Skidmore College

Faculty Handbook

2015-2016

SKIDMORE COLLEGE

FACULTY HANDBOOK

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 faculty rights and responsibilities and has the force of contract.
- Part Two describes the faculty governance system, including Faculty Meetings, by-laws, the function and membership of faculty committees, and academic policies.
- Part Three describes the All-College governance system, including information on All-College committees and the Skidmore College Honor Code.
- Part Four describes benefits extended to the Faculty.
- Part Five describes the College administration and is primarily informational in nature.
- Part Six describes the College policy for equal employment opportunity, diversity, and anti-harassment,

IV. ACADEMIC FREEDOM AND TENURE

The Committee on Academic Freedom and Rights (CAFR) and CAPT have been recognized by the Board of Trustees, the President, and the Faculty as representing the Faculty of Skidmore College in di

Intellectual Property at Skidmore College[2]

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

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 Committee or other similarly constituted intramural grant committees.

Costly, exceptional, individually dedicated resources are generally not routine support. For instance, if an individual faculty member gets one-time money from the budget or the Dean of the Faculty/Vice President for Academic Affairs (DOF/VPAA), that money is not routine support unless it is funding that is regularly offered.

Software is defined as any computer or computer-based materials, including but not limited to computer programs, databases, operating systems, and applications programs, or parts thereof, designed to accomplish a task or allow a user to produce, manage, analyze, or manipulate a product, such as data, text, a physical object, or other software. Software may be protected by patent, copyright, or trade secret.

Sponsored Project Agreement (SPA) is a contract between the College and a sponsoring organization that sets the terms and conditions for the conduct of Community member's research or other professional or scholarly activity. Sponsored Project Agreements include, but are not limited to, Notices/Letter of Grant Award, Sponsored Research Agreements, Contracts, Subaward Agreements, Material Transfer Agreements, Disclosure/Non-Use Agreements, etc. These third party agreements identify the expectations and needs of all parties and address a variety of issues, including for example: period of performance; amount of funding; scope of work; the disposition of data; deliverables; intellectual property rights; ownership of equipment or derivative products; liability; publication rights; termination; governing law; space; indirect cost rates, etc.

Trademark is defined as a work, name symbol, or device (or any combination) adopted by an organization to identify its goo

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(en72.9r1(h7)4(kn5t)2-1)2.9,c

The College will not enter into any Sponsored Project Agreements that prohibit the free use of the intellectual property by the creator(s)

Faculty/Vice President for Academic Affairs and the President. The findings of the Review Panel, when approved by a majority of its members, shall be binding.

The existence of a review panel does not preclude any of the parties from retaining and/or consulting legal counsel.

In the event of disputes between co-inventors, all claims and disputes are to be settled by binding arbitration, pursuant to the rules of the American Arbitration Association, in the state of New York.

Part D - Revisions to Policy

Skidmore College reserves the right to amend this policy as it deems necessary to achieve programmatic and policy objectives, consistent with the procedures prescribed in the College's Policy on Policies.

Part E - Effective Date

This policy applies to intellectual property conceived on or subsequent to the date of policy adoption or to any intellectual property interests that are subject to the terms of a Sponsored Project Agreement

VI. APPOINTMENTS TO THE FACULTY

A. Tenure-Track Appointments

Initial appointments to all ranks are made by the Dean of the Faculty/Vice President for Academic Affairs in consultation with the Department Chair and the department concerned and (where appropriate) Program Directors. In the case of appointment as Dean of the Faculty/Vice President for Academic Affairs, the President may appoint the Dean of the Faculty/Vice President for Academic Affairs

and promotion. An ID program with multiple lines shall have one PPC. The ID PPC will function separately from a Program Steering Committee although membership may overlap.

The ID PPC will consist of the ID Program Director and four to eight tenured and tenure-track faculty in at least the third year of consecutive full-time college service and at least the third year of participation in the ID Program. The Dean of the Faculty/Vice President for Academic Affairs appoints members to the PPC in consultation with the Director and the ID Program Steering Committee. In cases where a Committee member vacates the position on the Committee, a replacement is appointed in the same manner. Normally the ID Program Director will chair the PPC. If the Director is a candidate, however, the Dean of the Faculty/Vice President for Academic Affairs in consultation with the PPC shall appoint a tenured faculty member from the committee to serve as Chair. Once the committee is formed, PPC membership shall remain a fixed number of faculty through a candidate's tenure review. Appointments will be for one term of three years or for two or more consecutive terms, with the latter recommended if feasible. Appointments should ensure that membership is representative of the disciplinary diversity and range in academic rank of faculty actively teaching in the ID program. The majority of committee faculty should be tenured, if possible, and should have prior experience in reappointment and tenure review.

Before initiating a search, the ID PPC shall establish internal procedures to evaluate candidates for reappointment, tenure, and promotion according to guidelines specified for Chairs and departments in Faculty Handbook, Part I, Articles VII (Rights, Obligations, and Responsibilities of all Faculty) and VIII (Evaluation of Faculty for Continued Service and Advancement in Rank). In support and review of tenure-track faculty appointed to a program, the Director shall perform duties normally assumed by a Department Chair as specified in the Articles noted above and in Article IX (Leaves of Absence). Exception: If the Director is the tenure-track candidate, the Chair of the ID PPC shall perform the duties referred to above. (Also see Faculty Handbook, Part I, Article IX.)

Responsibilities, Article VIII [Evaluation of Faculty for Continued Service and Advancement in Rank] Section D [Reappointment], number 2)

b.

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 tenure or promotion

Accordingly, Skidmore faculty have the responsibility to envision a model of the excellent teacher-scholar appropriate to their discipline; and the college has a responsibility to coordinate, guide, and enable faculty members to marshal their professional resources to realize their vision in pursuit of carrying out the college's fundamental enterprise. When evaluating faculty members for continuation of service and promotion in rank, the college should have in view the teacher-scholar. The excellence of the teacher-scholar will be evident through engaging students in developing their learning, through professional productivity, and through sharing in the communal work that is an indispensable part of academic life. These are often referred to, respectively, as "teaching," "scholarship," and "service." While the nature of a faculty member's professional work may, in most cases, be relatively easily circumscribed, the faculty member as a teacher and engaged citizen of the community can involve more fluid parameters. The classroom, laboratory, and studio are the primary, though not exclusive, sites where teaching occurs; and college governance and departmental activities are the central, though certainly not exclusive, channels through which a faculty member may help to shape the curricular and extra-curricular life of Skidmore. Just as professional excellence informs and provides the basis for excellent teaching, so professional and teaching excellence informs the quality and character of one's service to the life of the Academy.

The standards by which Departments, Programs, CAPT, the Dean of the Faculty, the Provost and Vice President for Academic Affairs, the President, and the Board of Trustees arrive at their judgments regarding continuing servi4.265 -0-10.3(vi)-5.9(')9.7((e)12

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.

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Developing such a mature perspective on one's discipline enables one to integrate and evaluate the elements that constitute both its history and its present developments. What is more, insofar as its results are normally published or exhibited, scholarship in particular invites the critical scrutiny of peers, who are in the best position to assess its worth, and ensures the college of the faculty's continuing involvement in the ongoing, self-critical discourse of their profession. Similarly, recitals, performances, and exhibitions afford teachers in the performing and visual arts opportunities to demonstrate their creativity and are the equivalent of scholarly publications and research. Effective teaching and sound scholarship are mutually reinforcing; in other words, Skidmore expects its faculty to be teacher-scholars: to be active in the profession because scholarly and artistic pursuits revitalize teaching even as teaching points scholars and artists in new directions.

For purposes of evaluation and in keeping with Skidmore's respect for diversity in the professional aims and accomplishments of faculty members, scholarship is to be defined broadly. It denotes, for instance, not only original research, that is, investigatory analyses of primary data leading to discoveries in one's specialization, but also work that crosses disciplinary boundaries toward integrating knowledge, studies that bridge theory and practice in applied fields, and work that reorganizes existing information in creative ways or interprets it for students and nonspecialists, be they colleagues or laypersons. Without intending to be comprehensive, exhaustive, or categorical, the following are offered as broadly descriptive of types of scholarly and artistic activity:

- Discovery encompasses traditional research that creates new knowledge through original investigation that may be theoretical or empirical, disciplinary or interdisciplinary, or some combinations of these. Construed broadly, this dimension of professional development also encompasses the creation of new works of art or musical composition and writing works of fiction, poetry, or creative nonfiction.

- Integration involves the critical evaluation, synthesis, analysis, integration, or interpretation of the research or creative work produced by others. It may be disciplinary, interdisciplinary, or multidisciplinary in nature and includes the varieties of artistic interpretation and performance.

- Application involves applying disciplinary expertise or the results of existing scholarship (produced by oneself or others) to the investigation or solution of intellectual, social, or institutional problems. In the arts it can involve mastering a new performance repertory or exploring a style of creative activity (e.g., unique approach to artmaking) developed by someone else. Such work involves activities that make use of one's special areas of knowledge or expertise, and it demands the same levels of rigor and accountability traditionally associated with the scholarship of discovery or the scholarship of integration. Application may also include a scholarly focus on the nature and best practices of delivering the materials

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], Article VII [Rights, Obligations, and Responsibilities of All Faculty]). Service presupposes a sense of responsible citizenship, or collegiality, and is essential at a residential liberal arts college. Community service expresses the extent of one's commitment to the institution, a commitment that transcends parochial interests.

   Participation in faculty and shared governance is especially important, requiring skills and commitment that answer the needs of the college. Other common and clear examples of service are contributions that directly stimulate the intellectual atmosphere of the college or sustain conditions for stimulating it—arranging field trips and symposia, presenting and attending public readings or lectures, sitting on panels, and, on a less formal day-to-day basis, exchanging ideas and debating issues of common concern. Community service also

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. 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 the College.

4. Teaching Professors

iv. Reviews

(1) If the appointee believes that the decision against reappointment was made in violation of academic freedom and rights or was procedurally inadequate, CAFR, upon petition by the appointee, will review the allegations and report to the President.

(2) 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 (faculty affairs) may review the evaluation.

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

(4) In a case where the disagreement between the department and the Associate Dean of the Faculty (faculty affairs) cannot be resolved, CAPT will review the candidate's file and make a recommendation to the Dean of the Faculty/Vice President for Academic Affairs. This recommendation will be made on or before September 30.

(5) The Dean of the Faculty/Vice President for Academic Affairs shall make the decision to accept or reject recommendations in all cases presented. The decision on the candidates shall be announced as soon as possible to the departments concerned, but in no case later than October 15.

b. *Third Year*

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4. Reappointment of Instructors

During the second and third year of service, instructors will be evaluated. Each department shall follow its established procedures for evaluating candidates for reappointment and promotion. 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 appointee as a candidate for reappointment according to department procedures and shall inform the Associate Dean of the Faculty (faculty affairs)

5. Reappointment of Teaching Professors and Full-Time Lecturers

   a. At the end of the appointee's first year in the case of a two-year contract and at the end of the second year in the case of a three-year contract, the department or program shall determine whether or not it regards the appointee as a candidate for reappointment according to the criteria set forth in Part One, Section VIII, C, 4 and 5 and department or program procedures, and shall inform the Associate Dean of the Faculty (faculty affairs) of its decision before May 31 of that year.

   b. Should the department decide not to renew the contract, by June 15 of the appointee's first year in the case of two-year contracts, and of the second year in the case of three-year contracts, the Dean of the Faculty/Vice President for Academic Affairs shall remind appointees not regarded as candidates for reappointment that their service will terminate at the end of the term under contract.

   c. If the appointee believes that the decision against reappointment was made in violation of academic freedom and rights or was procedurally inadequate, CAFR, under petition of the appointee, will review the allegations and report their findings regarding the allegations to the Dean of the Fac

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d. Part-time appointees are not eligible for tenure. Should such an appointment become full-time, part-time service may accumulate, at the option of the faculty member after consultation with the Dean of the

Personal hardship

An eligible untenured faculty member may request to have the tenure clock delayed for one year when a personal hardship such as excessive responsibilities for elder or dependent care, personal illness or injury, or some other critical life situation significantly impedes the faculty member's progress toward achieving tenure. Requests for delay of tenure consideration of this type shall be submitted in writing to the Associate Dean of the Faculty (faculty affairs) through the department chair and are granted at the discretion of the Associate Dean of the Faculty (faculty affairs) in consultation with the Dean of the Faculty/Vice President for Academic Affairs. The request should be made near the time of the critical event and in any case no later than May 15 prior to the semester in which the tenure review is scheduled to occur. Ifsssss tg5ra349 0 Td *(i)2. (i)26.4p,.p

in an interdisciplinary program or department other than the one in which the candidate holds an appointment;

vii. Materials related to teaching effectiveness, professional accomplishment, and college service submitted by the candidate under consideration;

viii. Teaching evaluations. The Department Chair shall bring to the attention of CAPT student and faculty opinion concerning the faculty member as a teacher and shall indicate the procedures employed in obtaining such information, including class visitation procedures. Classroom visitations are a mandatory part of the process. For further guidance, see Part One [Faculty Rights and Responsibilities], Article IV [Rights, Obligations, and Responsibilities of All Faculty], Section C [Academic Responsibilities], number 7 [Student Evaluations]) and Part Two [Governance], Article III [Academic Policies], Section E [Peer Evaluations of Teaching] and Section F [Student Evaluations].

ix.

6. Review of Negative Tenure Decisions

   a. A faculty member who is denied tenure but believes that she/he received inadequate consideration may petition the Tenure Review Board ("TRB") for a review. Such a review must be requested by January 15 of the year following the semester in which CAPT considered the case, or within 15 days of notification of denial of tenure, whichever is later. The candidate must submit to the TRB a letter stating in a clear and concise manner exactly how the consideration of the case is perceived as having been inadequate.

   b. The Tenure Review Board consists of three tenured members of the Faculty, at least one of whom shall have previously served on CAPT, each from a different department and elected for a three-year term. No member of a candidate's department will sit on the TRB for consideration of the case. 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, the Dean of the Faculty/Vice President for Academic Affairs, the Associate Dean of the Faculty (faculty affairs) and others deemed necessary by the TRB to assess the petition. The Board shall be bound by confidentiality.

   d. The Tenure Review Board will convey its recommendation to the President, the Dean of the Faculty/Vice President for Academic Affairs, CAPT, the department Chair or program Director, and the candidate within four weeks after the petition deadline.

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and the work of their students in the landscape of their discipline(s). Full Professors are also expected to continue their engagement with their scholarly or artistic discipline(s).

- a record of sustained, significant, and effective contributions in service. The college as a community cannot flourish without the contribution of senior faculty. Accordingly, given the college's commitment to faculty in their tenuring, senior faculty are expected to play a leading role in the service that sustains the college community.

2. Procedures for Promotion

a. *Professorial Ranks*

i. Promotions are granted by the Board of Trustees upon the recommendation of the President, who consults as necessary with the Dean of the Faculty/Vice President for Academic Affairs, the Associate Dean of the Faculty (faculty affairs), CAPT, and the Chair of the department concerned. Except in the case of the Library faculty, CAPT's role in promotion is limited to tenure-and-shared tenure

number 2b [Artist or Writer-in-Residence] shall be consulted and shall write letters to the Chair. The Department Chair must also request letters from Program Directors and from other Department Chairs if the candidate has offered courses in other programs or departments. Individuals writing letters of evaluation for the candidate shall clearly state whether they do or do not recommend promotion, and why, according to the criteria for continued service. The Chair's letter shall present the Chair's individual position as well as the department's. All these letters shall be forwarded to CAPT.

In the case of a promotion candidate appointed to an ID Program, the ID Program Director shall perform those functions normally assumed by a Department Chair, and faculty on the ID PPC shall be consulted and shall write letters. All these letters shall be forwarded to CAPT.

viii. Promotion files shall include the following:

(1) an updated CV, which makes clear what has been achieved since the last promotion.

(2) all scholarly, creative, or professional materials produced since the last promotion; candidates may add some earlier materials for purposes of context or to show continued growth. Candidates may wish to seek letters from Skidmore colleagues outside their department qualified to speak to their professional accomplishment. Candidates may also wish to include a statement about achievements and works in progress.

(3) the ten most recent consecutive semesters of teaching evaluations. For purposes of context, the candidate may wish to include other evaluations. The candidate shall also add copies of syllabi, and may include assignments and handouts. The candidate may also wish to append a statement about teaching goals and philosophy. The file may include peer evaluations of teaching.

(4) a cover sheet showing courses taught, sabbatical leaves, and any course releases over the previous six years.

(5) service credentials presented within the context of the broad statements about service in Part One (Faculty Rights and Responsibilities), Article VI (Evaluation of Faculty for Continued Service and Advancement in Rank), Section A (Tenure-Track Faculty, Community Service). The candidate may wish to provide relevant documents and seek letters from Committee Chairs or members who can speak about the quality and extent of service.

ix. Candidates for promotion may solicit letters on their behalf from reviewers familiar with their credentials from outside the college. Such letters may come directly to CAPT, or go to the Department Chair and then to CAPT as part of the candidate's dossier. Letters mandated by department must also be transmitted to CAPT.

x. After conducting its deliberations, CAPT reports its recommendations to the President, the Dean of the Faculty/Vice President for Academic Affairs, and the Associate Dean of the Faculty (faculty affairs). The Dean of the Faculty/Vice President for Academic Affairs then consults with the Associate Dean of the Faculty (faculty affairs). In the event of a disagreement between the Dean of the Faculty/Vice President for Academic Affairs and CAPT, the Dean of the Faculty/Vice President for Academic Affairs and the Associate Dean of the Faculty (faculty affairs) meet with CAPT to offer detailed and compelling reasons for such disagreement. The Dean of the Faculty/Vice President for Academic Affairs then makes a recommendation to the President, and notifies CAPT of the recommendation. In the rare instance in which the President does not concur with the recommendations of CAPT, the President meets with CAPT to offer detailed and compelling reasons for such disagreement. Finally, the President's recommendations are reported to the Academic Affairs Committee (AAC) of the Board of Trustees, and CAPT informs the AAC of the recommendations it made to the President.

xi. In the event that CAPT forwards a negative recommendation to the Dean of the Faculty/Vice President for Academic Affairs in a promotion case, CAPT will also notify the Associate Dean of

d. *Instructors*

Promotion to Senior Instructor is granted by the Board of Trustees upon the recommendation of the Dean of the Faculty/Vice President for Academic Affairs after consultation with the department. The Department Chair shall indicate the consultation procedures employed within the department when recommending a promotion. Promotion is based upon merit and not guaranteed by years of service.

e. Teaching Professors

Promotion to Senior Teaching Professor is granted by the Board of Trustees upon the recommendation of the Dean of the Faculty/Vice President for Academic Affairs after consultation with the department or program The Department Chair or Program Director shall describe the consultation procedures within the department when recommending a promotion. Promotion is based on merit and not guaranteed by years of service.

f. Lecturers

Promotion to Senior Lecturer is granted by the Board of Trustees upon the recommendation of the Dean of the Faculty/Vice President for Academic Affairs after consultation with the department or program Only full-time Lecturers are eligible for promotion. T

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d. financial condition of the College;

e. benefit to the individual and the College;

f. the individual's fulfillment of obligations regarding any previous sabbaticals as outlined in paragraph 3, c, iii above.

5. *Sabbatical Salaries*

The stipend for sabbatical salaries is one-half the annual salary for a leave of one academic year, or full salary for a leave of one semester.

B. Pre-Tenure Paid Research Leaves of Absence

1. *Purpose*

Pre-tenure paid leaves are intended to provide untenured faculty with opportunities for research in support of

B. Faculty with tenure who wish to resign have a professional obligation to notify the Dean of the Faculty/Vice President for Academic Affairs in sufficient time for the College to secure an appropriate replacement.

XI. DISCIPLINE AND DISMISSAL OF TENURED FACULTY

The College is committed to fostering a working and learning environment in which all of its members can flourish. To that end, this Article of the Faculty Handbook broadly defines the standards to which the Faculty expects to hold its members and provides for peer review and appeal.

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 elicited the complaint, or if the basis of the complaint is sufficiently serious in the judgment of the Associate Dean of the Faculty (faculty affairs) to warrant immediate formal action, the 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 (faculty affairs) will have 15 work days to complete 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;
   - requiring regular reports on the faculty member's actions to rectify the matter;
   - withholding of salary increases, or stipends, and/or funds;
   - denial of sabbatical;
   - reduction of salary;
   - suspension (with or without pay) from teaching and/or other responsibilities and privileges.

   For reasons of confidentiality, any letter in a faculty member's file will be placed only in the personnel file located in Human Resources (HR). When a complaint is made against a faculty member and is found to have merit, the Associate Dean of the Faculty (faculty affairs) will check with HR to ascertain whether the faculty

The sanction(s) will not be applied until the appeal process is completed. If a sanction involves suspension and if the Dean of the Faculty/Vice President for Academic Affairs, in consultation with the Associate Dean of the Faculty (faculty affairs) and others, finds good cause that the faculty member's continued presence on campus constitutes a threat to the safety of the faculty member or to others, or substantially and unreasonably impairs the ability of other community members to carry out their responsibilities, the faculty member may be suspended immediately. Unless legal considerations prohibit, pay and benefits will continue until the matter is resolved.

E. Procedures of the FAB and the Grievance Panel (GP) in Cases Involving Sanctions Other than Dismissal

If the faculty member appeals a sanction on the grounds that it is based on insufficient evidence or is too severe, the faculty member will appeal in writing to the chair of the FAB (for description of the FAB, see Part Two, Article II, F(2)(m). The FAB will be convened by the FAB chair, and the three members of the GP will be selected from the FAB as follows: all three must be tenured members of the Faculty; the Associate Dean of the Faculty (faculty affairs) will select one panelist; the faculty member will select one panelist; and the FAB will select the third panelist. A panelist may not come from the same department or program as the faculty member (where "program" is understood as a unit whose members regularly engage with one another); any panelist with a conflict of interest may not serve. In addition, the faculty member and the Associate Dean of the Faculty (faculty affairs) may each make one request that the FAB chair select a replacement. The GP will select a chair from among its membership.

may be suspended immediately. Unless legal considerations prohibit, pay and benefits shall continue until the matter is resolved.

G. Procedures of the FAB and the GP in Cases Involving Dismissal

Following the referral from the Associate Dean of the Faculty (faculty affairs), a FAB will be convened by the FAB chair, and the three members of the will be selected from the FAB as follows: all three must be tenured members of the Faculty; the Associate Dean of the Faculty (faculty affairs) will select one panelist; the faculty member will select one panelist; and the FAB will select the third panelist. A panelist may not come from the same department or program as the faculty member (where "program" is understood as a unit whose members regularly engage with one

The President has the options of

- denyingthe appeal;
-

D. Obligations Pertaining to Department Chairs

1. *Leadership*

be informed of discussions at Academic Staff meetings. The Chair is responsible for keeping the catalogue description of the department current and accurate, and is responsible for the departmental report to the President and the Dean of the Faculty/Vice President for Academic Affairs

5. *Support*: The Chair shall seek to provide faculty members with adequate office space and working facilities and, in consultation with the Dean of the Faculty/Vice President for Academic Affairs, shall make necessary budgetary provisions for teaching aids and media (such as dvds, cds, software, etc.) for duplicating equipment, for field trips, and for proper secretarial and student assistance.

XIII. APPOINTMENT, REVIEW, AND EVALUATION OF DIRECTORS OF INTERDISCIPLINARY PROGRAMS

A. Criteria for Appointment

1. The appointee shall normally hold the rank of Assistant, Associate, or full Professor

2. The appointee should have extensive and successful teaching experience.

3. The appointee should have qualities of personal and professional leadership and should demonstrate evidence of administrative skill.

B. Procedures for Appointment

1. Appointment of a Program Director is made by the Dean of the Faculty/Vice President for Academic Affairs in consultation with the teaching faculty in the program and (when applicable) the appropriate Department Chair.

2. A Director (tenured or untenured) may not be removed as Director during the course of an academic year except for cause.

C. Procedures for Review

1. Program Directors shall be reviewed by the Dean of the Faculty/Vice President for Academic Affairs every four years. In the event of an intervening sabbatical or leave of absence, the review will take place in the fifth year. More frequent reviews may take place at the request of the Dean of the Faculty/Vice President for Academic Affairs. Untenured faculty serving as Directors at the time of review for reappointment or for tenure shall be reviewed separately as Program Directors.

2. The review of a Program Director shall be conducted by the Dean of the Faculty/Vice President for Academic Affairs. Each active member of the program shall be requested to present a written evaluation to the Dean of the Faculty/Vice President for Academic Affairs. All such statements shall be confidential.

3. Students in the program shall also be involved in the review of Directors, each program determining its

contexts in which they function. Directors should ensure that the interdisciplinary nature of the programs remain central to the mission of the College.

2. *Curriculum*: The Director, in consultation with other program members, is responsible for the program's course offerings and requirements. Directors, in consultation with teaching faculty and Department Chair wi1578q43(e)-7.8(q)6m

A. A proposal to establish or eliminate a major shall be made first to the Curriculum Committee by members of the Faculty. The proposal shall be accompanied by a complete rationale based on academic concerns.

B. The Curriculum Committee shall consider the proposal and rationale in the context of all the issues that are relevant to the College's long-range educational goals. During its study, the Curriculum Committee shall work closely with the Administration and the department (or departments) of the major in question. In order to allow sufficient time for study, neither the Curriculum Committee nor the initiators of the proposal may introduce the proposal at a Faculty Meeting until a date upon which they have agreed previously, but not later than twelve months from the time it was first brought to the Curriculum Committee.

C. The proposal may be introduced at a Faculty Meeting by Curriculum Committee or by those originating the proposal. If either the Curriculum Committee or the President disapproves of the proposal, this shall be brought to the attention of the Faculty with full explanation, and so recorded in the faculty minutes and communicated to the Board of Trustees.

D. The President shall report proposals receiving faculty approval to the Board of Trustees for its action.

E. Favorable action by the Board of Trustees, either to establish or eliminate a major, must be reported by the College Registrar to the New York State Education Department. A new major must be approved by and registered with the New York State Education Department. A discontinued major must be removed from the register.

XVII. ESTABLISHMENT OR ELIMINATION OF A MINOR

Authority to establish or eliminate minors is vested in the Faculty and Dean of Faculty/Vice President for Academic Affairs. The primary vehicle for faculty approval rests with the Curriculum Committee.

Establishment or elimination of a minor is accomplished according to the following procedures:

A. A proposal to establish or eliminate a minor shall be made first to the Curriculum Committee by members of the Faculty. The proposal shall be accompanied by a complete rationale based on academic concerns.

B.

appointments at the rank ofsAistantProfes -0.tE7(of)14n. tP rit.1(s2)12()-7(g0 Tc 0 Tw 3.43448.06 ( )Tj ET q 0.c 0

Article II. The Presiding Officer

A. The President shall preside over the Faculty Meeting. In the absence of the President, the presiding officer will be in successive order

1. The Dean of the Faculty/Vice President for Academic Affairs
2. The Chairperson of the Faculty Executive Committee;
3. A member of the Faculty selected by the Faculty Meeting.

B. The President shall appoint a parliamentarian from the Faculty who will advise the Chair at all meetings

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 A r .3(r).7(.3(r).7(.)-7.8(y)161.6(a)-42a6a)-2.8(31.)7.he-7.8

Addendum: Summary Table of Rules Relating to Motions

The cycle establishes a college-wide seven-year rotation cycle for faculty governance service. Faculty will rotate in and out of service based on a governance service cycle that reflects their individual

FEC convenes the Committee of Committees (comprising faculty members of FEC, IPPC, CAPT, CAFR, CEPP, Curriculum Committee, FDC, and any current ad hoc committees whose presence FEC believes would be helpful to the Committee) at least twice a year to assess the interactions 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. (In addition, CAPT, CAFR, and the Chair of CEPP meet annually with the Academic Affairs Committee of the Board of Trustees.)

Membership: Four members of the

d. COMMITTEE ON ACADEMIC FREEDOM AND RIGHTS (CAFR) – Elected

Function: To serve as guardian of the academic freedom and rights of all members of the academic

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 the same department. FEC will provide replacements for such reviews as needed.

h. TENURE APPEAL COMMITTEE

Function: To review a negative tenure recommendation at the request of the Tenure Review Board.

Membership: The six members of CAPT plus the three members of the Tenure Review Board. No member of the Tenure Appeal Committee may sit for the review of a candidate in the same department. FEC will provide replacements for such reviews as needed.

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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 athletics, fitness, physical activity, and recreation, as may be brought to the Council's attention by the Athletic Director or by any other member or group of the College community.

Membership: Three faculty members, each from a different department, elected to serve three-year terms; two students, one selected by SGA and one representative from SAAC; the Dean of the Faculty/Vice President for Academic Affairs or

evaluations. The Dean of the Faculty/Vice President for Academic Affairs shall return the summaries to the Department Chair for retention in department files.

c. Summaries shall be made available each term to the faculty being evaluated.

d. The evaluations shall be available to the Associate Dean of the Faculty (faculty affairs), the Dean of the Faculty/Vice President for Academic Affairs, and to the President for their examination during consideration of reappointment, tenure, promotions, or salary advancement. In addition, the evaluations shall be available to CAPT for its examination during consideration for reappointment, promotions, or tenure.

e. Faculty members have a right to receive fair and honest evaluations. A faculty member who feels this right has been violated may pursue the matter through any of several channels (Department Chair,

PART THREE

ALL-COLLEGE GOVERNANCE

I. ALL-COLLEGE COMMITTEES

A. Preamble

In addition to serving on faculty committees, as described in Part Two, and in departmental governance, faculty members participate in College governance by serving on a variety of committees (collectively referred to as "All-College Committees") whose function lies outside the exclusive purview of the faculty, and whose membership includes representatives of the Faculty, the administrative/professional staff, the support staff, and/or the Student Government Association.

B. Specific College Committees

1. THE INSTITUTIONAL POLICY AND PLANNING COMMITTEE (IPPC) — Elected

   Function: The IPPC advises the President with regard to strategic planning, taking a comprehensive view of significant issues affecting the College. In so doing, it serves as the central deliberative body for all-College governance. More specifically, IPPC advises the President on all policy areas, with primary responsibility for those areas beyond the purview of faculty governance (such as budget and financial planning, benefits, environmental issues, admissions and financial aid, student affairs, and advancement).

   The President chairs IPPC; an elected member of the Faculty serves as Co-Vice Chair. The agenda of the committee is set by these two individuals.

   The IPPC may appoint subcommittees to serve as resources for the committee with regard to any area of policy or planning as needed. The composition of such subcommittees is determined by IPPC in consultation with FEC and with other groups or individuals as appropriate.

   The Chair of FEC and the faculty Vice-Chair of IPPC shall meet regularly throughout the academic year so that each committee can be apprised of the other committee's work.

   Membership: The President (Chair); the Dean of the Faculty/Vice President for Academic Affairs; the Vice President for Finance and Administration; the Vice President for Advancement; the President and Dean of Admissions and Financial Aid; the Dean of Students and Vice President for Student Affairs; the Dean of Special Programs; the Director of Institutional Research; the Chief Technology Officer; the Chair of the Campus Sustainability Subcommittee; the Chair of the Committee on Intercultural and Global Understanding; one of the two Vice-Chairs of the Subcommittee on Responsible Citizenship (one to be designated to sit on IPPC each year); three faculty members elected for three-year terms, one of whom serves as Vice-

Membership: Two faculty members, one student member, one support staff member, one member of Local 200D, all appointed by the President and serving staggered three-year terms; the College physician, the Manager of Employment and Training, the Dean of the Faculty/Vice President for Academic Affairs or her/his designee, and the Business Manager (Chair).

II. THE HONOR SYSTEM

A. The Contract

1 The Skidmore Honor System was established at the request of the student body in Fall 1921. Each student, in accepting admission to Skidmore College, agrees to the following contract with the College:

> I hereby accept membership in the Skidmore College community and, with full realization of the responsibilities inherent in membership, do agree to adhere to honesty and integrity in all relationships, to be considerate of the rights of others, and to abide by the College regulations.

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 situations and by taking appropriate measures to prevent recurrences if they are

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PART FOUR

BENEFITS

The College offers a comprehensive benefit program to eligible faculty, including, but not limited to, health care, dental, life insurance, health care and dependent care reimbursement accounts, retirement, sick leave, and longterm disability coverage.

What follows are summaries of select benefits available to full-time faculty members of the College. Although these sections are intended to provide general information about programs of greatest interest to the Faculty, they are not complete descriptions in themselves, nor do they describe all available benefits. Faculty are encouraged to obtain full information from Human Resources, located on the first floor of the Barrett Center, or from the HR Benefits website:

http://www.skidmore.edu/hr/benefits/index.php

I. FLEXIBLE BENEFITS PLAN

Skidmore CollegEN

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 disability pay (or equivalent for adoptions) and unpaid leave for the semester before or after the disability period

Faculty applying for leave under this policy will complete a Faculty Application for Parental Leave. Faculty who will be absent from the College due to giving birth will also be responsible for completing a Notice and Proof of Disability Claim Form and forwarding the claim form to their physician for completion. The physician will return the form to Human Resources. Completion of these forms will allow paid and unpaid leave under this policy.

The forms are available online at:

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

In the event that a faculty member chooses to return to the classroom mid-semester, the faculty member must have a physician complete and return a Physician's Release for Work form to Human Resources indicating the faculty member may return to full employment and specifying whether there are any restrictions. The Chair, in conjunction with the Dean of the Faculty/Vice President for Academic Affairs, will determine if the restrictions can be accommodated. The Chair, in conjunction with the Dean of the Faculty/Vice President for Academic Affairs, may also offer the faculty member special project work for the remainder of the semester, if available.

B. A full-time faculty member who is considered the NON birth parent or primary caregiver

A faculty member who has taught at the College in a full-time position for at least one continuous year and is considered the non-birth parent is eligible to apply for one course reduction the term before, during, or after the birth or adoption with no salary reduction if the birthing parent (primary care giver for adoptions) does not teach at the College.

Faculty who apply for a one course reduction with no salary reduction will be responsible for completing the Faculty Affidavit of Parental Leave form attesting to the birth or adoption of a child.

The form is available online at:

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

Faculty members who wish to stop the tenure clock must make the request in writing to the Dean of the Faculty/Vice President for Academic Affairs no later than May 15 prior to the semester in which the tenure review is scheduled to occur (Faculty Handbook, Part One, Article IX, D, 4).

Note: Administrators holding faculty rank are not eligible for this policy. The College maintains the sole authority to approve the requested leave and reserves the right to change, revise, or terminate this policy at its sole discretion.

C. Early Retirement

The Skidmore College Supplemental Retirement Plan is available to those eligible employees who were in the College's employ on November 15, 1990. All such employees are vested in the plan's basic benefit after five full years of service to the College. Employees between the ages of 55 and 63, with 12 years of service, may elect to retire and receive a supplemental benefit in addition to their basic retirement benefit.

For full plan details, please refer to the *Early Retirement Plan Summary Plan*, which can be obtained from Human Resources.

D. Phased Employment

The Phased Employment Program was designed for faculty who, through retirement reduction of their full-time teaching commitment, can gradually phase into retirement over a period of years. Participation in the program is not an entitlement. The program is voluntary for both the employee and College, and all terms or arrangements will be mutually agreed upon and documented.

Participants must be in active status or on an approved leave of absence to apply for this benefit. The employee's age and length of service must combine to equal not less than 70, with a minimum age of 50 and a minimum of 15

III. THE VICE PRESIDENT FOR ADVANCEMENT

The Vice President for Advancement is elected by the Board upon the nomination of the President and is the chief officer under the President for Development, Communications, and Alumni Affairs. The Vice President for Advancement is responsible for all duties assigned by the President which, typically, include development of institutional support and resources, oversight of the College's communications and marketing efforts, and the coordination of programming for alumni.

IV. THE DEAN OF THE FACULTY/VICE PRESIDENT FOR ACADEMIC AFFAIRS

A. The Office of the Dean of the Faculty/Vice President for Academic Affairs

The Dean of the Faculty/Vice President for Academic Affairs is appointed by the Board of Trustees upon the nomination of the President and serves as the College's Chief Academic Officer. In this capacity, the Dean of the Faculty/Vice President for Academic Affairs advises the President on all issues that fall within the wide purview of academic matters with regard to personnel, budget, and curriculum. The Dean of the Faculty/Vice President for Academic Affairs has administrative responsibility for addressing such issues. Additional matters may be assigned by the President. The Dean of the Faculty/Vice President for Academic Affairs represents the President to both internal and external constituencies at the behest of the President and normally serves as the Acting President in the President's absence.

The Associate Dean of the Faculty (faculty affairs), the Associate Dean of the Faculty (student academic affairs), and the Dean of Special Programs report directly to the Dean of the Faculty/Vice President for Academic Affairs. All deans sit on a nine-member DOF/VPAA Senior Staff. Five other staff members report directly to the Dean of the Faculty/Vice President for Academic Affairs: the Director of Institutional Research, the Dayton Director of the Tang Teaching Museum, the Chief Technology Officer, the College Librarian, the Director of Sustainability, and the Faculty Assessment Coordinator.

The Dean of the Faculty/Vice President for Academic Affairs works closely with and considers recommendations from CAPT regarding faculty tenure and promotion candidacies. The Dean of the Faculty/Vice President for Academic Affairs presents to the President the decision with regard to each candidate's case. The Dean of the Faculty/Vice President for Academic Affairs also works with CAPT and the President in determining appointments to the College's endowed chairs. More broadly, the Dean of the Faculty/Vice President for Academic Affairs works with CAPT and the

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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

6. CAPT will have the responsibility of monitoring the review process.

Confidentiality

It is extremely important that the rights of both the Officer being reviewed and those providing comments be protected. Strict rules of confidentiality are, therefore, necessary.

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 Office of the President for a minimum of three years or as long as the person under review continues in the position. The file will then be destroyed.

3. The final summary report of the committee will also be kept in confidence and will be held in the same sealed file with the evaluations for a minimum of three years or as long as the person under review continues in the position. It will not be shown to anyone other than the members of the original review committee, the President, and the Officer being reviewed. Members of a review committee for a particular officer shall not have access to previous reviews of that officer. However, the Officer being reviewed may choose to share parts or all of the summary report with others.

Changes in Procedure

Changes in these procedures must be agreed upon by CAPT and the President.

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. 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 adjudic-7.7(t)-5.1(6(e)- Tdh-

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 eaeieon.12a of.9(e)4 did-5e(ov.12ae)4t2-r.1. -s89(-2i)6[(etd55e2ay).9(i)6.8(c -0.50.0J200 Tc 0 .6511.4(e)-8.8T2 132T

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 and state laws protecting qualified individuals with documented disabilities, Skidmore College will reasonably accommodate such individuals (except in the rare case when doing so would create an undue hardship for Skidmore College)

Any student with a disability who requires accommodations to function effectively in residential or academic life on campus should contact the Coordinator for Students with Disabilities to discuss documentation and to request accommodations. Any faculty member with a disability who requires accommodations to perform duties effectively should contact the department chair, the Dean of the Faculty/Vice President for Academic Affairs, the Dean of Special Programs (DSP), or the Assistant Director for Equal Employment Opportunity and Workforce Diversity (ADEWD). Any staff member or administrator with a disability who requires accommodations to perform duties effectively should contact the supervisor or the ADEWD.

D. Policy on Anti-Harassment

Skidmore College affirms that its community members (faculty, staff, administration, and students) have the right to be free from acts of harassment (based on the protected characteristics of an employee or student) that constitute unlawful, offensive, and hostile behavior. Such acts include (but are not limited to) sexual or racial harassment. In general, such harassment may consist of (but is not limited to) words, signs, jokes, pranks, acts of intimidation, or acts of stalking and interpersonal violence that unreasonably interfere with an individual's work or educational pursuits or that create a hostile, offensive, or intimidating work or learning environment. By College policy, all members of the Skidmouint .2(w)29.2(or)-a 5(e)-2.n,and

F. Policy on Consensual Sexual Relationships Involving Students

insured or uninsured protection should their conduct become the subject of civil or criminal legal proceedings.

V. PROCEDURES REGARDING EQUAL EMPLOYMENT OPPORTUNITY AND DIVERSITY

This article establishes procedures for implementing the policies regarding Equal Employment Opportunity and Diversity at Skidmore College.

A. Scope

1. *Educational Environment*

In accordance with its policy on equal opportunity, Skidmore College prohibits discrimination against any students on the basis of race, color, religion, gender, age, national or ethnic origin, genetic information, genetic predisposition or 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.

Title IX

Complaints of sexual harassment, sexual misconduct or gender-based violence may implicate Title IX, as well as other applicable non-discrimination and harassment laws. Skidmore has designated a certain individual to address efforts in this area to comply with Title IX laws as outlined by OCR's "Dear Colleague Letter" dated April 4, 2011. Questions on any concerns about Title IX should be directed to:

Dean of Students and VP of Student Affairs/Title IX Coordinator
Office of Dean of Student Affairs

cases, or in the case of other extenuating circumstances, a full search may not be desirable, and the ADEWD will give careful consideration to requests for search waiver.

c. In academic searches, the ADEWD, in collaboration with the Associate Dean of the Faculty

3. The ADEWD

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 character 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 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 interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual, physical abuse, emotional violence or the threat of such violence. Dating violence does not include acts that meet the definition of "domestic violence."

"**Domestic Violence**" means felony or misdemeanor crimes of violence committed by a current or former

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 that they are 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);
    - The responding party's family member; or
    - The responding party's cohabitant or household member, including a roommate.
- Investigation: the process used in the formal stage of a complaint.
- Appropriate Official: the complainant should report [illegible]

The College's complaint process, for the purpose of meeting required deadlines, begins once the ADEWD conducts an initial interview with the complainant. During the initial interview, the ADEWD will discuss with the complainant whether or not the alleged incident(s) of harassment or discrimination constitute(s) a violation of the College's policies. The complainant will also be told about their

- review and sign their own statement and receive a copy;
- request mediation;
- have a meeting with the ADEWD after the informal inquiry;
- review a copy of the final summary of the complaint in the presence of the appropriate official.

The respondent will not have the right to

- have an attorney present;
- record the meeting;
- ask questions of the complainant or witness(es);
- review the complete complaint file and all associated documents (e.g., witness statements), nor to
- receive a copy of the complete complaint file.

Any discussion during the initial interviews with the complainant or the respondent will be documented and signed by the individual making the statement and the ADEWD. The individual making the statement will be given a copy of the signed document, and the ADEWD will enter the original in the complaint file.

- ask questions of the complainant or respondent
- review the complete complaint file and all associated documents
- receive a copy of the complete complaint file.

Depending on the nature of the complaint, mediation may be offered. If the complainant accepts this approach, the respondent will be encouraged to participate in the mediation process. If the parties agree to a resolution, it will be documented in an agreement. Both parties will be given a copy of the agreement, and a copy will be retained with the complaint file by the ADEWD.

D. Formal Complaint Procedures

The ADEWD will notify the complainant and the respondent in writing when the informal process is concluded. If no resolution/agreement is reached during the informal stage of the complaint as outlined above, the complainant will have the right to submit a formal written complaint within 10 days to the ADEWD. The formal complaint must be signed and should be delivered (return receipt requested) to: Human Resources, Barrett Center, Skidmore College, Attn: ADEWD, 815 North Broadway, Saratoga Springs, NY 12866.

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discrimination. Expected cooperation includes providing full and honest disclosure of known facts, providing oral or written testimony, and providing letters, emails, voice messages, notebooks, gifts or other evidence in any such proceeding. Finally, cooperation includes the expectation that all parties to a complaint, inquiry, or investigation will maintain the confidentiality of the process and not attempt to influence any other party to the process.

B. Extension of Time Periods

If circumstances warrant or if legally required, the College reserves the right to extend any time periods identified in this policy.

C. Retaliatory Actions

Applicable law and College policy prohibit retaliation against any person reporting or thought to have reported harassment or discrimination. Retaliation is also prohibited against any person who is a witness or otherwise involved in a harassment or discrimination proceeding. Retaliation against any person shall be considered a serious violation of the policy on retaliation and shall be considered independently of the underlying complaint. Encouraging others to retaliate also violates this policy.

Retaliation includes any conduct, whether or not workplace or employment-related, directed at someone because someone opposed a discriminatory practice, made a good faith report of harassment or discrimination, or participated or cooperated in such an investigation, which might deter a reasonable person from making or supp2.8(n)-7(y)5.10.3(Dh)-(n)-7(y)5ng a

E. For Additional Information or Assistance

Inquiries concerning the preceding policies and procedures or requests for assistance should be directed to either of the following:

The Assistant Director for EEO and Workforce Diversity
Skidmore College
815 North Broadway
Saratoga Springs, NY 12866-1632
Tel: (518) 580-5800
http://cms.skidmore.edu/229 8(>>BDC -0T5d(0)5(t.8(.)7(x)53(e)-2cr)-5.3f5(/2(or))-12m ( )Tj ESpanC /Link <1ginat

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