- x Leading faculty discussions of the results of the assessments and the implications for the content and pedagogy of the curriculum .
- x Supporting faculty efforts to improve student learning in the program, such as building the courses or assignments that are likely to help students develop those characteristics and meet our high expectations.
- x Supporting the writing and dissemination of assessment reports as appropriate .
- x Submitting the annual assessment plan and report to the Faculty Assessment Coordinator and the DOF/VPAA .

D. Assessment Methods – A Short Overview

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

Assessments may be carried out in many different ways, depending upon the depth of information and 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. 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.

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

programs similar to our own and, where possible, from the northeastern United States. Teams will normally consist of t

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 all -college programs (e.g., Asian Studies, Environmental Studies, First-Year Experience, and Gender Studies) and requirements (e.g. Cultural -Centered Inquiry, Writing, and Quantitative Reasoning)?

What would you like to see happening in the program five years fro m now? Ten years?

Other issues identified by the program and the administration in their preliminary discussions.

4. Departments and

C. Draft Itinerary for Reviewer's Visit

Day 1   Reviewers arrive on campus by 5:00 p.m.

The

IV. Guidelines for the Retention of Files in Department Offices

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

A. **Personnel records of faculty**:

> who have been denied a personnel decision 6 years and 2 months
> resigned: 6 years and 2 months

B. **Search files: 2 years**.

C. **Instructor evaluations: 7 years (a sabbatical cycle) for all tenured/tenure-track faculty and 3 years for those on terminal appointments. [All evaluations should be kept for faculty who are at the rank of Associate Professor in order to retain a complete record of teaching accomplishment at the time of promotion.]**

D. **Teaching Associates: 3 years if Senior, 6 years if not yet promoted**

E. **Course syllabi : 6 years**

F.

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

1. New course proposals or substantial revision to an existing course. New courses include courses that were previously taught as topics courses in a department or program and are now being proposed as permanent courses with course descriptions appearing in the catalog. New courses also include courses that were previously taught but have since been deleted from the catalog. New course proposals should acquaint the committee members with the topics and student le

2. In cases where there might be significant overlap in content between a proposed course and

3.

d. If the course is to contribute to an Interdisciplinary Program, then the proposal must be submitted to the Program Director for review b efore consideration by the ADOF for Personnel. Consult the appropriate director for submission deadlines.

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

E. Supplemental Information About Forms

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

In order to expedite processing of proposals, and to provide the Chair of the Committee with a clearer sense of upcoming proposals, proposals need to be submitted to the Chair of Curriculum Committee at the same time as they are submitted to the ADOF for Personnel. Generally speaking, however, the committee will def er consideration of a proposal until the ADOF for Personnel has explored the resource implications of the proposal and signed the proposal form.

Recently, the typical change in semester hours of credit has been from 3 to 4 hours. The additional hour can be provided by a contact hour or by a flexible credit hour (which typically receives greater scrutiny from the committee). You should review th e guidelines for the additional hours (

3.

VI. Faculty Response to Student Integrity Problems

A. Establish your own integrity expectations clearly and positively as part of the intellectual process and content of each course. See the link below for "The Ethics of Scholarship" for suggestions (provided by the Office of Academic Advising).

B. Explicitly address grade penalties for violations of the academic honor code on your syllabus, especially if these penalties lie outside the *Definitions and Guidelines* document published by the Office of Academic Advising and provided to students when they first enter Skidmore (see link

complicating the case with incomplete or inaccurate information on the college's judicial process. Direct parents to the ADOF for Academic Policy and Advising .

TRAVEL AND ENTERTAINMENT POLICY

The Skidmore College Travel and Entertainment Policies can be found online at http://cms.skidmore.edu/f inancial_services/upload/SKIDMORE -COLLEGE-TRAVEL -POLICY-August-2009.pdf Effective January 1, 2009

I. Purpose

These policies are intended as a guide to reimburse individuals for College-related travel and entertainment expenses. The responsibility to observe the guidelines rests both with the traveler and the chairperson or administrator who certifies conformance to these guidelines by approving the expenditure(s). This policy applies to anyone who incurs travel or entert ainment expenses paid by Skidmore College, regardless of the source of funds. The College will reimburse for reasonable travel, meals, lodging and out-of-pocket expenses incurred in the transaction of College business. This document outlines policies and procedures in general terms 18 Tw -7.04(h)7(e t4(h)7()-5(n)7( )-7(9(s)5(o)-5(n)-5(a)-3(b)1

4. Automobile Rental

The College's insurance provides for both liability and physical damage for employees who rent vehicles while on authorized College business. The coverage extends for car rentals in the US, Canada, Puerto Rico and US territories (therefore please waive the rental agency's insurance coverage). For vehicles rented in a foreign country, the College's international policy covers liability only, and therefore, you must secure physical damage coverage from the rental agency. If any rental vehicle will be in your c ustody for a period in excess of 30 days, please notify Business Services. Employee's personal effects, while within the vehicle, are not covered by College insurance unless the vehicle is no more than 1,000 feet from campus (limit of $25,000). If a loss o damage occurs to your personal property outside of this radius, please submit the loss directly to your homeowners/renters insurance.

- x   Local rental appropriate only when cost effective.
- x   Recommend arrangements to be made through AAA Northway.
- x   Luxury vehic les not allowed.
- x   Collision damage coverage is not reimbursed.
- x   Return car with full gas tank. Refueling charges by the rental agency are not normally reimbursed.

B. Motor Vehicle Policy

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

2. Renewal of Driving Privil eges for subsequent academic years, can be obtained by the authorizing department/individual contacting Business Services (518-580-5812) and requesting a renewal (i.e. forms previously completed will be reactivated). Notification of approval/denial will b e forwarded within 4 business days.

3. Driver authorization applications. A copy of the driver authorization application is attached and can also be obtained at

   http://cms.skidmore.edu/safety_committee/policies/skidmore-_college-motor-vehicle-policy.cfm . APPLICATION MU ST BE APPROVED PRIOR TO DRIVING.

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

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

C. Lodging, Meals and Incidentals

1. Lodging:

Recommend arrangements

4. College Guest Travel

When the College is paying for guest travel (job candidates, trustees, consultants, etc.),we encourage arrangements be made through AAA Northway or Travel Guard Chartis for reservations for International Travel .
Please use your corporate card whenever possible.
Include your credit card bill with your expense report, (this enables exchange rates to be handled effi ciently) for cash transactions, please include exchange rates
Exceptions must be recommended by the appropriate Dean or Vice President (in such cases, please submit written explanation with Travel Expense Report), but final disbursement authority rests wi th the Office of Financial Services.

IV.   Entertainment Policy

C. Entertainment of Faculty/Staff Members

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

2. Annual staff retreats are reimbursable; such events should be budgeted and charged to Account Number 7430.

3. Individual Faculty/staff going away parties, retirement, or holiday celebrations are not reimbursed (Campus wide parties must be catered by Food Service).

D. Gifts

1. Individual and /or departmen tal gifts for parting, retirement, thank you, holidays, etc. are not reimbursed.

2. A gift for the non- faculty/staff host of a gathering is reimbursable up to $50.

E. Illness, Birth and Condolence Gestures

1. For employee inpatient hospital stays, please contact Human Resources and they will send an appropriate gift (approximately $35).

2. For birth or adoption, the College will send a $50 savings bond and congratulatory card (contact Human Resources).

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

F. Exceptions to the Policy

Exceptions must be recommended by the President or appropriate Dean or Vice President (in such cases please submit written explanation to Accounts Payable), but final disbursement authority rests with the Office of Financial Services (Revisions 1/04;1/07;7/08;4/09;8/09)