Skidmore College

Faculty Handbook

~~2014-2015~~2015-2016

SKIDMORE COLLEGE

FACULTY HANDBOOK

~~2014-15~~2015-16

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FACULTY HANDBOOK

PREAMBLE

The Faculty Handbook describes the rights, rules, and procedures that the Skidmore Faculty has adopted in order to govern itself fairly and effectively. These rights, rules, and procedures have evolved over time in response to changing circumstances, and continue to do so. The function of this Handbook is to codify and clarify them in their current form.

The Handbook is divided into six parts:

- Part One specifies f

Intellectual Propertyat Skidmore College

The following policies apply to ownership of patents and copyrights in works invented or created by members of the Skidmore community using College funds, facilities, or other resources.

Definitions

Author is defined as a person who creates a copyrighted work.

Community membersare defined to be the President, members of the President's cabinet, faculty, staff and students.

Copyrightis defined as a form of protection the law provides to the authors of "original works of authorship: for their intellectual works that are "fixed in any tangible medium of expression," both published and unpublished.

a newly hired science faculty set up a laboratory does count as routine support because it is regularly provided in science departments at this time), grants for endowed chairs, fellowships, and other grants from the Faculty Development Comm

B. Sponsored Project Agreements

Works created pursuant to a Sponsored Project Agreement with an extramural sponsor will be governed by terms of that agreement, the award policies and procedures of the Sponsor/Grantor, and/or by applicable law governing the ownership of copyrightable intellectual property generated under such agreements. Such agreements are subject to the review and approval or concurrence of the PI/senior personnel responsible for the project and the review and approval of the Dean of the Faculty/Vice President for Academic Affairs. Unless otherwise dictated by the Sponsor/Grantor, the division of intellectual property rights between the College and the creator(s) shall be governed by the principles outlined in this document.

The College will not enter into any Sponsored Project Agreements that prohibit the free use of the intellectual property by the creator(s) for research or educational purposes without consulting with the creator(s). All such agreements shall to the extent practicable provide for the creator's continued free use of the intellectual property for their own ongoing research or education purposes.

Part B - Patents

I. Ownership

Skidmore's fundamental practice with regard to patentable intellectual property when no more than routine support has been received remains one in which ownership shall be held by the individual(s) who create(s) the work subject to the exceptions described below in Section II.

II. Exceptions

A. College-Sponsored Materials

Skidmore shall own intellectual property rights to institutional works, institutionally commissioned works, or when it provides more than routine support to a project.

Not included in this exception are works created by non-faculty employees (e.g., student employees) when they are working under the supervision of a faculty member who has received no more than routine support for ~~his or her~~a research or teaching project.

When the College provides more than routine support to a project, the community member shall request or the College may elect to provide a notice of "More than Routine Support" to the applicant community member at the time the support is provided. All parties involved shall sign the "More than Routine Support Agreement" outlining the scope of the project, and to the extent practicable, the expected outcomes. During the effective period of this agreement, the participants shall promptly disclose any and all intellectual property generated, in accordance with the procedures described below in Section III.A.

Not included in this exception are works created by non-faculty employees (e.g., student employees) when they

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Program Steering Committee although membership may overlap.

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~~i~~j. Research Associate: This is a non-teaching, non-salaried appointment. The College will provide office and/or laboratory space if possible and use of library, computing, and recreational facilities. ~~The~~ Research Associate~~s~~ may apply for external research funding as a member of the College and is expected to contribute to the overall scholarship of the~~ir assigned~~ department ~~to which he or she is assigned~~.

~~k~~j. Department Assistant: Full- or part-time appointments to assist the members of the teaching or library faculty.

3. The creation of any new faculty titles and descriptions must be approved by the Faculty. Changes in status or title of any faculty appointee must be made in accordance with procedures for appointment or promotion as stated above in Part One (Faculty Rights and Responsibilities), Articles VI (Appointments to the Faculty) and VIII (Evaluation of Faculty for Continued Service and Advancement in Rank), Section F (Promotion).

F. Appointments to Endowed Chairs

Endowed Chairs are appointed by the Dean of the Faculty/Vice President for Academic Affairs in consultation with CAPT, the Department, and, when applicable, the Program concerned. Appointment to an endowed chair is a mark of distinction conferred by the institution upon a current faculty member or, less typically, upon a faculty member expressly hired into the chair. Term lengths may vary in accordance with donor wishes and program needs. Support for endowed chairs may enable the College to appoint individual faculty in several rotating configurations: rotation within a department or discipline or rotation across departments in a division, e.g., the sciences, the humanities, etc. Support for endowed chairs may also make possible residencies of varying lengths to allow programs at the College to supplement current

2. Conscientious fulfillment of academic responsibilities.

3. Concern for the College as a whole as well as for one's individual and departmental interests.

4. Encouragement of newly appointed members of the Faculty.

C. Academic Responsibilities

1. *Availability*: Faculty members are expected to be available for academic duties during the academic year. The year for full-time faculty, excluding certain Department Chairs and Librarians who are on ten-month contracts, is the nine-month period from September 1 until May 31 of the following year. Part-time or temporary faculty contracts are written for specific time periods.

2. *Class Sessions*: Faculty members will meet all classes as scheduled by the Office of the Registrar, or make suitable arrangements approved in advance by Department Chairs for limited replacement. Other responsibilities may include supervision of field work, independent study, and internships.

   Faculty members who cannot attend an assigned class shall notify their students and Department Chair as soon as possible, and preferably in advance. Faculty members are asked to notify the Department Secretary or Chair and the Registrar immediately whenever unable to teach because of illness.

3. *Academic Advising*: Faculty members are responsible for giving conscientious and informed guidance to student advisees.

4. *Office Hours*: Faculty members will post and observe regular office hours for consultation and guidance of students and will report those hours to the Department Chair.

5. *Administrative Meetings*: Faculty members are expected to attend Faculty Meetings and departmental and committee meetings when called.

6. *College Functions*: Faculty members are expected to attend Commencement, and they may be asked to represent their department or program at Honors Convocation. Any faculty member unable to attend Commencement should notify the Dean of the Faculty/Vice President for Academic Affairs. Faculty members are encouraged to wear academic regalia at Commencement and on other occasions as announced.

7. *Student Evaluations*: Faculty members are required to have student evaluations administered in their courses (see Part Two, Article III [Academic Policies], Section F).

8. *Grading*: Faculty members must submit grades to the Registrar by the date specified (see Part Two, Article III [Academic Policies], Section C).

9. *Other Academic Policies*: Faculty members must adhere to the Academic Policies of the College as stated in Part Two (Faculty Governance), Article III (Academic Policies).

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

Preamble

Every institution must have a vision that animates its actions and gives focus to its aspirations. Learning—learning that will enable students to become wise, responsible, thriving citizens—is Skidmore's fundamental enterprise. The college's Mission Statement notes that "[u]nderpinning the entire enterprise are faculty members' scholarly and creative interests, which inform their teaching and contribute, in the largest sense, to the advancement of learning." The faculty is philosophically committed to lifelong inquiry, the discovery of knowledge, and the fostering of creativity. This commitment informs our work in the classroom, lab, and studio. But the faculty also is committed to the Academy and to society; it contributes to a community of scholars broadly conceived and prepares students to

play their role in the stewardship of the human community. These commitments define what it means to be a teacher-scholar.

Skidmore College is an undergraduate institution, and as teacher-scholars the faculty not only serves students as exemplars of lifelong learning, but also guides them in acquiring the knowledge and skills an individual needs to pursue his or her

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

This section of the Handbook

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

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

Any evaluation of the teaching of Skidmore faculty should take into account the following four features of successful teaching: motivation and mentoring, expertise, course design and delivery, and fostering student learning. Evidence of these may include but is not limited to:

- *Motivation and mentoring*. Through their commitment to and enthusiasm for their subject matter, successful teachers stimulate their students' intellectual curiosity or artistic vision and cultivate intellectual humility. They model for their students the high standards of performance and professionalism appropriate to their disciplines, provide them guideposts toward attaining those standards, and hold them consistently accountable. Successful teaching inspires, guides, and supports students in their courses as well as in their self-directed and collaborative research, independent study, and senior projects.

- *Expertise*. Representing the current state of a discipline or field is crucial to successful teaching. Knowledge informs not only the range and depth of course materials, but also pedagogical methods and goals. Knowledge nourishes the imagination and deepens the appreciation for the complexity and interconnectedness of materials. In short, knowledge makes comprehensiveness and rigor in teaching possible, and by acknowledging the limits to their own expertise, faculty members model academic integrity and demonstrate the need for lifelong learning.

- *Course design and delivery*. Courses should be designed with well-structured content that reflects disciplinary standards and Skidmore's standards and expectations for learning. The relevant elements of course design may include integration of course components, laboratory/studio exercises, assignments, and examinations. The development of these elements, and the generation of new courses, is itself a feature of successful teaching.

- *Fostering student learning*. Successful teaching brings students to engage course materials in a manner that broadens and deepens their intellectual horizons, and may do so employing a variety of strategies and techniques, such as lectures, discussion, group activities, writing, etc. But all successful teaching creates an environment that leads to the students' successful mastery of the course materials and furthers them as independent learners. Successful teachers continue to develop materials and pedagogical techniques that further this end. Successful presentation of course materials includes responsiveness to student participation, providing timely and helpful feedback on assignments and examinations; being available to students outside of class; offering advice and counsel about students' education paths forward in the near and long term. Ultimately, the litmus test of successful teaching is a faculty member's ability to enable

standards for research or creative activity can vary considerably by discipline and over time. Accordingly, the judgments of the members of CAPT and academic administrators regarding a faculty member's research or creative activity should be informed by the advice of departmental colleagues and other knowledgeable peers (as expressed in letters of evaluation), especially regarding such factors as disciplinary norms, the importance and value of conducting research with undergraduate students, and the effect of doing work with undergraduate students on research productivity, and other relevant conditions within the discipline or the Skidmore department or program. Such advice is particularly important in setting expectations for the quantity of scholarly or artistic productivity in different disciplines.

3. COMMUNITY SERVICE: Service to the college community includes and goes beyond the fulfillment of tasks which Skidmore assumes rather than rewards (see Part One [Faculty Rights and Responsibilities]s

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access; (3) identifying and meeting users' needs by applying knowledge of information retrieval techniques, research strategies, and subject disciplines; (4) collaborating with students and faculty to support their educational and research activities; (5) promoting effective use of information through individual and classroom instruction; and (6) planning, implementing, and managing services and programs which support the library's mission.

2. Artists- and Writers-in-Residence

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

3. ~~Teaching Associates~~Instructors

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

4. Teaching Professors

The criteria for reappointment and for promotion of Teaching Professors include high quality teaching and department/program/institutional need; and, where appropriate, effective service to the department, the College, and the profession; and, where appropriate, evidence of professional growth that maintains currency and enhances effectiveness in the classroom, studio, or laboratory.

5. Lecturers

The criteria for reappointment and for promotion of full-time Lecturers include high quality teaching and department/program/institutional need; and, where appropriate, effective service to the department, the College, and the profession; and, where appropriate, evidence of professional growth that maintains currency and enhances effectiveness in the classroom, studio, or laboratory.

D. Reappointment

1. Reappointment of Full-Time Tenure-Track and Library Faculty in Professorial Ranks

Each department in the College shall follow its established procedures to evaluate candidates for reappointment. If candidates have taught in an interdisciplinary program, or in a department other than the one in which they hold an appointment, the procedures must ensure a mechanism for obtaining information about their performance in this other department or program. The Chair will file these procedures with the Dean of the Faculty/Vice President for Academic Affairs and make them available to the candidate well in advance of the evaluation. These procedures must be in accordance with the principles of academic freedom and must ensure that the standards for continued service are considered.

a. *Second Year*

i. At the end of the appointee's second year, the department shall determine whether or not it regards the ap

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For tenure-track faculty appointments that are 100 percent in ID programs, supporting evidence sent to the ~~Associate Dean of the Faculty for Personnel, Development, and Diversity~~Associate Dean of the Faculty (faculty affairs)Associate Dean of the Faculty (faculty affairs) must include a cover letter from the Director (or ID PPC Chair if the Director is a candidate) and letters from faculty on the ID Program Personnel Committee and (where appropriate) Directors of other programs or Chairs of departments. The program must also demonstrate need and the candidate's professional quality according to guidelines described for departments in paragraph two above.

For proportional tenure-track faculty appointments that are shared between two departments, a department and an ID program or two ID programs, supporting evidence sent to the ~~Associate Dean of the Faculty for Personnel, Development, and Diversity~~Associate Dean of the Faculty (faculty affairs)Associate Dean of the Faculty (faculty affairs) must include a cover letter from both Department Chairs/Program Directors and letters from faculty on the ID Program Personnel Committee, the department and (where appropriate) Directors of other programs or Chairs of departments. The departments and programs sharing the appointment must also demonstrate need and the candidate's professional quality according to guidelior Ch.24.1h

viii. Candidates for reappointment shall have access to all written materials immediately following notification of the Dean of the Faculty/Vice President for Academic Affairs' decision. These materials may not be photocopied.

ix. The Dean of the Faculty/Vice President for Academic Affairs shall convey the result of a review to the candidate on or before May 1.

2. Reappointment of Librarians

During the second and third year of service, Library faculty will be evaluated according to the same principles and procedures described herein for tenure-track faculty. In the sixth year, the evaluation process will include at least one faculty member from another department who indicates ~~his or her~~a willingness to serve, chosen by the Dean of the Faculty/Vice President for Academic Affairs in consultation with CAPT. For contracts beyond the sixth year, the reappointment procedure is that of the third year, with the department making a recommendation to the Dean of the Faculty/Vice President for Academic Affairs. In the case of a disagreement between the department and the Dean of the Faculty/Vice President for Academic Affairs, CAPT will provide an additional recommendation for the President's consideration. If the candidate is denied reappointment, ~~he or she~~the candidate may appeal if she or hethere is receives the support of two-thirds of the faculty who participated in the

(B)

d. If the appointee believes that the decision against reappointment was based on inadequate consideration of the standards for continued service, the Associate Dean of the Faculty may review the evaluation.

e. In either (a) or (b), the result of a finding in favor of the appointee will be to return to the department for reconsideration.

f. If the department and the Associate Dean of the Faculty differ, the Dean of the Faculty/Vice President for Academic Affairs will convene an ad hoc group, consisting of the Chairs of the other departments with

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

3. Eligibility

   a. Full-time members of the faculty who are at the rank of Assistant Professor shall become candidates for tenure at the beginning of the fall term of their sixth year of service as faculty members.[7] The timing of tenure consideration will be determined by the faculty members in consultation with the Chair of the department and the Dean of the Faculty/Vice President for Academic Affairs at the time of the first reappointment.

   b. Faculty members in shared positions will be considered for tenure individually but usually simultaneously as early as their sixth year or as late as their ninth year of service at the college. If one tenure-track or tenured partner leaves the position, the remaining partner will be granted an individual, single, full-time appointment to the previously shared position; ~~he or she~~the faculty member may not retain ~~his or her~~the portion of the shared contract in the absence of the other partner. The tenuring of partners for part-time employment on a shared appointment arrangement constitutes a special tenure situation limited to such contracts.

(c. Th2se initially appointed to the ranks of Ass2ciate Professor or Profhos.

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option must be specified by the faculty member to the Dean of the Faculty/Vice President for Academic Affairs in writing.

c. In the case where a faculty member is granted a leave of absence without pay, whether the leave is for a full year or one semester, the faculty member may choose to have the year count as a year of service or not count at all. This option must be decided upon at the time the leave is granted, and must be specified in the letter granting the leave. (See also Part One [Faculty Rights and Responsibilities], Article IX [Leaves of Absence].)

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

- Childbirth or adoption, or
- Personal hardship.

a. The decision to grant tenure rests with the Board of Trustees. The Board acts upon the recommendation of the President who in turn acts in consultation with the Dean of the Faculty/Vice President for Academic Affairs, the ~~Associate Dean of the Faculty for Personnel, Development, and Diversity~~Associate Dean of the Faculty (faculty affairs), the Chair(s) of the department(s) concerned, and CAPT.

b. CAPT shall annually disseminate its calendar, its operating code, and the operating codes of the Tenure Appeal Committee to all faculty.

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

   i. Full-time faculty and those holding shared appointments in the department concerned (in the ranks defined in Part One [Faculty Rights and Responsibilities], Article VI [Appointments to the Faculty], Sections A [Tenure-Track Appointments] and E [Non-Tenure-Track Appointments], number 2b [Artist- or Writer-in-Residence]) who are in at least their third year of full-time service at Skidmore;

   ii. Department Chair;

   iii. Program Directors (where appropriate);

   iv. For tenure-track faculty appointments that are 100 percent in ID programs, CAPT will secure information concerning a candidate in an ID program from all members of the ID Program Personnel Committee. The Program Director (or PPC Chair if the Director is the candidate) will represent the Program position with regard to tenure.

   v. For proportional tenure-track faculty appointments that are shared between two departments, a department and an ID program or two ID programs, CAPT will secure information concerning a candidate from all members of the ID Program Personnel Committee(s) and from all faculty in the department(s) involved. The Department Chair will represent the department's position and th marPa10.4(CTw -4.15tTJ 0.006 [(de252 Th(t)6.9()1.6(e)4.2(s)-2.fc)-7.8(e.157e (er).)12.2(s2k3d [(r)1.70Tpr)1he)14d bs30 1T0.ET(7(n7d16 1.d

d. Unsolicited letters rec

j.

The Faculty Executive Committee, according to its procedures, shall provide an alternate for any of the three whose department is the same as the candidate's.

c. The Tenure Review Board will have at its disposal all of the materials contained in the original tenure file which was available to CAPT, together with the letter referred to in number 1 above. No other materials may be added, and the TRB will restrict its inquiry to the area or areas of consideration claimed in the candidate's letter to have been inadequate. The TRB may consult with CAPT, members of the candidate's department, ~~and/or~~ the Dean of the Faculty/Vice President for Academic Affairs~~:~~

2. Procedures for Promotion

~~the Faculty for Personnel, Development, and Diversity~~Associate Dean of the Faculty (faculty affairs) of the reasons for the recommendation. The ~~Associate Dean of the Faculty for Personnel, Development, and Diversity~~Associate Dean of the Faculty (faculty affairs) will present the reasons for a negative recommendation to the candidate. In the event that the Dean of the Faculty/Vice President for Academic Affairs or the President forward a negative recommendation, the

3. *Procedures*

   a. Application

      i. Application should be made on forms available through the Dean of the Faculty/Vice President for Academic Affairs.

      ii. Plans should be discussed with the Chair of the department at least two weeks prior to submission of application.

      iii. In addition to the application form, applicants must provide a brief statement of purpose, together with a detailed plan of work to be pursued, a brief statement of prospective value of the project, and plans for publication or exhibition.]TJ 0 Tc oj 0 113.14w T29.2(1s)]T2e33 Tc

d. financial condition of the College;

e. benefit to the individual and the College;

f.

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Informal actions in response to a complaint may include (but are not limited to)

- clarification of the standards of conduct;
- recommendation for counseling or mentoring;
- monitoring of the situation;
- support for self-help;
- mediation by a third party.

2. If the faculty member persists in failing to correct the behavior that has elicited the complaint, or if the basis of the complaint is sufficiently serious in the judgment of the ~~Associate Dean of the Faculty for Personnel, Development, and Diversity~~Associate Dean of the Faculty (faculty affairs) to warrant immediate formal action, the ~~Associate Dean of the Faculty for Personnel, Development, and Diversity~~Associate Dean of the Faculty (faculty affairs) will provide the faculty member with written notification of the charges and then convene a meeting with the faculty member, the department chair or program director, and others if appropriate. The faculty member may have a representative (not an attorney) present during the meeting.

   After this meeting, the ~~Associate Dean of the Faculty for Personnel, Development, and Diversity~~Associate Dean of the Faculty (faculty affairs) will have 15 work days to complete ~~his or her~~the inquiry and to respond in writing to the faculty member regarding the outcome and the imposition of any disciplinary sanctions.

   Formal disciplinary sanctions may include (but are not limited to)

   - placing a letter in the personnel file for a specified period of time;
   - placing a permanent letter in the personnel file;
   -

misconduct. Dismissal shall not be used to restrain faculty members in their exercise of academic freedom. For dismissals related to the termination of a department or program, please see this Handbook, Part One, Article XIV-XVII.

If the charges against a faculty member are sufficiently grave and deemed by the ~~Associate Dean of the Faculty for Personnel, Development, and Diversity~~Associate Dean of the Faculty (faculty affairs) to warrant dismissal, the ~~Associate Dean of the Faculty for Personnel, Development, and Diversity~~Associate Dean of the Faculty (faculty affairs) shall refer the matter to a GP consisting of three members of the FAB. If the Dean of the Faculty/Vice

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2. Appointments to the Chair are for one year and are renewable; four to eight years is the -21T942-1.157rs0Tj 51en(, (2016518.006 Tc 0.069 Tw 12.49 0Tj (

evaluation. Tenured members of the department shall normally be evaluated every three years on a schedule determined by the Chair and coordinated with the individual's and the department's sabbatical cycle. The Dean of the Faculty/Vice President for Academic Affairs shall keep a record of tenured faculty members' evaluation cycles, and remind Department Chair

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E. Procedures for Evaluation of Directors Tenure-

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Article V. The Right to Speak

A. At Faculty Meetings

1. The Chairperson shall not speak to a motion while occupying the chair.

2. Other persons may speak only when recognized by the Chair.

3. The speaker should address the Chair.

4. The speaker should limit the length of remarks to a reasonable length (observing the guideline of two minutes).

5. A person may speak once on a motion and may speak a second time only after all other persons wishing to speak have spoken once. The only exception is that the maker of the motion has the privilege to be the final speaker before the vote.

6. The speaker should have the floor, but should not assume the chair.

7. The speaker shall not be interrupted except for the following:

   a. Point of order -- raised to question any proceeding or motion that a member believes is in violation of the rules. The Chair rules on the validity of the point and the ruling may be appealed. An appeal must have a second. The decision of the Chair is sustained by a majority or tie vote.

   b. Point of personal privilege -- raised concerning the rights, reputation, comfort, safety or conduct of a member.

   c. Point of information -- a request of the Chair for an answer concerning the background or content of a motion vote.

   d. Parliamentary Inquiry -- a request of the Chair for information concerning parliamentary law. The Chair may refer this to the parliamentarian.

   e. Permission to withdraw a motion.

   f. Call for a division of the assembly to retake a vote.

8. When a motion is presented, it is customary that there be a period of questions and answers to clarify the motion before it is more formally debated. Explanatory comments and clarification at this time are not considered speaking to a motion. At any time, the Faculty may entertain a motion to consider a motion, subject, or problem informally (see V.C.1).

B. Committee of the Whole. This device enables the Faculty Meeting to discuss an issue under the less stringent rules of a committee.

1. The Faculty Meeting may entertain a motion to form a Committee of the Whole.

2. The Chairperson of the Faculty Meeting shall appoint the Chairperson of the Committee of the Whole.

3. The

5. Other persons may speak only when recognized by the Chair.
6.

B. Executive Sessions. The Faculty Meeting by majority vote may go into executive sessions where only those with the right to vote may attend. Such sessions may include those occasions when the faculty considers personnel matters, such as the appointment of a new President or a new chief academic officer.

Article VIII. On all matters of parliamentary procedure not specifically enumerated in the by-laws, the Faculty Meeting shall observe those rules that are part of Robert's Rules or the Standard Rules of Parliamentary Procedure, provided that they do not conflict with the spirit or letter of the by-laws.

Article IX. Adoption and Amendment of the By-laws

A. By-laws are initially passed by a simple majority vote.

B. A proposal to amend the by-laws shall be considered a policy matter, and as such shall not be voted on at the meeting at which it is proposed (See VII A).

C. A vote on a proposed change requires the presence of a quorum.

D. A 2/3 majority vote is required for passage.

E. If passed, the amendment shall go immediately into effect.

2014-2015

Notes:

1. Every motion in this column has the effect of suspending some rule or established right of deliberative

sabbatical cycles: three years in, four years out. Each faculty member can choose any three consecutive years of his/her sabbatical cycle to serve (i.e., years 1-2-3 or 2-3-4 or 3-4-5 or 4-5-6). This gives maximum freedom to the faculty in determining the time of their service while maintaining a key advantage of the cycle: continuity of service on our core committees.

One year of faculty governance committee service will be expected from untenured tenure-track faculty in either their second or third year. For instance, untenured tenure-track faculty may serve on ad hoc committees, task forces, or working groups, or as replacements for short-term committee vacancies. This experience will introduce them to faculty committee work and will provide an opportunity to forge relations with their new colleagues. Junior faculty will then come up for their first full three-

among member committees and between them and the Administration, and to discuss ongoing issues and any problems in committee operations. FEC is then required to inform the Faculty at large of the issues raised by the Committee of Committees.

Finally, FEC posts Board of Trustee Meeting minutes on its web page ~~observes the on-campus meetings of the Board of Trustees, at the invitation of the Board, and reports its observations in~~

members of the TRB will sit together with the six members of CAPT, as the Tenure Appeal Committee, to reconsider the case.

Membership: Three tenured faculty members, each elected to serve a three-year term, at least one of whom has previously served on CAPT. All members of the Board must have been tenured for at least two years. No two members may be from the same department. Faculty currently serving on CAPT, CAFR, or FAB are not eligible. No member of the Tenure Review Board may sit for the review of a candidate in his/her the same

Function: To provide oversight and support for the athletic, fitness, physical activity, and recreation programs on campus; to advise the Dean of Students and Vice President for Student Affairs in articulating and espousing the vision for athletics, fitness, and recreation at Skidmore and to recommend policies regarding these programs; to work in conjunction with the President, the Dean of Students and Vice President for Student Affairs, the Dean of the Faculty/Vice President for Academic Affairs, the Athletic Director, the Student Athletic Advisory Committee (SAAC), and Advancement to assure productive links between athletic and academic programs; to evaluate the teaching of physical activity instructors and to review the physical activity program; and to assist in other matters relating to ath

provide replacements from the faculty at large; any such replacements will receive appropriate training. The GP will select a chair from among its membership.

G~~17~~.~~—~~AD HOC COMMITTEES, TASK FORCES, AND WORKING GROUPS

Members of the Administration may appoint, in consultation with FEC, ad hoc committees, task forces, and working groups as the need arises. A written statement of the purpose, scope, and expected timetable of an ad hoc committee, task force, or working group will be presented to FEC, and reports will be distributed to FEC and to any appropriate faculty committees at the conclusion of the work of the ad hoc committee, task force, or working group.

18H. OTHER COMMITTEES

C. Grading

1. These policies are printed in the College Bulletin and may change only by vote of the Faculty.

2. Grades should be submitted to the Registrar according to a schedule set by the Registrar. Faculty members are asked to record grades on official forms, either paper or electronic, available from the Registrar.

3. If an instructor has made a computational or clerical error, he/she may request a change in the student's grade. No grade may be changed on the basis of reN 0 Td o 11

b. The instructor assigned a grade on some basis other than performance in the course.
c. The instructor did not adhere to stated procedures or grading standards.

The appropriat

Each department shall establish a timetable and procedures for visiting classes taught by untenured departmental colleagues and discussing with them observations derived from visitations.

F. Student Evaluations

1. *All-College Student Evaluations*

a. All members of the Faculty will have their courses evaluated each term by students enrolled in their courses. The evaluation shall be administered in a uniform manner which protects confidentiality. The Dean of the Faculty/Vice President for Academic Affairs will provide the forms to each department.

b. Each term, Department Chairs shall return the completed evaluations to the Dean of the Faculty/Vice President for Academic Affairs, who shall be responsible for processing the evaluations. The Dean of the Faculty/Vice President for Academic Affairs shall return the summaries to the Department Chairs for retention in department files.

c.

finding or sanction; or (c) the sanctions imposed are substantially outside the guidelines set by the

The faculty and staff share with students the responsibility for protecting the community from violations of the honor system by exerting a positive influence to prevent harmful conduct in either academic or social situatio

C. Administrative Discipline

The Dean of Students and Vice President for Student Affairs may call an administrative hearing if it is deemed

PART FOUR

BENEFITS

The College offers a comprehensive benefit program to eligible faculty, including, but not limited to, health

semester. This pay will combine 8 weeks full disability pay (or equivalent for adoptions) and full pay under this policy for the remainder of the semester before and after the disability period.

4. A full-time faculty member who has taught at the College for at least one continuous year, with birth or adoption occurring between June 1 and July 31, is eligible for a one-course teaching reduction with no salary reduction for the semester before or after the birth or adoption;

or

a combination of 8 weeks of full dof ina18.9(d.1(na18.9(d22(e)4.( )1-5.2(o)84 0 8>170T72)18.13 6b)11.8(Ad92a2.9(be)o)12.1.9(e)4.2(s)-2.6(t)-[(or)161.084pt)6
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Further information about the parental leave policy is available online at:

http://www.skidmore.edu/hr/documents/FacultyParentalLeavePolicy.pdf

IV. TUITION BENEFITS

The College offers a number of tuition programs to full-time faculty, to include:

- Matriculated Students at Skidmore College
- Non-Matriculated Students at Skidmore College
- Students at Other Colleges (for employee's children who are dependents under the IRS code)

A complete description of the tuition programs offered, including eligibility and waiting periods, if any, can be found in the Skidmore C.145 T12.9(or)1.6(3A009co1 t)-(n)-12 o C.2(a)1t i iMfruly,e 2.1(w)52(s)-212afh(be)16.2(fu)12(de)4.1-24(y)12L(y)12's ty6(e)16.3 T12.96.2(f)1.7

C. Early Retirement

2014-2015 FACULTY HANDBOOK

2014-2015 FACULTY HANDBOOK

The Dean of the Faculty/Vice President for Academic Affairs initiates and supervises the evaluation of Department Chairs, and generally assists them in the performance of their duties. The Dean of the Faculty/Vice President for Academic Affairs also assists Chairs and Directors in the development of teaching and scholarly effectiveness in the Faculty and in maintaining orderly departmental governance and a spirit of professional cooperation. The Dean of the Faculty/Vice President for Academic Affairs works with the Committee on Educational Policies and Planning, and other appropriate bodies, on educational matters.

B. Academic Staff

Academic Staff consists of Department Chairs; single-discipline and interdisciplinary Program Directors; the ~~Associate Dean of the Faculty for Personnel, Development, and Diversity~~Associate Dean of the Faculty (faculty affairs)~~; the Associate Dean of the Faculty for Infrastructure, Sustainability, and Civic Engagement~~; the ~~Associate Dean of the Faculty for Academic Policy and Advising~~Associate Dean of the Faculty (student academic affairs); the Registrar; and the Director of Institutional Research — that is, all those reporting directly to the Dean of the Faculty/Vice President for Academic Affairs and to the Associate Deans of the Faculty — as well as others whose work is directly in support of academic programming, such as the Director of Academic Technologies; the Director of Summer Academic Programs and Residencies; and the Director of the MALS Program. In quarterly meetings, information of direct relevance to academic programs is shared. Academic Staff serves to advise the Dean of the Faculty/Vice President for Academic Affairs regarding programs and policies in or pertaining to academic affairs at the College.

C. The ~~Associate Dean of the Faculty for Personnel, Development, and Diversity~~Associate Dean of the Faculty (faculty affairs)

The ~~Associate Dean of the Faculty for Personnel, Development, and Diversity~~Associate Dean of the Faculty (faculty affairs) is appointed by the Dean of the Faculty/Vice President for Academic Affairs and is responsible for all matters assigned by the Dean of the Faculty/Vice President for Academic Affairs, which generally include the following: enhancing the quality of the Faculty and, in consultation with Department Chairs, making new appointments to the Faculty (subject to the approval of the Dean of the Faculty/Vice President for Academic Affairs), conferring with the Faculty Development Committee on sabbatical leaves, and making recommendations to the Dean of the Faculty/Vice President for Academic Affairs where appropriate, faculty and curriculum development, and the administration of all interdisciplinary programs. The ~~Associate Dean of the Faculty for Personnel, Development, and Diversity~~Associate Dean of the Faculty (faculty affairs) also works with CAPT in its deliberations of promotion and tenure cases and consults with CAPT on other personnel matters as aw2.5(h)-4(e)9.5( )-12.2(of)19 0 Td.s as ofi.eenÍ•T

~~E~~D. The ~~Associate Dean of the Faculty for Academic Policy and Advising~~Associate Dean of the Faculty (student academic affairs)

The ~~Associate Dean of the Faculty for Academic Policy and Advising~~Associate Dean of the Faculty (student academic affairs), appointed by the Dean of the Faculty/Vice President for Academic Affairs, is responsible for matters assigned by the Dean of the Faculty/Vice President for Academic Affairs, which typically include matters relating to the development and implementation of the academic program, especially as it relates to students. The

1. All proceedings of the Review Committee will be held in the strictest confidence. Members of the committee will be asked to accept the same code of confidentiality that is adopted by the members of CAPT and CAFR.

2. Evaluations received by the committee will be kept in confidence. The President will have access to all evaluation materials. The Officer being reviewed will not see them and they will be filed in a sealed, confidential file in the Ofale7.Wmte 39.7(b)-4(e)12.22(e)4.2EMC /P <</y 5.2(e)or16.3( )11I

PART SIX

EQUAL EMPLOYMENT OPPORTUNITY, DIVERSITY, AND ANTI -HARASSMENT: POLICIES AND PROCEDURES

I. INTRODUCTION

Part Six communicates the philosophy and perspective of Skidmore College regarding issues of equal employment opportunity, diversity, and anti-harassment. It also presents the College's policies, objectives, and plans for maintaining its status as an equal opportunity employer and educator and for supporting its goal of extending the diversity of our community. While some of the policies outlined in Part Six are required for legal compliance, others are internally motivated and reflect our commitment to an inclusive and hospitable working and learning environment.

Equal Employment Opportunity laws and regulations prohibit discrimination against employees or applicants for employment based on race, color, religion, gender, age, national or ethnic origin, genetic information, genetic predisposition and carrier status, physical or mental disability, veteran status, marital status, sexual orientation, gender identity or expression, domestic violence victim status, or any other characteristic protected by applicable federal, state, or local laws.[8] This Policy further prohibits domestic violence, sexual violence, and stalking, which need not be based on an individual's protected status. The Policy also prohibits complicity for knowingly assisting in an act that violates this Policy and retaliation against an individual because of the individual's good faith participation in the reporting, investigation, or adjudication of violations of this Policy. The College fully supports these prohibitions and has adopted policies reflecting its commitment to non-discrimination and equal opportunity in its employment and educational practices.

For more information on Equal Employment Opportunity laws, please visit these sites:

http://www.eeoc.gov/policy/laws.html

http://www.eeoc.gov/

Skidmore College's equal opportunity

III. SUMMARY STATEMENTS OF POLICY

A. Policy on Equal Employment Opportunity

Skidmore College affirms that its community members have the right to be free from acts of unlawful discrimination. The following statement of policy on equal employment opportunity affirms Skidmore College's commitment to the principle of equal employment opportunity in education and employment:

Equal Employment Opportunity Policy

Skidmore College is committed to being an inclusive campus community and an Equal Opportunity Employer. The College therefore prohibits discrimination against any individual or group of its students, prospective students, employees, or candidates for employment on the basis of race, color, religion, age, national or ethnic origin, genetic information, predisposition or carrier status, physical or mental disability, veteran status, marital status, sex, sexual orientation, gender identity or expression, domestic violence victim status, or any other category protected by applicable federal, state, or local laws. The College also prohibits domestic violence, dating violence, and stalking, which need not be based on an individual's protected status.

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B. Policy on Diversity

The principal mission of Skidmore College is the education of predominantly full-time undergraduates – a diverse population of talented students who are eager to engage actively in the learning process (*Skidmore College Mission Statement*). Fulfillment of this mission entails building an academic community based upon mutual respect and openness to ideas, one in which individuals value differences in perspective. Fostering such a community requires the active recruitment and retention of students, faculty, and staff members of diverse backgrounds and cultural heritages.

To read the *Skidmore College Mission Statement* in its entirety please visit the Skidmore website at:
http://www.skidmore.edu/about/mission.php~~http://www.skidmore.edu/planning/index.htm~~

Appreciation of diversity is fundamental to a liberal arts education that aims to foster the growth of the whole person in an environment of respect and understanding for different experiences and backgrounds. A diverse community provides each of us with the opportunity to learn from the experiences of others and to submit our own values and assumptions to critical examination. We learn to understand others and ourselves better in an environment that encourages deepened appreciation of other cultures, perspectives, and lived experiences.

The following statement of "Diversity Policy" affirms the College's commitment to increasing the diversity within the various groups that constitute our academic community:

Diversity Policy

Skidmore College's learning and working communities are strengthened by the diversity of their members. Accordingly, the College is committed to acting affirmatively to enhance the diversity of every population within the campus community: students, faculty, and staff.

To place the commitment to diversity within the context of the College's strategic goals and objectives, and as a further guide to hiring practices, please see the statement on "*Diversity in Hiring: Strategic Considerations*":

http://www.skidmore.edu/hr/documents/DiversityinHiringStatement.pdf

As a matter of policy, Skidmore College will work actively to increase the diversity of our community. We will address imbalances in both student and employee populations and meet our diversity-related objectives

by recruiting the best candidates from as broad a pool as possible. As always, we will continue to be guided by our fundamental educational values – leading our students to develop robust cognitive abilities, enhanced critical and intercultural skills, and an appreciation of their individual and social responsibilities as citizens of the world. Meeting these objectives is crucial to our achieving new levels of excellence.

C. Policies on Accessibility and Accommodations

Skidmore College is committed to supporting accessibility, with respect to both physical access and other forms of access, to all programs on campus.

Accessibility and Accommodations Policy

In accordance with applicable federal[9]

2014-

ADEWD is responsible for coordinating and disseminating to the community an annual report on the state of diversity at the College.

3. The ADEWD provides counsel to the President and President's Cabinet on issues of equal employment opportunity, diversity, and anti-harassment. The ADEWD communicates as appropriate with the President, members of President's Cabinet, the Associate Vice President for Finance and Administration and Director of Human Resources, and members of Academic Staff. The ADEWD is also available for consultation with any other member of the Skidmore community.

VI. ANTI-HARASSMENT POLICY

Harassment is unlawful and therefore prohibited by Skidmore College.

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contact with Skidmore faculty, staff, or student populations. Sexual harassment may take place in person, by phone, or by means of print or electronic media.

The fact that someone did not intend to sexually harass another individual may not constitute an adequate defense in response to a complaint of sexual harassment. Regardless of intent, the characteristics and effect of the behavior that determine whether behavior constitutes sexual harassment.

C. Sexual Conduct and Gender-Based Violence

Gender Based Violence can occur between strangers or acquaintances, including people involved in both long-term and brief intimate partnerships. Gender Based Violence can be committed by men or women, and it can occur between people of the same or different sex.

The following type of conduct is considered to be sexual misconduct and gender-based violence and is not permitted.

"Dating Violence" is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship will be determined based on consideration of the length of the relationship, the type of relationship, and the frequency of

The procedures outlined in Article VII apply to all situations where a faculty member is accused of harassment or discrimination. Allegations against students (including part-time and full-time students who are also employees) will be resolved according to procedures outlined in the Student Handbook. Allegations against staff members (including staff members who may be part-time students) and administrators will be resolved according to procedures outlined in the Employee Handbook.

Using the procedures outlined below, any faculty member, staff member or student who believes ~~he or she is~~they are the victim of harassment by a member of the faculty should report the matter to one of the individuals specified in B of Article VII, all of whom are able to assist those having a harassment concern. These individuals are available to provide information about the College's harassment policy, the resolution process that the College has adopted, and appropriate actions that might be taken.

A. Definition of Terms

In the process that follows, the following terms are used:

- Complainant: the individual filing an informal or formal complaint of discrimination or harassment.
- Respondent: the individual alleged to be responsible for a discriminatory or harassing action.
- Appellant: the individual appealing the disposition of a complaint (either the complainant or respondent).
- Inquiry: the process used in the informal stage of a complaint.
- Interpersonal Violence (commonly referred to as intimate partner violence, dating violence, domestic violence and relationship violence): can encompass a broad range of abusive behavior committed by a person who is or has been:
  - In a romantic or intimate relationship with the reporting party (of the same or different sex);
  - The reporting party's spouse or partner (of the same or different sex);

When to report. A report must be made to the College within 60[10] days of the alleged incident. A formal complaint must be filed in writing within 10 work days after an informal inquiry has been completed or within 10 work days of the conclusion of the mediation process (see C below). Federal regulations require that a student complaint be filed with the appropriate agency within 180 days and faculty/employee complaints be filed within 300 days; New York State law requires that an administrative complaint be filed within one year.

Confidentiality. To the extent possible, those handling complaints will endeavor to maintain the confidentiality of all parties involved in the informal and formal process. This confidentiality extends to

All the above officials will convey information received to the ADEWD, who will initiate an informal inquiry.

Once a complaint is received, the ADEWD will meet with the respondent to inform him/her of the complaint. The respondent will also be told about ~~his/her~~their own rights under the College's complaint procedures.

The respondent will

C. Informal Complaint Resolution

If, after the initial interview, the ADEWD preliminarily determines whether the alleged incident(s)

ADEWD and the AP will meet to review the final report and ensure that the AP's views have been represented in the final report.

G. Legal Review

Upon completion of the investigation, the Associate Vice President for Finance and Administration and Director of Human Resources will review the complaint file with the ADEWD and determine whether the report should be forwarded for legal review to the College's attorney. In either case the ADEWD will meet with the appropriate official (relevant Dean, Vice President or Supervisor) to report the results.

H. Administrative Review

Within five work days from the final decision on the summary, findings, and conclusions, the ADEWD, along with the Associate Vice President for Finance and Administration and Director of Human Resources

All appeals must be delivered in writing to the President, who will decide whether the appeal has merit based on the criteria listed above and who will make the final institutional decision based upon a review of the record and of the recommendations, findings, conclusions, and sanctions related to the complaint.

The President has the options of (1) denying the appeal, (2) returning the case to the ADEWD with specifications for further findings and recommendations, (3) conducting further investigation or administrative proceeding, or (4) reversing or modifying the recommendation(s).

The President will provide ~~his or her~~the decision in writing to the appellant, the other party to the original complaint as appropriate, the ADEWD, and the appropriate official. If the President reverses or modifies the recommendation(s), then the President will provide written reasons for the action. The President will make the decision within ten (10) work days of the President's receipt of the appeal.

VIII. ADDITIONAL EXPECTATIONS

A. Cooperation with Investigations and Hearings

All members of the Skidmore community (students, faculty, administrators, and staff) are expected to cooperate fully with inquiries and investigations pertaining to alleged incidents of harassment or discrimination. Expected cooperation includes providing full and honest disclosure of known facts, providing oral or written testimony, and providing letters, e-mails, voice messages, notebooks, gifts or other evidence in any

- making oral or written threats or offering bribes;
- refusing to meet with a person who has the right to be granted a meeting;
- name calling;
- further harassment of any nature.

All instances of alleged retaliation should be reported to the ADEWD or an appropriate official. The allegations will be dealt with in accordance with the procedures outlined in Article VII.

D. False Allegations

The College will not tolerate false allegations of harassment. Complaints made in good faith that are found not to constitute harassment or discrimination will not be considered false allegations. However, any individual who knowingly, maliciously, or frivolously makes a false allegation of harassment will be subject to

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