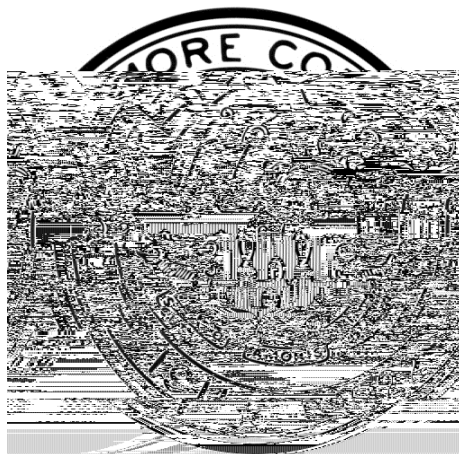


# Skidmore College

## Chair/Program Director Handbook



2013 2014

Also available online: <http://cms.skidmore.edu/dof/index.cfm>



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# ACADEMIC STAFF ~ 2013-2014

D E P A R T M E N T  C H A I R S	American Studies	Dan Nathan	5023	Tisch
	Anthropology	Michael Ennis-McMillan	5414	Tisch
	Art (Studio)	David Peterson	5045	Saisselin
	Art History	Katie Hauser	5054	Filene
	Biology	Pat Hilleren	8301	Dana
	Chemistry	Kim Frederick	5132	Dana
	Classics	Dan Curley (Fall 2013)	5463	Ladd
		Michael Amush (Spring 2014)	5462	Ladd

ACADEMIC SUPPORT STAFF (Effective January 1, 2013)			
American Studies	Susan Matrazzo	5261	Tisch
Anthropology	Linda Santagato	5411	Tisch
Art History	Terri Brandt	5053	Filene
Art Studio	Jill Jones	5030	Saisselin
Athletics, Fitness and Recreation	Sharon Shearman	5371	Sports/Rec. Ctr.
Biology	Tracy Riley	5611	Sybil

1



## IMPORTANT DATES FOR DEPARTMENTS & PROGRAMS 201320141

### Fall 2013 Semester 1

	1	
<u>August &amp; September</u>	1 1	<u>November</u>
8/27 Academic Staff & DC/PD Retreat		11/1 Faculty Meeting
8/29 & 8/30 New Faculty Orientation		11/12 Registration for Spring 2014 semester
9/3 Classes Begin		11/18 Withdrawal Deadline
9/6 Faculty Meeting		11/27 12/1 Thanksgiving Vacation
	1	
<u>October</u>	1 1	<u>December</u>
10/4 Faculty Meeting 1		12/6 Faculty Meeting
10/18 20 Celebration Weekend		12/11 Classes End
10/25 Study Day		12/12 15 Study Days
10/28 11/2 Advising Week		12/16 19 Final Examinations
* Reminder for submissions of ATEs and CRFs for spring hires if not already done so		12/21 Fall Semester Ends
	1	

### Spring 2014 Semester 1

	1	
<u>January</u>	1 1	<u>April</u>
1/17 Academic Summit		4/1 Registration for Fall 2014 semester begins
1/20 Martin Luther King Day (observed)		4/4 Faculty Meeting
1/21 Classes Begin		4/10 Withdrawal Deadline
1		4/25 Faculty Meeting
1		4/29 Classes End
<u>February</u>	1 1	<u>May</u>
2/7 Faculty Meeting		5/1 4 Study Days
		5/5 9 Final Examinations
<u>March</u>	1 1	5/10 Spring Semester Ends
3/8 16 Spring Vacation		5/14 Faculty Meeting
3/24 28 Advising Week		5/17 Commencement
*Reminder – Submit ATE & CRF for renewable hires		5/23 Academic Staff
– all contracts for returning faculty are <u>due back by</u>		
<u>May 30, 2013</u>		
	1	



## FACULTY ON LEAVE + 2013-2014

### Sabbatical, Tenured 1

#### Full Year

- x Grace Burton, Associate Professor, Foreign Languages and Literatures
- x Greg Pfitzer, Professor, American Studies
- x Ron Seyb, Associate Professor, Government
- x Janet Sorensen, Associate Professor, Art
- x Susan Walzer, Professor, Sociology

#### Fall

- x Michael Arnush, Associate Professor, Classics
- x Mark Hofmann, Professor, Mathematics and Computer Science
- x James Kennelly, Professor, Management and Business

#### Spring

- x Caroline D Abate, Associate Professor, Management and Business
- x Linda Hall, Associate Professor, English
- x Hèdi Jaouad, Professor, Foreign Languages and Literatures
- x Kate Leavitt, Associate Professor, Art
- x Susan Lehr, Professor, Education Studies
- x William Lewis, Associate Professor, Philosophy & Religion
- x Peter Stake, Associate Professor, Art

### Pre-tenure Research Leave 1

#### Full Year

- x Kendrah Murphy, Assistant Professor, Physics
- x Kelly Sheppard, Assistant Professor, Chemistry

#### Fall

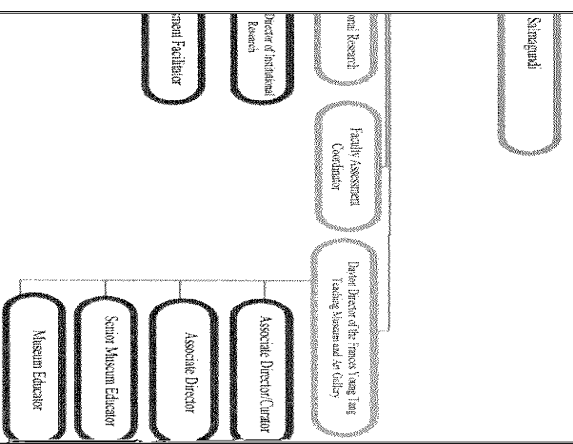
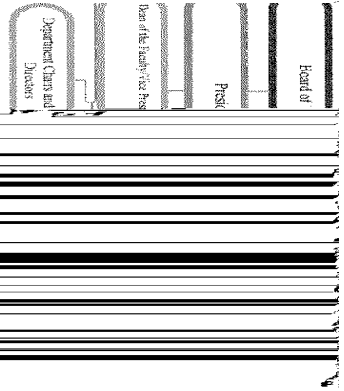
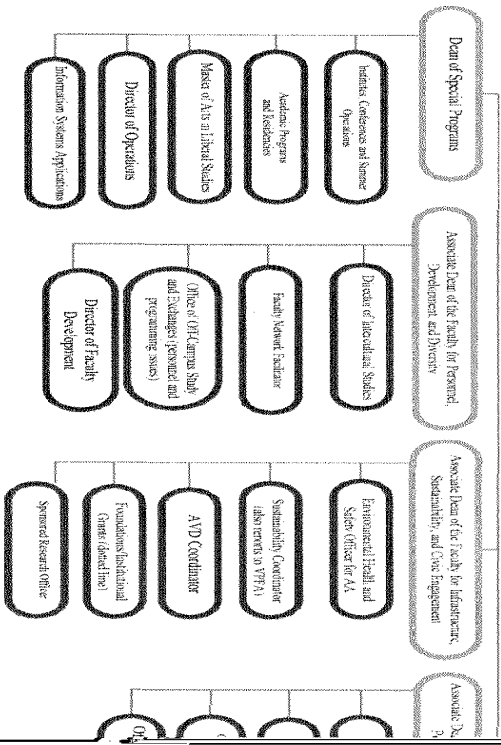
- x



## REAPPOINTMENT AND TENURE ELIGIBILITY 1

<u>Up for Tenure</u> 1 1	<u>1 Up for Reappointment</u> 1 1	<u>1 Up for Reappointment</u> 1
2013,14 1 1 April Bernard – (EN) Jennifer Bonner – (BI) Catherine Gibson (ES) Rubén Graciani (DA) Jackie Murray (CL) Kenji Tierney (AN)	2013,14 1 1 11 Tenure Track Eunice Ferreira Lamere – (TH) Gregory Gerbi – (PY) Rebecca Krefting (AS) Leonard Porter (M & CS) Saleema Waraich (AH)	2014,15 1 1 Tenure Track Nurcan Atalan Helicke (ES) Luciane Beduschi (MU) Silvia Carli (PH) Jennifer Day (HI) Bina Gogineni (EN) Rebecca Howard (CH) Sarita Lagalwar (NS) Ting Li (MB) Feryaz Ocakli (GO) Casey Schofield (PS) Matthew Wilt (AR)
2014,15 1 1 Amy Frappier (GE) Heather Hurst (AN) Larry Jorgensen (PH) Eric Morser (HI) Aiwu Zhao (MB)	<u>Non tenure track</u> 1  <u>Artists in Residence</u> Will Bond – (TH) Michael Emery – (MU) Mary Harney – (DA) Anne Turner – (MU) Garrett Wilson – (TH)  <u>Scribner Library</u> Dung Lan Chen John Cosgrove Kathryn Frederick Andrew Krzystyniak  <u>Teaching Associates</u> Karen Arciero (HEX) Kara Cetto Bales –	<u>Artist in Residence</u> John Nazarenko (MU) Jan Vinci (MU)  <u>Scribner Library</u> Ruth Copans Susan Zappen

	Dean of the Faculty and VPAA	Associate Dean of the Faculty for Personnel, Development, and Diversity	Associate Dean of the Faculty for Infrastructure, Sustainability, and Civic Engagement	Associate Dean of the Faculty for Academic Policy and Advising
Strategic Plan Portfolio	Entire Plan 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	Goal II Assisting in the recruitment of faculty; contingent hires; presentation of cases to of	Goal III	Goal



## INTRODUCTORY INFORMATION AND READINGS 1

### ROLE OF CHAIRS/DIRECTORS 1

#### Department Chairs

By Artin Arslanian

(Bennett and Figuli, eds., Enhancing Departmental

but avoid taking formal votes that tend to create winners and losers. Summarize the majority view in such a way as to make some concessions to the concerns of the minority and announce it as the reflection of the department's thinking.

- x Do not discuss

## TOMORROW'S ACADEMIA: ADVICE FOR FUTURE DEPARTMENT CHAIRS

The Stanford University Center for Teaching and Learning

<http://ctl.stanford.edu>

1

Folks:

The posting below has some excellent advice for new, and existing, department chairs. It is by Jeffrey L. Buller, dean of the Wilkes Honors College at Florida Atlantic University [<mailto:jbuller@fau.edu>][jbuller@fau.edu](mailto:jbuller@fau.edu)] The article appeared in The Department Chair: A Resource for Academic Administrators, Spring, 2006, Vol. 16, No. 2. For further information on how to subscribe, as well as pricing and discount information, please =



meeting or is dropped in your lap, it's usually too late to start developing the skills you need to address it.

1

#### Balance Your Administrative Duties With Your Remaining Workload 1

Some faculty view the chair position as a career killer : The job takes time away from the research and course improvement needed for promotion, and it holds a high probability of alienating other faculty members when tough decisions are made, yet promises only a low probability of making friends and influencing people. These concerns should be carefully considered, but their reality is less frightening. For every example of a career suffering even modestly because of service as chair, there are dozens of examples of people who are able to successfully balance administration, teaching, and research and whose willingness to make difficult decisions gained them the respect of their peers. Be reasonable about your workload and plan accordingly. Talk to your dean to see if you can gain a better sense of how the

own department. Like a chess player, an effective Department Chair must view the entire board to see how an individual move affects every other. You will be a far better advocate for your discipline if you understand how it fits into the overall needs of students, faculty, and other university

Each committee you work with will educate you about another aspect of your department and how it 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 productive: 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.

1

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](mailto:tomorrows-professor@lists.stanford.edu)

<https://mailman.stanford.edu/mailman/listinfo/tomorrows-professor>

## LESSONS



**MYTHS THAT MAKE CHAIRS FEEL THEY ARE POWERLESS**  
From the November 1999 AAHE Bulletin 1

Six fallacies that stifle change — and how to overcome them 1

1.11 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. 11

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

5. "I am neither fish nor fowl. Being neither faculty member nor administrator, my role is not 1 clear. 1 1

Granted that role conflict is stressful, a chair must be the conduit between faculty and administration, representing the needs of



universities constitute a knowledgeable body of leadership and influence, too often they are overlooked as the valuable resource they can be. There is little evidence that sufficient care is given to selection, training, professional development, and support of chairs.

Furthermore, if chairs are to be good team leaders and effective agents of change, they need to learn how to initiate those difficult conversations in which the collective wisdom of their colleagues is gathered so that commitment is developed to confront challenges that face their departments. Chairs need to learn the skills for leading change. Chairs must learn how to confront and manage negative behaviors of faculty and staff. They need to learn more about motivating department members. Chairs must master skills in creating a supportive communication climate, managing constructive feedback, and

PART ONE 1  
1  
PERSONNEL 1

I. Faculty Recruitment: Skidmore College: Faculty Search Process 1 1

This document outlines the major components in the academic search process for tenure track and faculty. These inclusive search practices will vary depending on the department, program, discipline, and nature of the position. As a general rule,

force, or even the most important criteria, enrollment projections and historical trends with respect to majors should be helpful in developing the justification for any tenure track line request, as well as the ways in which the new line will contribute to interdisciplinary programs.

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. Furthermore, all tenure track searches are expected to generate an inclusive pool of candidates such that the College can continue to enhance faculty tenure

- a. The size and composition of the Search Committee will depend on whether the line is departmentally based or across departments and/or programs. 1
- 1
- b. In the case of departmentally based tenure track lines, the Chair of the search committee may be the Department Chair or a senior member of the department.
  - x The Search Committee representation from within departments should include:
    - o representation of diverse perspectives
    - o representation from across the ranks
  - x All Search Committees should include members from other department(s) or program(s) preferably with shared research or teaching interests.
  - x All Search Committees will include a diversity advocate who will participate in all stages of the search.
  - x 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.).
- c. In the case of across department and/or program tenure track lines, the Search Committee should include representation from both the departments or department and interdisciplinary program involved. The

- x Proposed advertisement placements: target location, deadlines, length of placement

sufficiently inclusive, they may ask for additional information and request that additional steps be taken. Please provide CVs of top candidates selected for on campus interviews along with a summary of the **18i11**

- x No more than two candidates at a time should be invited to campus for multiyear appointments. The ADOF for Personnel, Development, and Diversity approval is required before any visits are scheduled.
- f. It is essential that the candidates feel welcomed and comfortable while on campus.
- g. Please review the travel and entertainment guidelines with respect to the recruiting process: [http://cms.skidmore.edu/financial\\_services/upload/SKIDMORE COLLEGE TRAVEL POLICY 11 10 3.pdf](http://cms.skidmore.edu/financial_services/upload/SKIDMORE COLLEGE TRAVEL POLICY 11 10 3.pdf)

#### 5.1 Interview and

- c. Local resources of interest to candidates (e.g., job market for partners, housing information, schools):  
[csm.skidmore.edu/hr/loader.cfm?url=/commonspot/security/getfile.cfm&pageID=747166](http://csm.skidmore.edu/hr/loader.cfm?url=/commonspot/security/getfile.cfm&pageID=747166)

1  
1  
1

#### 9.1 Guidelines for Use of Research Funds for New Tenure Track Faculty 1 1

Start up research funding for





- c. In the case of multiple year appointments, generally no more than two (2) finalists may be invited to on campus interviews:
  - x Contact the DOF/VPAA Office to schedule appointments for interviews with the ADOF for Personnel, Development, and Diversity (x 5705). 1
  - x PLEASE SECURE THE APPOINTMENTS BEFORE DETERMINING THE CANDIDATE S ITINERARY APPOINTMENT TIMES ARE LIMITED. 1 1
  - 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, after consulting with the ADOF for Personnel, Development, and Diversity, will make an offer and negotiate salary with the finalist.

### C. Diversity in Hiring: Strategic Considerations 1 1

Engaged Liberal Learning: The Plan for Skidmore College 2005-2015 has set forth the College's strategic direction and goals for thirteen 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<sup>st</sup> 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 knowledge and skills that we seek to impart to our students. As one necessary means to achieving this end, we must recreate Skidmore itself as a more diverse, globally conscious academic community – one that is ever more capable of supporting this crucial educational goal. Indeed, the College we envision is one that truly lives up to the commitment in our "Mission Statement" to educate "a diverse population of talented students who are eager to engage actively in the learning process."

Liberal education itself requires the interplay of the broadest possible spectrum of ideas, viewpoints, and perspectives. We enhance the intellectual and cultural vitality of our community when persons of many different backgrounds and viewpoints draw upon distinct personal histories and engage in honest dialog. Diversity, likewise, links directly with creativity: interactions between disparate perspectives frequently strike



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” consists of 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 1 inquiries that are particularly relevant for searches for faculty and 1

	<p>becoming employed in the US because of a visa or immigration status.</p>	<p>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.</p>
<p>Residence, 1 Nationality 1</p>	<ul style="list-style-type: none"> <li>x Place of residence.</li> <li>x Length of residence in this city.</li> <li>x About foreign language skills (reading, speaking, and/or writing) if relevant to the job.</li> </ul>	<ul style="list-style-type: none"> <li>x Specific inquiries into foreign addresses that would indicate national origin or nationality of applicant.</li> <li>x Whether applicant owns or rents home.</li> <li>x Inquiry into applicant's lineage, ancestry, national origin, descent, parentage, or nat</li> </ul>



	<ul style="list-style-type: none"><li>x What is your educational background?</li><li>x Do you have licenses and certifications for this job?</li></ul>	
--	--	--





E. Adjunct Faculty Pay Scales and FTE Chart 1 1 1  
 (Effective August 31, 2012) 1

GENERAL ADJUNCT FACULTY PAY SCALE		
Years at Skidmore 1	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	1 3 Courses per Academic Yr	4 Courses/Academic Yr
1 3 Years	\$1,200 per contact* hour	to be determined by Dean of the Faculty or Associate Dean of the Faculty
4+ years	\$1,350 per contact* hour	to be determined by Dean of the Faculty or Associate Dean of the Faculty

\*By decision of the Science Planning Group in the fall of 2003, science faculty will

## F. Authorization to Employ (ATE) Process for Faculty Appointments 1 1

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 1

All requests for tenure track, multi year and one year appointments MUST include a job description and position justification approved by the DOF/VPAA (tenure track) or the ADOF for Personnel, Development, and Diversity (non tenure track) BEFORE the ATE process begins.

- a. An ATE must be completed for every new hire and every contract renewal.
- x Log onto the PeopleAdmin system via [jobs.skidmore.edu/hr](http://jobs.skidmore.edu/hr) OR from the Human Resources webpage <http://cms.skidmore.edu/hr/index.cfm> click on the Authorization to Employ (ATE) online link.
- x Please be sure to complete and to provide all necessary information

#### i. Position Information:

- x A

- x 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.

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 Dean of the Faculty's Office 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 it is in compliance with federal regulations.
- x The Assistant Director for EEO and Workforce Diversity will add the inclusive hiring language to the ad.
- x Please remember that, due to cost, the College prefers online to print advertisement.  
Consult the sint hisstat@maccmptediT11Tf3.07780TD0Tc<0231>Tj/TT21Tf.25150TD:0003Tcthe1b

- x Include the amounts agreed upon for relocation and/or start up funds. Please note that relocation allowances cannot be reimbursed until after the new faculty's first payroll is processed.
- x Include any special arrangements in the appropriate text area.
- x The DOF/VPAA Office will process the contract letter which will go out no later than 18 working days from the date of request. If an expedited letter is required, please request it on the contract request form.

b. The Contract Letter

- x 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.

## B. Guidelines for Individual Faculty Summary of Activities 1

1. Individual faculty summary of activities are due annually to the ADOF for Personnel, Development, and

c.

c. Documentation of professional

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 One [Faculty Rights and Responsibilities], Article V [Appointments to the Faculty], Sections A [Tenure Track Appointments] and E [Non Tenure Track Appointments], number 2b [Artist or Writer in Residence] who are in at least their third year of full time service at Skidmore.
  - b. Department Chair
  - c. Program Directors (where appropriate).
  - d. Sources suggested by the candidate under consideration including Administrative Officers, the Coordinator or Director of a program, or Chair of a department in case the candidate has taught in an interdisciplinary program or department other than the one in which he or she holds an appointment.
3. Individuals writing letters of evaluation for the candidate shall **a.1**



8. The Evaluative Criteria for Continued Service (See Faculty Handbook, Part I, Service)

- x Characterize the quality of the journals, presses, professional, or creative outlets where the candidate's work has appeared. Say how the discipline values books or juried articles, museum exhibits or regional concerts. Explain the role the candidate has had

F. Procedures for Evaluation of Program Directors and Faculty Assigned to 1 Programs 1


1. If the candidate is tenure track or tenured in a department, the Department Chair shall take into account the candidate's contributions to the program in writing the annual (or in the case of tenured faculty, triennial) letter of evaluation. (For tenure-track candidates in a program, see Faculty Handbook, Part One [Faculty Rights and Responsibilities], Article V [Appointments to the Faculty], Section B [Fully Dedicated Tenure Track Lines in ID Programs].)
2. In all personnel decisions, the Department Chair shall consult in writing with the faculty who have been active in the program during the last two years to gather evidence on the performance of the candidate in the areas of teaching, scholarly, professional or creative activity, and community

- service (potential)

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

b. Third



- 
- CAPT recommendation to DOF/VPAA due by this date, but preferably before, in the review of any second year candidate denied consideration as a candidate for 3<sup>rd</sup>

		materials for promotion 1 x The Chair of CAPT sends to candidates for promotion a letter stating that they are candidates for promotion.
February		
During the month of February 1		
		CAPT meets with new tenure track faculty, their chairs, and the ADOFP to discuss reappointment and tenure procedures and criteria.
Deadlines for February 1		
	Friday, February 7	xTenure Review Board will convey recommendation to the President, CAPT, DOF/VPAA, ADOFP, candidate's Department Chair, and candidate.
	Monday, February 10	xADOFP makes recommendations to the DOF/VPAA on 3 <sup>rd</sup> year reappointments. xADOFP reports to CAPT on 3 <sup>rd</sup> year reappointment recommendations.
	Friday, February 17	xIn case of a disagreement between a department and the ADOFP on reappointment, CAPT presents a third opinion to the DOF/VPAA.
March		

	May 16	the College requesting information about candidates for tenure (with copies to candidates and chairs).
	Friday, May 23	x Letters from Department Chairs to ADOFP stating whether second year faculty members are candidates for 3 <sup>rd</sup> year reappointment; ADOFP delivers list of 3 <sup>rd</sup> year reappointment candidates to CAPT.

IV. Retirement 1



## VI. Appointment and Review of Department Chairs 1 1

### A. Criteria for Appointment. The Appointee :

- x Shall normally hold the rank of Associate or Full Professor.
- x Should have extensive and successful teaching experience.
- x Should have qualities of personal and professional leadership and should have demonstrated evidence of administrative skill.

### B. Procedures for Appointment

- a. Appointments of a Department Chair are made by the DOF/VPAA in consultation with the members of the department concerned.
- b. Appointments to the Chair are for two years and are renewable; four

2. CURRICULUM : The Chair, in consultation with other department members, is responsible for the department's course offerings and major requirements. To the greatest extent possible, faculty should be permitted to teach the courses they prefer in the areas of their particular expertise, providing that student needs are met. Scheduling of courses and determination of examination policies should reflect the wishes of the department members teaching those courses. The Chair should take into account the needs of the students as well as the discipline in the shaping of the curriculum. The Chair has the primary responsibility for encouraging faculty to advise students conscientiously and carefully and also to keep library and resource materials current.
3. PERSONNEL: The Chair is responsible for seeking out highly qualified candidates for vacancies in the department. An important factor in their selection should be their competence and willingness to teach according to the specified needs of the department and the College. The Chair establishes search and selection procedures in consultation with the DOF/VPAA, the Assistant Director for EEO and Workforce Diversity, Program Directors (where appropriate), and members of the Department. The Chair makes recommendations on appointments (Part One, Article V), reappointments (Part One, Article VIII), promotions (Part One, Article XI), tenure (Part One, Article IX), sabbaticals and leaves (Part One, Article XII), and salary increments to the DOF/VPAA, the Committee on Faculty Development (where appropriate) and the CAPT (where and when required).

The Chair is responsible for coordinating and making equitable the teaching loads of the members of the department according to standards (including those governing research and

## 5. SUPPORT



B. Personnel Policies (Administrative Professional and Support Staff Positions) (information, policies and forms can be found on the Human Resources website):

- x Policies and Procedures <http://cms.skidmore.edu/hr/policies/index.cfm>
- x Performance Review <http://cms.skidmore.edu/hr/policies/performance.cfm>
- x PQ Process <http://cms.skidmore.edu/hr/policies/pq/index.cfm> (login id required)

PART TWO 1  
1  
THE ACADEMIC PROGRAM 1

1

I. Guidelines for Department/Program Biennial Reports 1

Department/Program biennial reports are due to the DOF/VPAA Office by June 30. The report should

goals of the program, (2) the method or methods used to assess each learning objective, (3) how, when, and by whom the results will be analyzed and acted upon, and (4) the results of the most current assessments and curricular changes based upon those results. Assessment plans may evolve from year to year based upon the experiences of the faculty with assessments. For a format of the annual report, go to the Skidmore assessment website: <http://cms.skidmore.edu/assessment/index.cfm>.

## B. The Purpose 1

What do we really want to know about our students? The questions you ask will vary from program to program, whether they deal with students learning specific content, skills or attitudes, or perhaps with issues of student motivation and ability to monitor their own learning. Our assumption is that the key assessment questions are best known by the program faculty themselves, for they are the ones who encounter students on a daily basis, whether in their classes or outside. But finding ways to answer them is key to our success.

Academic assessment seeks to answer the broad question, “What and how well do our students learn what we are attempting to teach them?” As such, academic assessment is not designed to evaluate individual faculty or even individual courses. It is designed to evaluate programs as a whole, such as academic majors, and to determine where the programs might be strengthened in order to improve students’ ability to learn. The primary audience for academic assessments is not administrators or accrediting agencies, but, rather, the program faculty themselves.

An assessment program is essentially a way of formalizing the informal discussions, concerns, and questions that faculty have always had about their classes and their students, whether in the hallways, their offices, department meetings, or social gatherings.

Academic assessments work best when they are designed and carried out by the academic faculty themselves, supported as appropriate

even lead to recommendations for changes to student support structures, such as the library, technology, career placement, or counseling and can provide substantial



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

- 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

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institutions or programs similar to

- 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 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 from now? Ten years?
  - Other issues identified by the program and the administration in their preliminary discussions.
4. Departments and Programs will provide the DOF/VPAA and the ADOF for Personnel, Development, and Diversity 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, and a tour of the facilities. The itinerary will include an initial meeting with the DOF/VPAA and ADOF for Personnel, Development, and Diversity, meetings with department or program members, and at least one meeting with an academic leaders (Chair, Program Director) from outside the department/program being reviewed. It will also include time for 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 for Personnel, Development, and Diversity 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.
5. After the report is submitted, the DOF/VPAA and ADOF for Personnel, Development, and Diversity will forward the report to the appropriate offices for review and approval.

- The DOF/VPAA approves the list of reviewers recommended by the department or program.
- The Department Chair or Program Director contacts the DOF/VPAA Office to identify potential dates. Dates are determined by the availability of the DOF/VPAA and the ADOF

### C. Draft Itinerary for Reviewer's Visit 1

Day 1	<ul style="list-style-type: none"> <li>• Reviewers arrive on campus by 5:00 p.m.</li> <li>• The DOF/VPAA and the ADOF for Personnel, Development, and Diversity dine with the reviewers to discuss the itinerary, self study and to review the major issues that will need to be addressed during their visit.</li> </ul>
Day 2	<p><u>Breakfast &amp; Morning</u></p> <ul style="list-style-type: none"> <li>x Reviewers have breakfast with the Department Chair or Program Director.</li> <li>x Reviewers meet with full time department members and staff (including faculty and administrative support staff). Each meeting should last at least half an hour. If there is a large list of faculty and/or staff that need to meet with the reviewers, the department should determine the best process to structure the meetings.</li> </ul> <p><u>Lunch</u></p> <ul style="list-style-type: none"> <li>x Reviewers meet with majors and/or minors, or appropriate student constituencies, in the department or program. Lunch is often a comfortable environment for students to meet with reviewers.</li> </ul> <p><u>Afternoon</u></p> <ul style="list-style-type: none"> <li>x Reviewers continue to meet with department members and staff.</li> <li>x If there are other faculty, staff and/or students that need to meet with the reviewers but do not necessarily have to have a one on one meeting, a reception can be planned for late in the afternoon. Reception costs must be approved by the DOF/VPAA.</li> </ul> <p><u>Dinner</u></p> <ul style="list-style-type: none"> <li>x Reviewers have dinner on their own to discuss their findings.</li> </ul>
Day 3	<p><u>Breakfast &amp; morning</u></p> <ul style="list-style-type: none"> <li>x Reviewers have breakfast with the Department Chair or members of the faculty/staff with whom they could not meet during day 2.</li> <li>x The DOF/VPAA and ADOF for Personnel, Development, and Diversity hold an exit interview with the reviewing team prior to its leaving campus.</li> <li>x Depending on travel arrangements, reviewers stay for lunch or leave for their home institutions.</li> </ul>

\* All expenses for the review are charged to an account in the DOF/VPAA Office. Please consult with Sue Blair (ext. 5706 [sblair@skidmore.edu](mailto:sblair@skidmore.edu)) regarding expenses and payments.

### D. Schedule of Department/Program Reviews

2022/23	Philosophy & Religion Theater
2021/22	Economics
2020/21	Early Childhood Center Honors Forum International Affairs Psychology Sociology
2019/20	Classics Education Studies Intercultural Studies Latin American Studies
2018/19	Anthropology English Library Registrar
2017/18	Arts Administration FYE IGR Self Determined Majors
2016/17	American Studies Foreign Languages & Literatures Geosciences History Social Work
<del>2015/16</del>	Asian Studies Chemistry ,16 1 Studies Environmental Studies Asian

#### 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



questions, please consult with the ADOF for Personnel, Development, and Diversity and/or the Chair of the Committee.

The Committee Chair brings all proposals to the committee for appropriate action. The Chair is elected from

B. General Considerations. Before initiating a curricular change, you may want to consider the following :

1. How does the proposed change affect the remainder of your program? How might it affect

2. The forms should be submitted with the appropriate signature from the Department Chair and/or Interdisciplinary Program Director (even when proposing a First Year Seminar or other interdisciplinary courses). If the proposed changes affect more than one department or program (such as interdepartmental majors), obtain signatures of all Chairs and/or Directors involved. If your proposal involves a substantial or complicated change, you should consult with the ADOF for Personnel, Development, and Diversity and/or the Chair of the Committee on an informal basis before submitting your proposal.
  
3. Depending 1

## D. Deadlines 1

1. Although changes may be proposed at any time during the academic year, there are three very important deadlines:
  - a. Any changes to appear in the Spring schedule of classes must reach the Committee no later than September 15 of the preceding academic term.
  - b. Spring term new course proposals must also reach the Committee by September 15.
  - c. All changes in the Catalog, including changes for the Fall schedule of classes, must reach the Committee no later than December of the preceding academic year.
  - d. If the course is to contribute to an Interdisciplinary Program, then the proposal must be submitted to the Program Director for review before consideration by the ADOF for Personnel, Development, and Diversity. 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 interpretation 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, Development, and Diversity. Generally speaking, however, the committee will defer consideration of a proposal until the ADOF for Personnel, Development, and Diversity has explored the resource implications of the proposal and signed the proposal form.

Recently, the typical change in semester hours of credit has been e44.D.0010473-98hec j / T T 0 T c

Please indicate the course level by 1XX, 2XX, or 3XX. Specific numbers will be assigned by the Registrar. You can request a particular number, but the Registrar makes the final decision about numbering.

The catalog description should be

- How should we determine caps appropriate to the 100 , 200—and 300 level?

The following summarizes the joint committee’s major conclusions and recommendations on each of these issues. A more detailed presentation of these discussions can be found in the minutes of two of the three joint meetings, which are posted at <http://www.skidmore.edu/academics/curric/>.

1. Equity concerns dictate that there should be a college standard for maximum caps, but the standards need to accommodate differences in pedagogy and support facilities. Therefore, the ranges for caps recommended below may not apply to courses whose caps are currently constrained by such considerations (e.g., science labs, expository writing courses, Scribner Seminars, studio arts, etc.)
2. The responsibility for establishing and maintaining maximum caps rests jointly with the faculty and the DOF/VPAA Office. The establishment of caps combines issues of faculty workload (administered by the DOF/VPAA) with curricular policy (the purview of the faculty).
3. The three factors most central to decisions about enrollment caps for courses include the demands of various pedagogical strategies, efficient use of teaching resources to meet student demand and workload equity across departments and programs. In light of current practice across departments, and in an attempt to accommodate pedagogies most common to 100 , 200 and 300 level courses (see Curriculum Committee Class Level Definitions at same web address cited above), the following caps are recommended:

- 100 level: 32 38
- 200 level: 27 33
- 300 level: 18 23

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4. Given the specialized curricular role of colloquia designed for the

- Quantitative Reasoning 2: 1  
[http://www.skidmore.edu/academics/curric/qr2\\_rev.htm](http://www.skidmore.edu/academics/curric/qr2_rev.htm)  
1
- CEPP Guidelines: 1  
Includes: Culture Centered Inquiry, Humanities, Social Sciences, Natural Sciences, and Arts  
[http://www.skidmore.edu/academics/curric/CEPPguidelines\\_2.htm](http://www.skidmore.edu/academics/curric/CEPPguidelines_2.htm)  
1
- Honors Forum: 1  
<http://www.skidmore.edu/academics/hfc/>

## VI. Faculty Response to Student Integrity Problems 1

- 1
- 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 below). For example, some faculty adhere to a “zero tolerance” policy on plagiarism that results in a failing grade regardless of the severity of the offense. Students should be alerted to the existence of such a policy before it is applied.
- C. For help with suspected plagiarisms, consult the search engines and other materials gathered on the Scribner Library website (see link below).
- D. If you believe you are facing a case of student academic dishonesty, consult the Definitions and Guidelines document, gather the evidence carefully, and then consult with the Office of Academic

- G. Report in writing to the Office of Academic Advising, all demonstrable academic integrity infractions together with your response thereto. (Note that Skidmore faculty have committed themselves to full reporting in the Faculty Handbook and through subsequent faculty legislation of 1995 and 2000.) Also supply a copy of the academic materials in question and, for a case of plagiarism, a copy of the source or sources. Failure to report an infraction may help hide a recurrent pattern and also results in unequal justice.
- H. Once the infraction has been reported to the Office of Academic Advising, you may choose to direct all further queries from the student to the ADOF for Academic Policy and Advising. Regardless of whether you continue to discuss the charges with the student, do not address the academic integrity violation with the student's parents. The infraction is protected under FERPA, and any discussion with the student's parents not only violates the student's FERPA rights, but risks complicating the case with incomplete or inaccurate information on the college's judicial process. Direct parents to the ADOF for Academic Policy and Advising.
- I. You may prefer to request an Integrity Board hearing. Consult with the Office of Academic Advising on this process and refer to links provided below. Note that a student who denies his or her guilt may also request a formal hearing. No action of the Integrity Board may set aside or modify a grade that you have assigned. Further, if the integrity charge is sustained, the Integrity Board may not set aside the reporting and eligibility consequences of an infraction described in the Sanctions and Further Impacts document.
- J. If the reported infraction turns out to be a second offense, the ADOF for Academic Policy and Advising is likely to call for a formal hearing to consider the larger picture, in which case the faculty involved in each infraction will be asked to participate, in effect, as a "witness." Note that 95 percent of reported infractions are single offenses and are resolved as the individual faculty member intended and without a hearing being requested or required.
- K. Office of Academic Advising Integrity Portal  
<http://cms.skidmore.edu/advising/integrity/index.cfm>
- Definitions and Guidelines
  - Further Impacts of Academic Integrity Violations
  - Academic Integrity Checklist
  - The Ethics of Scholarship
- L. Library Resources on Academic Integrity: [http://lib.skidmore.edu/library/index.php/academic\\_integrity](http://lib.skidmore.edu/library/index.php/academic_integrity)



## VI. Helpful Links: 1

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Campus Safety Webpage [http://cms.skidmore.edu/campus\\_safety/index.cfm](http://cms.skidmore.edu/campus_safety/index.cfm)

- Skidmore College Comprehensive Emergency Plan
- Biohazardous Waste Management Policy & Exposure Control Plan  
<http://cms.skidmore.edu/health/loader.cfm?url=/commonspot/security/getfile.cfm&pageID=14932>
- Environmental Health & Safety for Academic Affairs <http://cms.skidmore.edu/ehs/>

Human Resources <http://cms.skidmore.edu/hr/index.cfm>

Employee Handbooks includes information on:

- Immigration Compliance
- Drug Free Campus
- Reasonable Accommodation
- Policies Against Workplace Violence
- Inclement Weather Procedure
- Ergonomics Program

Information Technology: Policies and Procedures <http://www2.skidmore.edu/cits/policies.cfm>

- Copyright Policy
- Email Privacy Policy
- Web Page Creation and FTP Site Violations

Dean of the Faculty Offices Webpage: [http://cms.skidmore.edu/Dean\\_of\\_the\\_Faculty/index.cfm](http://cms.skidmore.edu/Dean_of_the_Faculty/index.cfm)

Office of Academic Advising Webpage [http://cms.skidmore.edu/dean\\_of\\_studies/](http://cms.skidmore.edu/dean_of_studies/)

- Classroom Protocols: Notes for Skidmore Faculty
- Guidelines for Independent Studies
- Students in Distress: A Guide for Skidmore Faculty and Staff
- Academic Honors, Prizes, and Awards

First Year Experience <http://cms.skidmore.edu/fye/>

Office of Off Campus Study and Exchange <http://cms.skidmore.edu/ocse/index.cfm>

Office of the Registrar <http://cms.skidmore.edu/registrar/index.cfm>

PART

### III. Skidmore College Travel Policy 1

#### A. Costs. The most cost effective mode of travel should be used based on itinerary: 1

##### 1. Air Travel 1

- x Southwest Airlines is the preferred airline.
- x Appropriate for travel beyond a 200 mile radius from campus. Arrangements should be made through the Skidmore travel on line website at (<http://www.skidmore.edu/administration/travel>) with your corporate visa card, not your departmental purchasing card (We encourage use of the corporate card because the College receives a rebate based on the total volume of the card usage).
- x If you find a more economical flight outside of the Skidmore Travel website, please book it and forward a copy of the itinerary to the Purchasing office to be logged into our travel database.
- x Coach travel only (otherwise individual covers incremental cost).
- x Personal excess baggage charges, flight insurance, etc. are not reimbursed. The College is not responsible for costs associated with lost luggage (In extenuating circumstances, please discuss with your Supervisor or Chair).
- x Credit card bill is mandatory for airline ticket reimbursement prior to trip.

##### 2. Train Travel 1

- x Encouraged when cost effective, especially to New York City.
- x Recommend arrangements to be made through Skidmore travel website. Contact AAA Northway if assistance is needed.
- x Coach travel only (otherwise individual covers incremental cost).

##### 3. Person to 1

#### 4. Automobile Rental

The College's insurance provides for both liability and physical damage for

2. Renewal of Driving Privileges 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 be forwarded within 4 business days.
3. Driver authorization applications. A copy of the driver authorization application is attached.

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

[http://www.skidmore.edu/safety\\_committee/motor\\_vehicle\\_policy/](http://www.skidmore.edu/safety_committee/motor_vehicle_policy/)

All College personnel (including faculty, staff, and students) 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 provide the following information:



## C. Lodging, Meals and Incidentals 1

### 1. Lodging: 1

- Recommend arrangements to be made through Skidmore Travel website. Lodging costs should be kept to a minimum.
- Cost up to \$150

#### 4. College Guest Travel 1

- 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 efficiently) 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 with the Office of Financial Services.

### IV. Entertainment Policy 1

Reasonable expenses when interacting with external constituencies are reimbursed (trustees, donors, alumni, parents, vendors, job candidates, professional guests, etc.). Interactions among faculty/staff/students are not generally reimbursed.

#### A. Meals

1. Expenses for local dining involving non College personnel are reimbursable when the purpose of the meeting is to conduct College business and when it is necessary or desirable to have the meeting in conjunction with or during a meal. This includes our guests such as speakers, visiting artist, writers etc. Reimbursement up to \$50 per person. Please use the Downtown discount business cards whenever possible. Note: if the cost exceeds the above guidelines Director or Chair must approve.
2. Entertainment expenses should be reasonable in relation to the nature of the function and the resulting business benefit expected to be derived from the expenditure.
3. A list of names must be indicated on the expense report along with the purpose of the entertainment. Some examples of this type of entertainment would be for alumni functions and entertaining donors or prospective donors.
4. Generally 10500



### 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. ~~Entertainment is not reimbursed.~~ ~~meals) 13-0-018-2.5389 TD.003.64994.~~ Entertainment is not reimbursed; such events should be budgeted and charged to

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