Skidmore College

Chair/Program Director Handbook

2022-2023

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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 A ffairs	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 recruitmen t of tenure-track and contingent faculty; diversity and inclusion initiatives; well -being initiatives; management of staffing plans for departments/programs; enrollment monitoring ; non-		

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. Tenure-Track Searches

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

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

1) 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.

2) 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.

x   Representation from other departments or programs which will broaden the search process also may occur at various stages of the search (rev

c. <u>Before constructing the itinerary</u> :

- x Contact the DOF/VPAA Office (x 5705) to schedule appointments for interviews with the DOF/VPAA and/or ADOF , as applicable.
- x PLEASE SECURE THE APPOINTMENTS WITH THE DOF/VPAA AND ADOF BEFORE DETERMINING THE 1 1 1 1 1 1 LIMITED.
- x NOTE: please be sure to follow recruitment expense guidelines. (See #4 below)
- x 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.

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

4. <u>Expense Guidelines</u>

<u>TRAVEL</u>:
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

MEALS:

When a candidate is visiting campus, <u>no more than two</u> faculty should lunch and/or dine off -campus with each candidate; three is acceptable if the meal is on-campus (meal tickets can be used). In the case of students, four is acceptable for lunches with candidates. Please use area restaurants below, as they will bill the College directl y:

Boca Bistro
384 Broadway - (518) 682-2800

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

Forno Bistro
541 Broadway - (518) 581-2401

Longfellows
500 Union Avenue - (518) 587-0108

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 Œ Š › • ð 1 ' • 1 ' œ 1 ' – ™ ˜ › • Š — • 1 • tax-exempt • ' Ž 1 ˜ • • Ž • Ž œ 1

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

x   student researchassistants

x   research participant remuneration

x   occasional travel associatedwith disciplinary research

Faculty allocated start-up funding should develop, in consultation with their C/PD, a research plan for

This procedure applies both to new hires and to any new contracts û œ ˜ – Ž • ' – Ž œ 1 Œ Š • • Ž • 1 Ž ¡ • Ž — œ ' ˜ — necessary for fixed-term NTT faculty already employed in the department/program.   C/PDs may be asked
to share their three-year plan with the ADOF to support these requests.

Full-time, fixed-term positions may be for one, two, or three years. Multi-year appointments require the
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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 employees of the College (e.g., in a staff or administrative capacity) who wish

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

- x 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

x   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.

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 applicant's ancestry or lineage (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.

Subject	Lawful Inquiries	Unlawful Inquires
Race, Color, Physical Features**	x Voluntary submission of Equal Employment Opportunity (EEO) information made directly via Human Ž œ ˜ ž › Œ Ž œ 1	

Subject	Lawful Inquiries	Unlawful Inquires
Religion or Creed	No acceptableinquiry.	x

G.   <u>Job Requisition Process for Faculty Appointments</u>

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 DOF/VPAA Office and the Assistant Director for Employment, Compliance, and Workforce Diversity. Generally, a waiver is permissible only for continuing contracts.

c. Advertising Considerations:
   x 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.
   x 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.
   x 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.
   x Provide all requested information as accurately as possible.
   x Indicate the appropriate rank of the new hire. If unsure, please contact the DOF/VPAA Office (x 5705) for assistance.
   x Include the amounts agreed upon for any transition package and/or tenure-track start-

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

    a. The standard workload for a full -time faculty member is 18 faculty workload credits per year ; this may be 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.

    b. 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 tehe   g o11(e3 q 0.05(re)-5( )-2(teh)4(ye

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 ‹Ž1Šœœž–Ž•1•'Š•1Š1•Ž—ž›Ž1˜›1™›–˜•'˜—1•Ž••Ž›1 ''1œ•Š—•1'— 1•˜›1Š–

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 summar ies 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 Terri Mariani in 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 Lett ers.

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 help faculty

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.

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3. <u>Research Data on Externally Funded Projects</u>

   a. 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

e. 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.

f. 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

NOTE: Although responsibilities for most chairs and program directors are relatively light in the summer compared to the academic year, there are nonetheless certain œ ž – – Ž › 1 ˜ ‹ • ’ • Š • ’ ˜ — œ ï 1 1 – ˜ — • 1 • ' Ž œ Ž 1 Š › Ž 1 › Ž œ ™ ˜ — • ’ — • 1 • ˜ 1 › Ž š ž Ž œ Office concerning transfer credits (unless a designee is doing so); maintaining awareness

PART TWO ~

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 yo ur 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 ’•‘1 › Ž Š • 1 ˜ › • • 1 œ ’ • ž Š • ’ ˜ — œ ï 1 ‘ Ž ¢ 1 – Š ¢ • ‘ Ž Œ Š ™ œ • ˜ — Ž 1 Ž ¡ ™ Ž › ’ Ž —Œžˆ–.˜ › 1 • ‘ Ž 1 œ • ž • Ž — • œ 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 th e 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 ex ists. It is a valuable tool within the total assessment assemblageof tools.

III.   External Reviews

A.   Goals and Process

1. Based on theExternal Review schedule in this Handbook, each year the Office of the DOF/VPAA will notify those departments /programs/units scheduled for external review the following year. In the fall semester of the review year, the DOF/VPAA or ADOF will   request a list of suggested membersof external review panels, and a set of issues and mutual concerns to be addressed in the review. In p reparing 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 thre e 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)

ˈŠ • 1 ' œ 1 • ˈŽ 1 ™ › ˜ • › Š – œ 1 › Ž • Š • ' ˜ — 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 from now? Ten years?

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

For Other Programs/Units in Academic Affairs :

x   What are • ' Ž 1 ™ › ˜ • › Š – œ 1 Œ ž › › Ž — • 1 œ • › Ž — • • ' œ õ
x   ˈŠ • 1 Š › Ž 1 • ˈŽ 1 ™ › ˜ • › Š – œ 1 Œ ž › › Ž — • 1 Ž Š ” — Ž œ œ Ž œ õ
x   ˈŠ • 1 Š › Ž 1 • ˈŽ 1 ™ › ˜ • › Š – œ 1 Œ ž › › Ž — • 1 Š — • • ˜ › Ž œ Ž Š ‹ • Ž 1 — Ž Ž • œ 1 ' — 1 œ
x   What changes in the program are being proposed for the next year and/or are under consideration for the next three to five years?
x   What would you like to see happening in the program five years from now? Ten years?
x   Where might some savings in spending be realized, or what resources might be reallocated? What would be the justification for allocation of resources?
x   Other issues identified by the program and the administration in their preliminary discussions.

Departments/programs/units may wish to include the following materials in the ir 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 annual report, including, if applicable, recent enrollment data and information regarding assessment of student learning.

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 cam pus 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.

5. One Week Before theReview:

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>
    x Reviewers have breakfast on their own.
    x 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.
    x Reviewers meet with full -time department personnel (including administrative
       support staff). Each meeting should last at least half an hour

D.   Schedule of External Reviews

2022-

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 2022-23 Academic Calendar and 2022-23 Holiday Schedule

AUGUST	SEPTEMB