



FACULTY HANDBOOK

August 1, 2026

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Introduction

Since 1893, Hood College faculty have partnered with staff and administration to play an integral role in Hood College students' experiences and successful implementation of the Hood College mission. By offering students learning opportunities inside and outside the classroom, as well as by engaging students in a plethora of research and service opportunities, faculty have been instrumental in helping students mold themselves into the individuals they wish to become personally and professionally as well as take on global challenges successfully.

Committed to the liberal arts, today's faculty continue to inspire students in the classroom as well as empower students through research and service to reach their goals and live purposeful lives using their hearts, minds, and hands with their education as a springboard for their success. Faculty form an essential foundation and provide scaffolding for students and the institution as a whole. Faculty support and guide students as they acquire knowledge, provide opportunities as students refine their expertise, and motivate and empower students to apply their skills as they transition beyond Hood to embrace their role as citizens of the world. Through teaching, faculty inspire, motivate, and learn from and with our students. Through research and scholarship, faculty contribute broadly to knowledge in our areas of expertise and create collaborative learning experiences facilitating student success. Through service and shared governance, faculty aid the continual growth and progression of the institution.

From all these vantage points, faculty have significant influence on the student experience at Hood College and serve as ambassadors of the institution. Their influence should be both positive and professional. The policies, procedures and guidelines described herein will empower faculty with the tools needed to ensure this outcome.

Two documents, the Hood College Faculty Handbook and the Faculty Code, guide and direct faculty as well as describe our relationship within and across other units of the College. The Hood College Faculty Handbook offers general information about the organization of the faculty, faculty responsibilities, and personnel policies that are specific to faculty status. Additionally, the Faculty Handbook provides guidance and information regarding the nuanced and complex roles of faculty members. The Faculty Handbook and the Faculty Code complement each other. In many cases, the documents deal with the same material but from different perspectives. The Faculty Handbook is a guide for the faculty and the administration outlining many policies and procedures that are likely to change more frequently than those principles set forth in the Faculty Code. For example, the Faculty Code describes the three criteria for faculty review (teaching, professional development, and service to the College), but the Faculty Handbook describes the resources and details related to those three criteria (e.g., teaching load, professional development funds, committee eligibility). Together, the Faculty Code and Faculty Handbook define the full scope of faculty responsibilities at Hood College.

1. Organization and Structure of Hood College

1.1 Mission, Vision and Core Values

The Mission, Vision, and the Core Values of Hood College inspire and shape our core work as faculty and our lives as members of the larger Hood College community.

1.1.1 Mission

Through an integration of the liberal arts and the professions, Hood College provides an education that empowers students to use their hearts, minds and hands to meet personal, professional and global challenges and to lead purposeful lives of responsibility, leadership, service and civic engagement.

1.1.2 Vision

Hood will be the college of choice for students seeking an excellent, holistic, liberal arts and sciences education offered in an inclusive environment that prepares graduates for personal and professional achievement and “to lead purposeful lives of responsibility, leadership, service and civic engagement” (Hood College mission).

1.1.3 Core Values

Hope: To believe that everyone can have a positive impact in the world and that education is instrumental in creating and sustaining hope.

Opportunity: To fully use one’s talents and skills to realize professional and personal achievement and to help create and realize opportunities for others.

Obligation: To fulfill personal and professional responsibilities with integrity and to be a responsible steward and servant to the betterment of others and this world.

Democracy: To embrace diversity, foster freedom of thought and expression, and to promote engaged citizenship both in self and others.

1.2 General Information

1.2.1 History

For over 125 years, Hood College has prepared students for successful careers and the responsibilities of citizenship. Hood traces its history to 1893 when the Potomac Synod of the Reformed Church of the United States—now the United Church of Christ—established the Woman’s College of Frederick, which moved from the Potomac Synod’s Mercersburg College in Mercersburg, Pennsylvania.

In 1897, the College was officially chartered with the purpose of creating a college for the promotion and advancement of women and the cultivation and diffusion of literature, science and art. Located in Winchester Hall on East Church Street in Downtown Frederick, the College opened its first semester with a student body of 83 and a faculty of eight. The first baccalaureate degrees were awarded to 14 women in 1898.

Also, in 1897 the College acquired a 28-acre tract of farmland on the northwestern edge of the city, made possible by a gift from Margaret Scholl Hood. In recognition of Mrs. Hood’s generosity, the Board of Trustees voted in 1912 to change the name of the college. In 1914, construction began on Alumnae Hall, which continues to house many of the principal administrative offices of the College. Today more than 30 academic, residential and administrative buildings are quartered on Hood’s 50-acre campus.

Though commuting male students have been a part of Hood's undergraduate and graduate populations since 1971, in October 2002 the Board of Trustees voted to allow men to reside on campus, making the college fully coeducational in fall 2003.

Hood College is widely recognized for its degree programs and opportunities for high-caliber research in the natural sciences. It offers 30 undergraduate majors, master's degrees in 20 professional areas, 13 post-baccalaureate certificates, certification programs in education, and three doctoral programs. Hood has more than 100 regular faculty members, 95 percent of whom hold a doctorate or the terminal degree in their field.

Hood College prepares its students to excel in meeting the personal, professional and global challenges of the future. It is committed to the thoughtful integration of the liberal arts and technology, to the exploration of values and the cultivation of community and to equipping students for lives of responsibility and leadership. In all that it does, Hood recognizes that a strong foundation in the liberal arts provides the best possible preparation for personal and professional success.

Working with their hearts, minds, and hands, as the motto of the College enjoins them to do, Hood's more than 20,000 alumnae and alumni have served their communities as scientists, teachers, lawyers, physicians and citizens. The College is proud of its accomplishments and welcomes the pride that our graduates continue to take in Hood.

1.2.2 The Structure of the Administration

An independent Board of Trustees is Hood's governing board. The Board elects members for terms of six years. The president of the College is not a voting member of the Board or any standing committee. In all capacities, the president serves the Board *ex officio*.

The governing document of the Board of Trustees, the College By-Laws, provides for standing committees of the Board, appointed by the chair. The current standing committees are: Executive Committee, Investment, Student Success, Academic Affairs, Audit and Risk Management, Enrollment Management and Marketing, Facilities and Finance, Institutional Advancement, and Trusteeship and Governance. The Executive Committee is composed of chairs of standing committees and three additional trustees appointed by the chair of the Board.

1.2.3 The Officers of the College

The administrative staff at Hood College includes six major divisions: the President's Office, Academic and Student Affairs, Community and Inclusivity, Finance and Administration, Institutional Advancement, Marketing and Communications, and Enrollment Management. The Director of Athletics reports directly to the president.

The College By-Laws specify that the Board of Trustees shall elect the president, who is responsible to the Board. As chief executive officer, the president has general supervision of all divisions and departments and primary responsibility for the governance of the College. The president has final authority in conducting the internal affairs of the College. The president appoints principal administrative officers of the College in consultation with the Board. The president serves as the official channel of communication between the Board of Trustees, the principal administrative officers, the faculty, the staff, and the students.

1.2.3.1 Academic Affairs

The provost and vice president for academic affairs is the chief academic officer and, in conjunction with the faculty, has responsibility for both undergraduate and graduate instructional programs, curricular development, administration of the academic budget, the library, registration and academic records, faculty recruitment and evaluation, academic support services, the career center, institutional research and assessment, and student life (including residence life).

The dean of the Graduate School and associate provost reports to the provost and has primary responsibility for administering the programs of graduate study in consultation with the Graduate Council, recruitment and registration of graduate students, development and assessment of graduate curricula, hiring and evaluating faculty to teach specifically in the graduate program, the provision of services to support graduate students and faculty members, and the coordinating of non-academic programs for graduate students.

1.2.3.2 Athletics

The director of athletics reports to the president and oversees student-athletes participating in intercollegiate Division III sports, as well as club sports and intramural recreation program. The director of athletics is the chief advisor to the president on NCAA DIII athletics and athletics compliance. Hood College is part of the Middle Atlantic Conference (MAC) Division III athletics.

1.2.3.3 Community and Inclusivity

The vice president for community and inclusivity is responsible for fostering the well-being of every member of the Hood community and a healthy, safe, empowering and inclusive campus climate. The vice president for community and inclusivity has oversight of staff responsible for campus safety, health and wellness, and spiritual life. The vice president also oversees the office of human resources.

1.2.3.4 Enrollment Management

The vice president for enrollment management reports to the president and has primary responsibility for the recruitment of undergraduate students and for the allocation of financial aid to incoming students. The vice president for enrollment management has oversight of staff responsible for the recruitment of transfer, international students, as well as traditional undergraduate students.

1.2.3.5 Finance and Administration

The vice president for finance is the chief financial officer and is the principal staff advisor to the president in matters relating to general administration, finance, physical plant, information technology, and business operations.

1.2.3.6 Institutional Advancement

The vice president for institutional advancement reports to the president and supervises the Offices of Institutional Advancement and Alumni and Constituent Engagement. The vice president for institutional advancement has primary responsibility for fundraising programs, including the Annual Fund and major gifts campaigns, and for alumnae/ alumni relations and constituent engagement, including special events such as the annual Reunion. Corporate and government relations fall under the purview of this division. Faculty should contact the office of alumni and constituent engagement as they seek alumni speakers or panelists. Faculty should also consult the Office of Institutional Advancement to discuss the array of endowed lectures available to support academic programs.

1.2.3.7 Marketing and Communications

The vice president for marketing and communications is the chief marketing officer and reports to the president. The vice president for marketing and communications is responsible for strategic marketing, advertising, social media, the website, writing and design, media relations, community outreach, and print and mail services. They also serve as the public information officer. The vice president oversees the print shop, mail services, and conference and event services.

1.2.3.8 Dean of Students

The dean of students implements and assesses programs and initiatives to advance Hood's mission to foster a vibrant, inclusive campus. The dean of students is responsible for leading the College's student engagement and residential life staff in their work to support student learning and success. The dean of students reports to the president or their designee.

1.3 Administrative Support for Faculty

1.3.1 Faculty Services

Under the direction of the executive assistant to the provost, Faculty Services provides administrative support to the faculty and their academic departments, creating an integral link between the faculty, students, and staff of Hood College. The Faculty Services team provides administrative support and assistance with event planning, office supply management, travel arrangements, accounts payable processing, recruitment, maintaining department files, compiling minutes for meetings, mail distribution, and duplicating coordination for each department. The team also recruits and supervises student workers.

1.3.2 Academic Grants and Sponsored Programs

The Grants and Sponsored Programs (GRASP) office, located in the division of institutional advancement, provides direct and support services to increase the resources available for faculty development and academic program development through grants, cooperative agreements, fellowships, and other sponsored program support from external sources. At Hood, multiple offices work collaboratively to support grant activities, and that support is coordinated through the Grants and Sponsored Programs Office. As such, all requests for external funding must be routed through the GRASP office. Duties performed by this office include the following:

- Conducting a search for funders
- Organizing a meeting with a funder
- Sharing grant-writing tips
- Suggesting a grant proposal timeline
- Acting as a liaison with the funding source/program officer. If you would like to contact a funder, please contact the GRASP office to coordinate your approach. Hood College has a number of long-standing relationships that should be considered.
- Helping to prepare the budget
- Editing proposals
- Vetting a proposal before submission to ensure it complies with sponsor and College requirements
- Assisting with the grant routing procedure so required internal approvals are received
- Ensuring that proposals are complete and submitted on time
- Confirming that grant activities comply with funder requirements
- Assisting with the preparation and submittal of interim and final reports

For specific grants, indirect costs are disbursed according to college policy as follows:

Indirect cost reimbursement will be accounted for as follows

- 50% - to support operations
- 25% - to support academic affairs
- 25% - to support department of faculty member who serves as principal investigator, with priority support for the principal investigator (PI) themselves

1.3.3 Information Technology

At the time of appointment, every faculty member is issued a User ID and Password for login to the Hood College network. Support for all computing needs is available at the [IT Help Desk](#). Faculty members have access to several software applications (if authorized) and use of these titles falls under the [Hood College Acceptable Use Policy](#).

Per Hood College [policy](#), all proprietary information stored on computing devices owned or leased by Hood College remains the sole property of Hood College. This includes information on the College email server and Learning

Management System (Blackboard). For more information about I.T. resources and policies, view the [IT Webpage](#) or contact the information technologist.

1.3.4 Josephine Steiner Student Success Center

The [Josephine Steiner Student Success Center](#) offers a variety of services and programs to assist students who want to be more effective and efficient learners. The Student Success Center provides training and support for academic advising, coordinates summer advising and placement testing, oversees the early alert system, and manages tutoring and the Guided Path to Success (GPS) coaching program. The Center also serves as the end-user support for Blazer Navigate, providing training and assistance for faculty and staff who utilize the system for academic advising, student outreach, and early alerts. The General Studies Skills course is also housed within Student Success and is overseen by the Associate Dean, who leads faculty training, curriculum development, and coordination.

1.3.4.1 Academic Advising

Most faculty serve as [academic advisors](#). While faculty serve in an advisory capacity, students must take ultimate responsibility for academic planning—of each semester, academic year, and degree completion. The Dean of Student Success coordinates the process and professional development of faculty academic advising.

First-year students may enter the College with an undeclared major, or they may choose to declare their major. Regardless of the option chosen, all students are encouraged to explore various subjects and disciplines during their first year at Hood College. During their first semester, new students are typically advised by the instructor of their First-Year Experience course. Students in some programs may be assigned to a staff advisor or to a faculty advisor within the major of interest. Students must declare a major by the end of their sophomore year by completing the appropriate form with the Office of the Registrar. Transfer students declare their major upon entering Hood and are assigned an academic advisor in their major field(s).

1.3.4.2 Placement Testing

Placement tests, also referred to as the Basic Skills Inventory, are administered online by the Student Success Center in partnership with other academic departments. All first-year and transfer students are required to take placement tests in Mathematics and Foreign Language if not transferring in equivalent credit through transfer coursework or AP, IB, CLEP, DANTES, GCE and similar non-traditional credit as outlined in the undergraduate catalog. As of 2026-27, college application essays are used primarily as the main tool for English placement. Test scores are used to determine placement level in a designated subject area.

1.3.4.3 Accessibility Services and the Testing Center

Hood College actively supports the rights of students with disabilities to have equal access to education. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Hood provides reasonable accommodations to support the needs of students with diagnosed disabilities.

Students with disabilities who need academic and/or housing accommodations must notify the Director of Accessibility Services as soon as possible. Early notification prevents delay in the initiation of services and ensures the student full access to educational activities. Students provide documentation of a disability from an educational, mental health, and/or medical professional, and this documentation should state accommodations the student requires to participate fully in the educational programs at Hood College. The Director of Accessibility Services will work with the student to prepare an individualized plan for accessing the appropriate accommodations, and with faculty to support implementation while maintaining academic integrity. The student is then prepared to take on the responsibility of advocating for themselves, with support from the director. Contact the Office of Accessibility Services at accessibilityservices@hood.edu.

Use of the Testing Center is provided as accommodation and is listed on students' accessibility plans. Students should schedule proctoring with the [Testing Center](#) three business days in advance of test dates.

1.3.4.4 Tutoring

Free tutoring is available to all Hood College undergraduate and graduate students. Undergraduate peer tutoring is offered in a variety of subjects and takes place in the Tutoring Center adjacent to the Student Success Center on the first floor of the Beneficial-Hodson Library and Learning Commons.

Students can schedule peer tutoring appointments through the [Navigate App](#) by selecting Academic Support and choosing Course-Based Tutoring or Papers/Citations for writing assistance.

All students also have access to up to 10 hours of free, online professional tutoring each semester through Thinking Storm, available seven days a week.

Academic tutoring and writing support information is also available through Blackboard (Tools function) for each course.

1.3.4.5 Success Coaching and Student Support

Students can meet with a Blazer Academic Coach (BAC) through the Guided Path to Success (GPS) program to strengthen academic skills and strategies for success.

GNST 101—Seminar for Academic Success is a two-credit seminar elective course designed to promote a successful transition to college. The course explores emotional intelligence, motivation, goal setting, interdependence, campus engagement, and effective learning strategies. While not required for the Heart, Mind, and Hands Core curriculum, GNST 101 is recommended for students seeking additional academic support and is required for those on academic probation and potentially students who enter Hood with a recalculated high school GPA of below a 2.5. During the semester, students work with a Student Success Peer Mentor (SSPM) to reinforce skills introduced in class.

The Student Success Center manages the early alert and student support system through Blazer Navigate, as well as the Students of Concern Committee, which meets regularly to review and coordinate care for specific students. Faculty and staff may submit alerts through Blazer Navigate to report academic or personal concerns, and advisors may record advising interactions directly in the system. These submissions prompt timely outreach and coordinated interventions by their advisors and other support offices. Currently, advisors are expected to close cases once the alert has been resolved. The Student Success Center oversees all Blazer Navigate access, training, and end-user support across campus.

1.3.5 Beneficial-Hodson Library and Learning Commons

The Beneficial-Hodson Library works to enable the Hood College community to learn, discover, create, and engage with the world of ideas both within and beyond the curriculum. We strive to create and maintain accessible, inclusive, and culturally affirming spaces, services, collections, and educational opportunities that enable everyone in our community to meet the personal, professional, and social challenges of our world. The library staff enable Hood's learning and research communities to engage with the world of ideas by encouraging curiosity and supporting scholarship.

The staff in the Beneficial-Hodson Library are available to collaborate with academic partners to connect users with library services and resources. Services for faculty are located on the [Library Resource Page for Faculty](#). Library building hours are posted on the [Hours and Location Page](#).

[Contact the Library](#) to:

- Schedule an instruction session for your class.
- Schedule a room or event.

- Recommend books and other resources for purchase.
- Get help locating print or e-resources.
- Utilize Course Reserves.
- Book an appointment with a librarian.
- Collaborate on a project.

The Learning Commons is the physical home to three academic support departments: The Library, Student Success Center, and the Information Technology Help Desk.

1.3.6 Catherine Filene Shouse Center for Career Development and Experiential Learning

The [Catherine Filene Shouse Center for Career Development and Experiential Learning](#) supports faculty by providing classroom presentations, major/minor specific events and resources, assistance with off-campus career-related trips, support for service-learning initiatives, and internship supervision workshops and materials.

1.3.6.1 Classroom Presentations

Faculty may schedule a classroom presentation given by Career Center staff on a variety of topics. Frequently requested classroom presentation topics include:

- Writing Your Resume
- How to Find Internships and Receive Academic Credit for Your Internship
- Conducting a Job Search
- Interview Skills
- Developing a LinkedIn Profile
- Etiquette in the Workplace

Career Center staff will also work with faculty to develop tailored career development workshops based on specific majors and class needs. In addition, the Career Center offers mock interviews for classes, welcomes student referrals for individual appointments, and is available to visit a class if a faculty member has a planned absence.

1.3.6.2 Career Development Events

The Career Center offers numerous events throughout the academic year to support students at a variety of stages of career development. These include weekly campus visits by employers seeking volunteers, interns, and new hires. Popular annual events include:

- Fall and Spring Community Volunteer & Internship Fairs
- Majors/Minors Exploration Fair
- Science and Technology Career Fair
- Spring Career and Internship Fair
- Fall and Spring Study Abroad Information Sessions
- Fall Law School & Criminal Justice Fair
- Spring Etiquette Dinner

1.3.6.3 Internships

For faculty who are academically advising or supervising students conducting internships, the Career Center offers a [Faculty Internship Guide](#) and will provide individual or small group training for faculty new to this form of experiential learning. The Career Center assists faculty and students at all stages of the internships process including location and vetting of internship sites, coordination of student forms to achieve academic credit, and collection of mid-term and final student evaluations to assist faculty grading.

1.3.6.4 Student Scholarships and Professional Development

The Career Center also assists students pursuing unique high impact learning experiences through scholarships and coordination of registration. Some of these include the prestigious Volpe Scholar award, High Impact Practices (HIP) Scholarship Awards, the Wakeling Scholarship for STEM students, The Public Leadership Education Network (PLEN) seminars for women, The Washington Center (TWC) internship program, The Washington Internship Institute, and American University's Washington Semester. Career Center staff support the efforts of the Director of Study Abroad in publicizing study abroad and study away opportunities to students as well as information sessions related to The Davis Projects for Peace and The Fulbright Program.

1.3.6.5 Other High Impact Learning Experiences for Students

Faculty should actively encourage students to pursue [high impact learning experiences](#) supported by the College. Such experiences include Study Abroad and study away programs sponsored in partnership with other organizations. Consult the [Career Center webpage](#), [HIP Impact Scholarship website](#), and/or [Study Abroad website](#) for current information.

1.3.7 Tidball Center for Teaching and Learning

The Tidball Center for Teaching and Learning (CTL) is a cooperative, community-driven resource dedicated to advancing teaching and learning through evidence-based practices. CTL works with campus and community partners to promote opportunities for pedagogical inquiry, creativity, experimentation, collaboration, growth, and reflection. The director and advisory board host events and workshops, support communities of practice, curate and create resources, connect faculty for teaching observations, and administer the Academic Innovation Grant. More information can be found on the [CTL Webpage](#).

1.3.8 Teaching Grants

The College supports innovative teaching and the development of experiential learning trips abroad through two grants. The Office of the Provost announces the deadlines and application procedures for these grants at the beginning of each academic year.

1.3.8.1 Academic Innovation Grant

The Center for Teaching and Learning offers the Academic Innovation Grant. This competitive grant supports projects which are designed to enhance teaching and learning. Successful applicants will receive a stipend to support their development of innovative teaching strategies such as the integration of technology, high impact practices, universal design for learning, and/or inclusive teaching. Recipients of the Academic Innovation Grant receive a stipend of up to \$2,500.

1.3.8.2 Study Abroad Development Grant

The Office of Study Abroad offers the Susan Whaley Study Abroad Development grant. This grant supports faculty developing short-term experiential or service-learning trips abroad or long-term study abroad opportunities for Hood College students. Successful applicants will receive a grant to support the researching, planning, organizing, and traveling involved in the development of a study abroad opportunity. Recipients of the Susan Whaley Study Abroad Development grant receive a stipend of \$2,500 for one faculty member and \$5,000 for two or more faculty members. The number of awards made each year depends upon the availability of funds and the quality of proposals received.

1.3.9 Academic Support for Athletes

The Faculty Athletic Representative (FAR) plays a strategic role at the institution, ensuring the academic integrity of the intercollegiate athletics program, and enhancing the student-athlete experience at Hood College. The FAR represents Hood and its faculty in the relationship between the NCAA and the institution.

- The FAR is the liaison between athletics and academics with the following responsibilities:

- Ensures faculty members are aware of the athletic attendance policy
- Helps promote the faculty athletic network (FAN)
- Reviews game schedules each season ensuring a balance between home and away games to minimize class absences
- Helps ensure a quality student-athlete experience and promote student-athlete well-being
- Serves as an independent advocate for student-athletes
- Assists in the oversight of intercollegiate athletics at the campus and conference levels to assure that they are conducted in a manner designed to protect and enhance the physical, psychological, and educational well-being of student-athletes.
- Oversees the nominations of student-athletes for NCAA grant, scholarship, and recognition programs.
- Helps promote student-athlete success in the classroom, in athletics, and in the community by striking a balance among academic excellence, athletics competition, and social growth as they prepare for lifelong success.
- Attends conference FAR events.
- Other duties as assigned by the president, provost or director of athletics as appropriate under the NCAA and MAC Conference Bylaws.

All first-year student athletes and transfer students are required to complete four hours of study hall per week. Study hall is proctored, and student-athletes need to sign in and sign out to have their hours recorded. In addition to first year and transfer student-athletes, any student-athlete with a GPA of between 2.2 and 2.5 is also required to complete four hours of study hall, and any student-athlete with at GPA below 2.2 is required to complete six hours of study hall. Once a student-athlete has a GPA above 2.5, study hall is no longer required.

All head coaches have access to Blazer Navigate alerts and regularly follow up with student athletes regarding alerts. The Advising and Support Services Office for Athletes work directly with any student-athlete identified by the Students of Concern Committee, by a coach, or a faculty/staff member who is in need of assistance. Athletes are referred to the Student Success Center as needed.

1.3.10 Office of Institutional Research and Assessment (OIRA)

Hood College is a data-informed institution, and data is integral to resource allocation, continuous improvement, programmatic and personnel changes, and decision making. To support that goal, the OIRA serves as the official source of institutional data for decision making, continuous improvement, and federal and state reporting. OIRA provides support for faculty related to institutional data, analysis and assessment efforts. Faculty in need of institutional data to support decision-making, programmatic or departmental assessment, grant efforts, accreditation efforts, or general research efforts should contact the OIRA to set up a time to discuss individual data needs.

The OIRA produces numerous yearly reports to provide a general overview of institutional information (including the fact book and quick fact sheet available through the OIRA webpage). Additionally, in support of the institution's ongoing assessment efforts, the OIRA is available to provide guidance and consultative service to faculty as needed. Lastly, the OIRA administers campus-wide surveys for administrative and academic departments and offices consistent with the Campus Survey Policy and publishes survey reports (policy and reports available through the OIRA webpage). The OIRA is available to provide institutional information as needed and appropriate to any member of the Hood community. More information can be found on the [OIRA page](#) on the Hood College website.

1.3.11 Marketing and Communications

The Hood College Office of Marketing and Communications is a professional team of writers, designers, advertising specialists, photographers, marketing strategists, web developers, content specialists, print production experts and event planners. It is responsible for leading the overall integrated marketing communications efforts for Hood, strengthening the College's visibility and brand to both external and internal audiences.

Marketing and Communications:

- Maintain the Hood website and social media.
- Create and distribute College publications, including Hood Magazine.
- Communicate with media outlets.
- Coordinate the print production of all College publications and distribution of all mail.
- Oversee all events on campus, hosted by internal and external clients.

For all promotional materials (publications, website, social media, etc.), faculty and academic departments must fully comply with the [Brand Guidelines](#) of the college.

2. Faculty Responsibilities

To be a faculty member is to be an educator, a scholar, and a community member engaged in the shared governance of the College. As noted in the introduction to this Handbook, the Hood College motto *Corde et Mente et Manu* (Heart and Mind and Hand) reflects the integration of these three aspects in the daily lives of our faculty. The trifold nature of faculty positions is reflected in the structure of this section, which discusses the expectations related to teaching, scholarship/professional development, and service at Hood College. Full Time Equivalent (FTE) faculty members are evaluated on these three criteria in annual and promotional reviews. Course contract faculty (adjunct faculty), while formally exempt from expectations regarding scholarship and service, are encouraged to access campus resources to support and enhance their pedagogical and professional development.

While the Faculty Code lays out the contractual obligations related to these three areas, this document expands on those requirements, offering specific information about requirements and resources available to Hood faculty.

2.1 Teaching

Faculty are expected to continually examine their personal and professional approaches toward classroom instruction and toward their relationships with their students. Impactful student-centered instruction is the rule rather than the exception at Hood College.

This section outlines teaching expectations, opportunities and resources to promote the development of effective teaching strategies. The Faculty Code describes teaching effectiveness and offers guidance on how this attribute is reflected in major reviews for tenure and promotion.

2.1.1 Course Syllabus

The purpose of a syllabus is to inform students of the nature and content of the course and the policies and procedures that will apply in the classroom. The syllabus is also a reflection of the faculty member's professionalism and should be prepared carefully, updated and revised regularly, and be clear and concise. Syllabi templates can be found on the [Office of the Provost website](#).

Instructors are expected to distribute a course syllabus no later than the first day of class. Syllabi are required for every credit-bearing course, including internships and independent studies. Faculty must submit an electronic copy of each course syllabus to their department administrative assistant no later than the drop/add deadline. Syllabi must be posted on Blackboard, hence there is no requirement to provide a printed copy to students.

Each [syllabus](#) should include the following elements:

- Faculty member's name and contact information (office location, phone number, email address, Blackboard site, etc., with instructions on the best strategy for contacting you and anticipated response time)

- Course description, including meeting time and location
- Student learning objectives
- Program and/or core curriculum goals and objectives
- A listing of the required text(s), technology, and other materials for the course, including links to open educational resources that may be available from the Library
- Course schedule, organized by weeks or days (including dates for scheduled holidays and breaks)
- A listing of all assignments and due dates
- Dates of quizzes and examinations
- Due dates for assignments, including projects, papers, and presentations
- Criteria upon which students will be evaluated and their midterm and final grades determined
- Location, time, and modality of scheduled conference/office hours
- Class attendance policy and expectations for absences from class and missed work
- Artificial Intelligence policy

Syllabi must also include the following, for which suggested language is provided:

2.1.1.1 Statement of the Academic Honor Code (from the Student Handbook)

As a place of honor and respect, all members of Hood College assume the obligation to maintain the principles of honesty, responsibility, and intellectual integrity in all activities related to their Hood College experience. Students are expected to adhere to the highest standards of academic honesty and integrity in all coursework and related matters. It is the responsibility of each student to support these values through maturity of thought, expression, and action. Members of the faculty and staff are available to assist students in this process.

2.1.1.2 Statement of accommodations for students with disabilities

Hood College is committed to reducing and/or removing barriers for students with disabilities. If you believe you need an accommodation to fully participate in this course, I encourage you to reach out to accessibilityservices@hood.edu or to visit hood.edu/accessibility for more information. If you will be using accommodations in this class, please share your accommodation letter with me and contact me to discuss implementation of those accommodations.

2.1.1.3 Title IX

Hood College faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. The College strongly encourages all members of the community to take action, seek support and report incidents of sexual misconduct to the Title IX Coordinator. Please be aware that under Title IX of the Education Amendments of 1972, I am required to disclose information about such misconduct to the Title IX office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the dean of the chapel (chapel@hood.edu), counseling services (counselingservices@hood.edu), or the wellness center (wellness@hood.edu). For more information about reporting options and resources at Hood College and the community, please contact the Title IX Coordinator, who reports to the Vice President of Community and Inclusivity.

2.1.1.4 Statement on Hood's Core Values

In accordance with Hood College's four pillars (Hope, Opportunity, Obligation, and Democracy), the College is proud of its diverse community, and we are committed to cultivating and strengthening an inclusive, tolerant, multi-cultural, and intellectually open community with equal opportunity for all. By encouraging and celebrating our differences, we create an environment that promotes freedom of thought and academic excellence. It is our goal to have a respectful and nurturing academic community that affirms the inherent worth and dignity of every individual, and

celebrates the diverse backgrounds of all students, faculty and staff. We will strive to value each person for their uniqueness and difference and to encourage all community members to reach their fullest potential.

2.1.1.5 Statement regarding student success

Your success in my class is a priority. For this reason, I will be using the Blazer Navigate as an early identification and intervention tool. Please make sure you download the Blazer Navigate app on your device. If I notice that you are struggling with issues such as attendance, class participation, or assignment/test performance, I may choose to send an Academic Alert through Blazer Navigate in order to connect you with appropriate campus resources. These referrals are designed to maximize your chances for success at Hood College, not as a reprimand or punishment. Please respond to any communications you may receive from me, your academic advisor, the Student Success Center, your coach, the dean's office, or other campus offices regarding your academic progress in this course.

2.1.2 Course Enrollment and Verification of the Course Roster

Preliminary course rosters are prepared by the registrar's office following registration for the next semester and are available to faculty through the course enrollment system. Faculty and department chairs use the rosters in making decisions about course cancellations, opening additional sections of a course, and ordering books and supplies through the College bookstore. A course may be cancelled if a minimum enrollment of eight students in the fall/spring or five students in the summer/winter is not achieved. The department chair or graduate program director (for graduate classes) works in consultation with the registrar and provost to monitor and assess enrollment trends. Decisions regarding course cancellation are made on a case-by-case basis. If a decision is made that a course must be cancelled, the department chair and/or program director will work in consultation with the provost and graduate dean (for graduate classes) to determine how to meet students' curricular needs and faculty workload that have been impacted by the cancellation.

Following the Drop/Add Period, faculty receive a request from the Registrar's Office to electronically verify all course rosters in the course enrollment system. Each roster must be checked for accuracy against the attendance record maintained by the instructor during the first two weeks of the session. Any discrepancies between the two rosters must be submitted electronically through the course enrollment system to the Registrar's Office. The class roster becomes official after all discrepancies are resolved.

Timely roster verification is a critically important process at the beginning of each semester. These data are required to verify enrollment, to finalize budget projections, finalize institutional and federal reports, and confirm financial aid eligibility.

2.1.3 Conduct of Classes

Faculty are responsible for conducting their classes as scheduled.

Students are automatically excused when the instructor does not arrive within fifteen minutes past the scheduled opening of the class. When an unanticipated emergency prevents an instructor from meeting their class, they should report the situation immediately to the department chair and/or graduate program director, and the provost. Faculty must also have contingency plans in place to ensure continuity of instruction in case of their temporary absence from class (see Minimum Blackboard Use guidelines). Class should be made up immediately through the use of online resources as necessary. Faculty should not change the modality of their course unless approved by the provost, academic dean, department chair, and/or graduate program director. While an emergency may arise that would prevent a faculty member from meeting their class, chronic absenteeism is grounds for dismissal as outlined in the Faculty Code.

2.1.4 Office Hours

Office hours should be scheduled at periods when students are most likely to be able to utilize them. Instructors are required to designate at a minimum approximately three hours per week when they will be available in the

office. Virtual conference hours may also be scheduled should that modality serve the students. Office hours should be kept as faithfully and regularly as class hours. Any changes to office hours should be communicated via email to the students, department chair and/or graduate program director. These changes should be posted on Blackboard as well.

2.1.5 Tutoring

The Student Success Center provides ongoing tutoring services in writing and math, as well as subject-matter and course-based tutoring. Recommendations for suitable student tutors may be sought from the Student Success Center, department chair, and/or graduate program director.

2.1.6 Course and Instructor Evaluation

Hood College encourages students to complete evaluations of instruction. These evaluations are administered online, with results compiled by the Office of Institutional Research and Assessment (OIRA). Instructors (full-time, part-time, visiting, and adjunct) receive an automated report for each course at the end of each semester following final grade submission. Faculty are encouraged to share course evaluations—particularly when concerns are identified—with academic deans, department chairs, and/or graduate program directors in order to seek guidance for improving their teaching. As stated in the Faculty Code, inclusion of all course evaluations is mandatory when preparing dossiers for review. Course evaluations are interpreted in context, and evaluation of instructors is not limited to student feedback; it may also include peer observations and other relevant evidence.

2.1.7 Assessments

2.1.7.1 Tests, Quizzes, Short Examinations

All assessments, with the exception of final examinations, are scheduled at the discretion of the instructor. The dates for major tests should be given in the course syllabus.

2.1.7.2 Final Examinations

It is the policy of the faculty and is required by the Maryland Higher Education Commission to require a final examination in all courses except those in which the nature of the course is such that special assignments planned at the beginning of the course are more appropriate. It is also policy that the final examination period (determined by the registrar and described below) is considered class time and should be utilized either for a final examination or alternate activity or as the due date for any other type of final or special assignment. Failure to use the exam period in this way is a violation of the Faculty Code.

In computing final course grades, the instructor will determine the weight that is to be given to the final examination and should inform the class of this determination by noting it in the course syllabus. Faculty in departments should periodically review weighting of final examinations, particularly in courses having multiple sections.

Final Examination Scheduling

There are two formal scheduled examination periods during the academic year (fall and spring), which are preceded by reading days; no classes or assignments are to be scheduled on reading days. The registrar's office sets the final exam schedule each semester, and it is published on the [Registrar's webpage](#). The class schedule determines the final exam schedule. In most cases, the time of the exam is determined by the first lecture class period of the weekly schedule. If possible, final exams will be held in the same classroom used for the scheduled class.

It is the College's policy not to give final examinations prior to the scheduled examination period. Examinations may not be given on reading day and may not be given in the last class except in graduate courses and courses with a double number (graduate/undergraduate). Faculty should not distribute take-home exams to the students prior to the last class period. Students may not be required to turn in take-home exams or anything that serves as the final assignment (e.g., term paper) to the instructor until after the examination period is underway.

2.1.8 Grades and Grading Policies

The primary purpose of grades at Hood College is to differentiate among the students as to their achievement in course work. In making this differentiation, the Hood College faculty will include the quality of the written and spoken work in their consideration of a student's final grade in all courses. Students will be informed at the outset of the course and will be reminded periodically that demonstration of ability to write and speak standard English is an integral part of the grade evaluation for the course.

Timely and accurate grade reporting must be a priority for all faculty. Deadlines and instructions for midterm and final grade reporting are provided by the registrar. All final grades must be submitted within 72 hours of the final exam.

For the following specifics related to grades and grading procedures, please consult the current [Hood College Catalog](#).

- Grading criteria
- Grading system (for graduate classes)
- Grade changes
- Grade Point Average
- Composite Grade Point Average
- Major Average
- Course Repeat Policy
- Midterm Grades
- Final Grades
- Incomplete Grade Policy
- Grade Appeal
- Course Withdrawal
- Audit
- Satisfactory/Unsatisfactory Grade Plan

2.1.9 Academic Grievance Procedures

If a student believes that they have been graded unfairly or has other concerns with a course and wishes to make an appeal, they must follow the procedures outlined in the current Hood College Catalog under "Grade Appeal."

2.1.10 Technology

Hood College uses [Blackboard](#) as the learning management system or LMS. Prior to the start of each term, a Blackboard page will be automatically generated for each course, and faculty will receive an email from IT with the date at which the course will be available.

All faculty must utilize the Blackboard learning management system for each course, regardless of modality of course delivery, and are expected to provide the following:

1. A Welcome Message, which will be either recorded or written before the first day of classes.
2. Instructor contact information must be clearly identified on both Blackboard and the syllabus. Faculty must articulate the process by which students will contact faculty to request meetings (either on-campus or virtually).
3. General course information, including the following:
 - a. Confirmation of the course modality and professor's attendance policy.
 - b. Response time to student inquiries (suggested 48 hours Monday-Friday unless there are extraordinary and extenuating circumstances).

- c. Description of how feedback on assignments will be shared with each student.
 - d. Timeline for grading of assignments (suggested 7-10 business days unless extraordinary circumstances prevail).
 - e. Links to any assignments that are identified as being collected in Anthology.
 - f. Guidance for students who may need assistance with accommodations.
4. All syllabi will be posted on Blackboard prior to the course start date and be accessible to students throughout the duration of the semester. The following must be included on syllabi and/or on the course Blackboard page:
 - a. Required wording on honor code (See appendix B of the student handbook and this section of the Graduate School catalog).
 - b. Clear description of course modality.
 - c. Course policies, such as late work, attendance expectations, assignment revision, lab expectations, proctored exam procedures, etc.
 - d. A complete schedule that includes all major assignments and course content (listed by week or class).
 - e. Detailed evaluation measures to explain how students' final grade will be calculated.
 - f. Clear statement on expectations for student attendance.
 5. Links for each assessment should be housed under the Assignments module. For all Anthology assessments, faculty should link the assessment directly to the Anthology platform (see OIRA's guide for instructions on how to do so). As a best practice, faculty are strongly encouraged to create the assignment links for the entire semester by the first week of class.
 6. All course grades must be visible to students using the Blackboard gradebook.
 7. Course content should be compliant with accessibility standards and accommodate the use of assistive technologies (e.g., alt tags for images, closed captioning and/or transcript for multimedia). If any student with a disability encounters difficulty with online course content due to accessibility, an alternative form must be provided that provides all necessary information.
 8. It is recommended that course material, such as lecture notes and assignments (if available in advance), are preloaded at least two weeks in advance on Blackboard and scheduled for timed-release. This will also be helpful should a faculty member be absent from class due to isolation or quarantine, or if inclement weather forces a temporary shift to remote operations.

Academic departments may have additional requirements that expand on the above guidelines. Faculty should consult their department chair and/or graduate program director for further guidance.

Anthology is the platform used to submit artifacts (e.g., assignments, papers, exams, etc.) for assessment purposes. Assessment of Core Curriculum, major/program level, and graduate school outcomes, where applicable, is required of all instructors. All assessment data must be submitted through Anthology and/or directly to the assessment coordinator of OIRA within one week after final grades are due for each semester. OIRA provides training sessions on Anthology at the start of each academic year, and OIRA staff are available for one-on-one tutorials and to assist with setting up links, managing and submitting assessment scores, linking rubrics, running reports for program evaluation, etc. More information can be found [here](#).

2.1.11 Course Modalities

Hood College recognizes three course modalities defined below. This modality is noted on the course schedule in the course enrollment system and follows guidelines provided by the Middle States Commission on Higher

Education, as well as the Maryland Higher Education Commission. The below definitions also fulfill reporting criteria for the IPEDS.

- **Traditional (TRAD)** - 100% face-to-face class administered on-campus within an assigned room on specific day(s) and meeting time(s) provided in the schedule of classes.
- **Hybrid (HYB)** - A combination of on-campus and remote instructional modalities. Blended hybrid options include either: A) synchronous on-campus (noted as TRAD above) + synchronous online, or B) synchronous on-campus + asynchronous online. NOTE: No more than 49% of the course content can be delivered remotely.
- **Online** – Can either be fully synchronous online (S-OL), defined as 100% online with an assigned day(s) and time for required weekly online meetings/activities, or fully asynchronous online (A-OL), defined as 100% online with no assigned, nor required, weekly meetings/activities.

Almost all undergraduate courses are delivered in TRAD modality. The Curriculum Committee and provost must review and approve any undergraduate course proposed for HYB or Online modality.

There are a significant number of graduate courses and programs offered online. Guidelines for hybrid and online courses are established by Graduate Council and are available through the Graduate School.

2.1.12 High Impact Practices (HIP)

High Impact Practices (HIPs) are defined as opportunities or programming elements that provide students with significant, relevant, and direct experience related to their coursework or program of study. According to the AAC&U, HIPs include: first-year seminars, common intellectual experiences, writing-intensive courses, collaborative assignments and projects, service learning, studying abroad, capstone projects, and internships. The College embraces high-impact practices and encourages faculty to develop and implement them in their courses as appropriate. The College is committed to ensuring that each student experiences at least one HIP during their studies at Hood College.

Depending on the HIP, funding support beyond the departmental budget may be available. For information about the potential funding sources for HIPs, contact the provost's office. Grant opportunities for faculty to incorporate, expand, or revise HIPs within specific courses are available through the CTL and announced by the provost's office. The Tidball Center for Teaching and Learning (CTL) and the Career Center can offer guidance and assistance in developing and implementing HIPs.

2.2 Scholarship and Professional Growth

The faculty at Hood College are scholars as well as educators. In their role as scholars, the faculty contribute new knowledge through research, enrich their fields through creative endeavors, or utilize their expertise in practical applications. Faculty scholarship often benefits students by providing a transformational learning experience beyond the classroom.

At Hood, faculty are expected to engage continually in scholarly activities that promote their professional growth, as indicated in the Faculty Code. Faculty members should become engaged in scholarly or creative activities, which may include the following: scholarly writing, research, concerts, exhibits, workshops, consulting, continued education, professional organizations, and educational travel. Involving students in scholarship, whenever possible, is highly valued at Hood. Faculty should abide by the [Hood College Institutional Review Board](#) procedures for human participants and/or [Hood College Institutional Animal Care and Use Committee \(IACUC\)](#) procedures for work involving non-human animals. Information regarding intellectual property, technology transfer, and academic freedom can be found in the Faculty Code.

The exact nature of professional growth, scholarly achievement, and research differs among departments. The expectations for scholarship in each academic department are available on the Faculty Senate Blackboard site and can be obtained by requesting a copy from the department chair as well. Each academic department clarifies and regularly updates the scholarship expectations documents posted on the Faculty Senate Blackboard site. The department chair is responsible for posting updated departmental guidelines to the Faculty Senate Blackboard site. These documents, which should be reviewed annually, are used to inform decisions and discussions by the Faculty Personnel Committee related to major reviews, tenure, and promotion.

The College provides opportunities and funding for professional development and scholarship for faculty. These competitive sources of funding include the following examples.

Through the [Faculty Development Committee](#) (FDC), faculty can access several funds to support scholarship and professional travel. The FDC research fund provides up to \$1000 annually to faculty members for research supplies and equipment, as well as travel costs associated with research. Applications are submitted on a rolling basis through the provost's office. The FDC conference travel fund provides up to \$1500 annually to faculty members who are presenting at and/or participating in a professional conference. Applications are reviewed quarterly and are submitted through the provost's office. In addition, faculty may request up to \$1000 annually to support travel costs associated with an [international conference](#) and/or presentation.

The McCardell/Board of Associates' Professional Development Program is sponsored by the Hood College Board of Associates to provide financial support to fulltime equivalent faculty and staff for the purpose or purposes of professional development, research, or curriculum development. Information is distributed by the provost's office in the fall semester, and applications are due in January.

The Summer Research Institute (SRI) program aims to enrich Hood's academic environment by promoting scholarship in all academic disciplines and giving undergraduate students the experience of professional collaborative research. Information is distributed by the provost's office in the fall semester and applications are due in January.

The Grants and Sponsored Programs (GRASP) Office coordinates the development of proposals related to academic programs. Before beginning to write a proposal, schedule an appointment with the Academic Grants Officer to review College procedures for submission of a proposal, to review the agency/foundation guidelines, and to establish a work schedule. A minimum of six weeks is usually needed to develop a proposal. Please refer to the [Grants and Sponsored Programs Office](#) website for more information on general policies, including policies on grant indirect cost allocation. Queries regarding resources to support grant writing should be directed to the provost and/or associate provost's office.

2.3 Service to the College

As consistent with Hood College's philosophy and practice of a shared governance model, all faculty are expected to provide service to the College. Faculty rights and responsibilities, as they relate to service, entail general participation in the work and activities of the institution, collaboration with colleagues, and contribution to the full development of students. Service is provided through, but not limited to, participation in the following activities.

2.3.1 Academic Advising

All FTE Faculty members serve as academic advisers to undergraduate and/or graduate students depending on the programs they serve. The academic adviser plays a key role as a student mentor outside the classroom. The expectations for the academic adviser include:

- Getting to know each advisee by being familiar with the student's academic record.

- Being engaged and regularly communicating with the advisee to support their academic, personal and professional goals.
- Helping the advisee with the transition from high school to College; in the case of graduate students helping with the transition from a professional to a graduate academic setting or helping students manage both.
- Being knowledgeable about course offerings, internships, student services, and college policies and procedures.
- Assisting each advisee in course selection toward completing program requirements and enriching their academic experience.
- Consulting with the advisee when they encounter academic difficulties.
- Providing counseling to advisee in withdrawing from or adding courses; issuing approval for such changes.
- Encouraging advisees to discuss progress periodically throughout the semester and meeting periodically to discuss their progress.
- Encouraging and supporting advisee to become involved in co-curricular aspects of the college, i.e., organizations, publications, cultural events.
- Attending meetings/workshops for faculty development in academic advising.
- Posting advising notes and notifications in Blazer Navigate.
- Issuing and responding to Blazer Navigate alerts, as appropriate and in coordination with the Student Success team, as student persistence and retention is a joint effort undertaken by faculty and staff.

2.3.2 Committee Service

Faculty members are expected to serve actively on college committees, either elective or appointed. In addition, there are often ad hoc committees, task forces, and working groups.

2.3.3 Service to the Discipline

Faculty members may provide non-scholarly service to their professional associations or to the larger intellectual community. Examples of such service may include the following: participating in the organization and execution of conferences, symposia, and exhibits; serving as referee or editor in academic venues; and/or serving as an officer to a discipline-specific professional organization.

2.3.4 Other Service to the College

The successful execution of the mission of the College is significantly impacted by other activities which contribute to the life of the College and shared governance. Faculty are encouraged to attend student events, when their schedules permit, interact with board of trustee members, and other external constituencies. Faculty members are expected to contribute to department or program-specific formal and informal activities. Examples include the following: advising, mentoring new faculty, curriculum development and assessment, participating in faculty search committees, contributing to academic program review, and supporting discipline-specific student outreach.

Faculty members also provide service to the College by participating in admission, recruiting, and alumnae-related events both on and off campus. Activities may include meeting with prospective students, hosting prospective students in courses, and interviewing prospective students for scholarships.

In addition, faculty members may serve as advisers to student organizations and are asked to attend student functions during the year, especially SPIRES and Honors Convocation. Faculty are expected to participate in college-wide reaccreditation, which occurs every eight years through the Middle States Higher Education Commission.

Service to the College may also take the form of service or special activity in the community. Such activities may be carried out inside or outside the College and can include fostering intellectual community or supporting interdisciplinary collaboration.

2.3.5 Participation in Academic Ceremonies

All FTE members of the faculty are expected to attend the Convocation and the Commencement exercises unless their absence has been approved by the provost. For these occasions, faculty provide themselves with complete academic regalia, including cap, gown, and hood.

2.4 Academic Policies

To be effective advisors, mentors and stewards of the curriculum, faculty should understand all academic policies of the College. These policies may change over time and are thus updated and described in the [Catalog](#) and [Student Handbook](#).

2.4.1 Academic Year

The [Academic Calendar](#) published on the Registrar's Office website and is confirmed for three consecutive years. Important deadlines are noted on the academic calendar and other internal deadlines are published in a calendar that is compiled by the Office of the Provost and distributed to department chairs and graduate program directors at the beginning of each fall semester. Semester start and end dates, scheduled breaks, final exam periods, and grade reporting deadlines are to be strictly observed and reflected on course syllabi

Per the Faculty Code, full-time faculty contracts span the academic calendar and reflect either a 10-month commitment (beginning August 1 and ending May 31) or a 12-month commitment. During this time, faculty should be available for college responsibilities.

2.4.2 Course Attendance Policy

Due to the inevitable differences in the relative importance of class attendance and participation among various subject areas, it is the prerogative of each instructor to establish a maximum number of unexcused absences for a given course. It is also the faculty member's responsibility to clearly state attendance expectations on the syllabus at the beginning of the semester and clarify the maximum number of unexcused absences allowed. Students accept full responsibility for seeing that work does not suffer from excessive absence.

The College recognizes that there are justifiable reasons for class absence. Such absences are acceptable only if previous absences are not excessive and if the student has made arrangements with the instructor, prior to the day of the absence, for the work missed.

Classes are held up to the date and hour preceding a scheduled break (as noted on the academic calendar), and they resume promptly after the recess in accordance with the academic calendar. Faculty members may not cancel classes meeting just prior to or immediately following holiday periods.

While instructors take attendance at their own discretion, the College encourages instructors to report absences of five consecutive class meetings to the Student Success Center using the Blazer Navigate system. Enrollment in a course constitutes an informal contract with the instructor, and a student who violates an instructor's attendance policy risks administrative withdrawal from the course and a grade of WX. After the deadline for course withdrawal, the student risks a grade of F. A student who is dismissed from a course for excessive absences may be reinstated only by the joint consent of the course instructor and the Registrar.

An instructor may ask the student who has been absent to give evidence that they have completed the assigned work. An instructor may, at their discretion, refuse the student the opportunity to make up work missed due to an unexcused absence. Students are fully responsible for making up work missed due to a class absence. When students are absent, they are responsible for obtaining lecture notes from a reliable source or accessing recorded lectures that may be available through the course's Blackboard site. Except in the case of emergency, assignments and projects are to be delivered to the instructor on the assigned date, even when the student does not attend class. All exams are to be taken at the scheduled time unless the student has a documented accommodation on record.

Having another exam scheduled on the same day is not a significant justification for rescheduling the exam. In a course for which written examinations test only part of the work, the instructor may rule that a student who has not attended class with reasonable regularity has not completed the work of the course and may adjust the student's grade accordingly. The nature of the work and the problems involved in setting up a laboratory make it essential for each student to be present. Permission for absence should be arranged in advance with the instructor and may be granted at their discretion.

The following circumstances constitute "excused absences" as defined by the College:

Illness

If a student is unable to attend class because of illness for a period of more than three days, they must notify the Dean of Students. As in all cases of excused absences, the student is responsible for contacting the faculty to arrange to make up work missed.

Quarantine or Isolation

Students must follow all existing guidelines for notification and accessing course materials. As in all cases of excused absences, the student is responsible for contacting the faculty to arrange to make up work missed.

Death in the Family

Students should immediately notify the Dean of Students, who will contact the students' instructors. As in all cases of excused absences, the student is responsible for contacting the faculty to arrange to make up work missed.

Field Trip

Field trips should be scheduled at least two weeks in advance and should, so far as possible, be scheduled by faculty and administrators on Saturday or on the day on which the class meets. Students should notify the instructors from whose classes they will be absent as soon as they know the dates for field trips. Instructors should also send an email to faculty@hood.edu with a list of students attending a field trip. As in all cases of excused absences, the student is responsible for contacting the faculty to arrange to make up work missed. If a field trip coincides with a scheduled exam or quiz in another class, the instructor is not obliged to give a make-up exam or quiz. No student is required to participate in a field trip if it means missing a class or lab.

Conference

Students absent to attend conferences as official delegates of the College should notify their instructors of their expected absences. As in all cases of excused absences, the student is responsible for contacting the faculty to arrange to make up work missed.

Religious Observance

Students who anticipate being absent due to religious observance should inform their instructors of those absences in advance. As in all cases of excused absences, the student is responsible for contacting the faculty to arrange to make up work missed.

Athletic Competition

Student-athletes are students first, and class attendance and participation are fundamental to a student's learning and academic success. Participation in intercollegiate athletics, when managed well, can help students learn skills such as time management, teamwork, leadership, and persistence that will be invaluable in their future careers and lives. Given the time required, participation in intercollegiate athletics will sometimes result in scheduling conflicts between curricular and athletic commitments. This policy is intended to help student-athletes navigate those conflicts in a way that does not compromise their academic success. It is based on two principles:

1. Student-athletes are primarily responsible for managing conflicts between their academic and athletic schedules.

2. Faculty members have a responsibility to aid students in managing these conflicts, being flexible in their course policies while maintaining academic rigor and standards.

Student-athletes may not miss class for practice. Additionally, if student-athletes know that they are not scheduled to compete, they may not miss class to attend a competition.

In order to help student-athletes identify potential conflicts between their courses and competition schedules, the Athletic Department will provide a competition schedule to all athletes before the first week of classes. This schedule will include departure times for away competitions and start times for home competitions. Student-athletes need to leave class or lab no more than thirty minutes before the departure time for an away competition, and no more than one hour before the start of a home competition. (Because baseball, softball, and ice hockey have structured pre-competition routines, athletes in those sports will require two hours.) Student-athletes need to provide this schedule to their professors during the first week of classes and meet with their professors to discuss how any conflicts will be dealt with.

There are many potential resolutions for scheduling conflicts between class and competition schedules, including but not limited to:

1. Providing an alternate assignment in lieu of class attendance.
2. Allowing attendance at a different section of the same course for that class meeting, if one is available.
3. Having the student make up the missed experience outside of class time. Some hands-on learning experiences, such as science labs, practicums, and teaching internships may be difficult or impossible to make up. These experiences often require in-person attendance at specific times and locations, so make-up opportunities may not be available.
4. Accepting the absence as an excused absence.
5. Having the student use alternative transportation to a competition (this must be arranged with the Associate Athletic Director).
6. Missing a competition (if the number of conflicts constitute a significant fraction of the class meetings). This must be arranged with the Associate Athletic Director.

Because these students are representing the College in their athletic competitions, in no case should the alternative be more onerous than would be applied for a student missing class for illness or other excused absence where they are representing the College in an official capacity.

In making accommodations, an instructor is not guaranteeing a passing grade in the course. Because a significant amount of learning happens in the classroom, a student-athlete might not be able to pass a course if they miss too many classes, regardless of any accommodations. If there are too many unresolvable conflicts, the student-athlete may need to consider modifying their course schedule, either to a different section of the same course or to a different course entirely.

Once the student-athlete and professor have discussed and agreed upon a plan for addressing the conflicts, the professor will sign the Confirmation of Communication form. To reduce the chances of a misunderstanding later, within two business days the student-athlete will document their understanding of the agreement in an e-mail to the professor. The professor can sign off on the agreement or make any necessary corrections.

Once the semester begins, if the date of a competition on the original schedule is changed due to weather or other circumstances, the student-athlete will notify the instructor of the change via email as soon as the competition is rescheduled. Instructors can also expect to be notified about schedule changes via a whole staff / faculty email from the Associate Athletic Director. This may lead to a student having a last-minute conflict with a class meeting that was not listed on the schedule at the start of the semester. In this situation, an instructor will make a reasonable

effort to accommodate the absence. However, if there are any difficulties in making accommodations, please contact the Associate Athletic Director.

Student-athletes are responsible for completing classwork and assignments they miss while they are absent due to athletic competitions. Unless otherwise specifically approved by the instructor ahead of time, work that was to be due on the date of an absence should be turned in before the student leaves for the competition.

One week before any agreed-upon absence, the student-athlete should meet with the professor to remind them of the upcoming absence and to go over the specific plan for this absence, including any modifications of assignments or due dates necessary. These modifications should be similar to what would be done for a student who would miss class for an illness or other excused absence. The student athlete-should document their understanding of this agreement within two business days, so that the professor has an opportunity to make any necessary modifications before approving the plan.

If at any point in the semester there are any difficulties with scheduling, please contact the Associate Athletic Director and/or the Faculty Athletic Representative to discuss the matter.

2.4.3 Accessibility Services for Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, Hood provides reasonable accommodations to support the needs of students with disabilities. The Office of Accessibility Services (OAS) arranges for academic accommodations, education, consultation and advocacy support for qualified students with disabilities. The office also works in close partnership with the Dean of Students and Residence Life to ensure appropriate housing accommodations for qualified students with disabilities.

Faculty members must work in cooperation with the Office of Accessibility Services so that reasonable accommodations are provided to eligible students in their classes as required by law. Because a written record of a faculty member's efforts to accommodate the needs of a student is important should the College ever be asked to document its efforts, faculty members working with these students are asked to keep such records.

As a best practice, faculty should include a statement in all course syllabi regarding accessibility accommodations on all course syllabi. See previous information in the Handbook regarding suggested syllabus language.

2.4.4 The Academic Honor Code

The Academic Honor Code is described in the Hood College Catalog and the Student Handbook and applies fully to both undergraduate and graduate students. It is a subset of the larger Code of Conduct outlining expectations for student behavior at Hood College and is intended to promote the principles of honesty, responsibility and intellectual integrity.

The Academic Honor Code affirms that each student must demonstrate academic integrity in each of their courses and pledge that they "have neither given nor received any unauthorized aid." Examples of Academic Honor Code violations include, but are not limited to the following: cheating, plagiarism, resubmission or duplication of work completed in another courses, and disclosing quiz or exam information, etc. To reinforce the spirit of this code and its expectations, faculty should include a statement on all course syllabi regarding the Honor Code.

Any violation of the Academic Honor Code should be promptly reported. Faculty have the authority to investigate alleged violations and issue sanctions. If a faculty member encounters a potential violation or receives a report of a violation, they should take the following immediate steps:

- Speak privately with the accused student to determine the facts of the matter and discuss the accusations with the accused student(s), gathering their perspective and investigating appropriately.

- Determine whether the student violated the Academic Honor Code, based on the evidence.
- If a violation occurred, determine sanction and notify the student in writing (sanctioning guidelines are noted in the Student Handbook for undergraduate students).
- If a violation occurred, notify the Academic Judicial Committee (AJC) chair through submission of a [Honor Code violation](#) report or through an email to the AJC Chair, providing the name of the student, course number, the type of violation, all evidence gathered, and the sanction(s) issued so that a record can be maintained of offenses.
- For graduate students, work submitted in violation of the Academic Honor Code will receive a zero. That zero is to be calculated into the final course grade. Instructors also reserve the right to assign a final course grade of "F" to a student for cases of academic dishonesty. Additionally, when a graduate student is found to have violated the academic standards and policies set forth in the catalog, the instructor will file a report with the office of the dean of the Graduate School and with the director of the program in which the student is enrolled. The Chair of AJC is available for consultation on procedures and sanctioning of Academic Honor Code violations for undergraduate students but will not share prior student records of violations, as it is the primary role of AJC to adjudicate serious and/or continual violations of the Academic Honor Code and to consider appeals. Violations, which occur outside of the classroom itself or that are not connected to the work associated with a specific course, should also be reported to the AJC Chairperson for possible AJC hearing or a referral through the Student Conduct system. If after a hearing has been held and the AJC has upheld the sanction of failure in the course, the student may not petition to withdrawal from the course.

2.4.5 Copyrighted Printed Materials for Classroom Use

The copyright law, which went into effect on January 1, 1978 (Title 17, United States Code), recognizes a limited judicial doctrine of "fair use" which limits the exclusive right of copyright owners. Guidelines and other information are provided on the College's [Copyright Policy Webpage](#) to assist instructors and scholars interested in non-profit research and/or classroom use of copyrighted printed materials. Hood College subscribes to the services of the Copyright Clearance Center; please refer to the procedures outlined at the following webpage: [Hood Copyright Policy](#).

2.4.6 Tutoring

Under no circumstances may a faculty member receive payments for tutoring related to course work that they offer or for examinations for which they have any responsibility whatsoever.

2.4.7 Internships

Faculty members may be asked by students, their department chair, or the Career Center to supervise internships. In fact, some majors and programs require internships. Supervision of internships counts towards faculty teaching load. Supervision of internships and other types of field experience and practicum should be reported on the faculty member's annual report document. The recordkeeping of the faculty member's supervision of internship(s) towards a two-year faculty teaching load is performed by the provost's office. Faculty members should be available for regular meetings with student interns and engage in assessment of this High Impact Practice.

In addition, an Internship Learning Agreement must be jointly completed by the supervising faculty member and student. The student then submits the form to the Career Center, which in turn notifies the Registrar's office to enroll the student in the internship for that semester. Final grades for internships must be submitted by the supervising faculty member. The final grade is S/U and should be based upon the following: assignments the faculty member required the student complete, the mid-term and final evaluation of the internship, and completion of a final work product from the internship (as specified in the internship learning contract). The Career Center is responsible for sending and receiving the evaluation forms to the internship site supervisor.

2.4.8 Proposing New Courses, Minors, Majors, and Programs

Just as faculty have the primary responsibility for delivering Hood's programs through their roles as teachers and mentors, faculty are also responsible for oversight, development, and assessment of the curriculum, more broadly. This includes the core curriculum (for undergraduates), as well as curricula for majors, minors, and graduate programs they serve. Curriculum development encompasses modification of existing courses to ensure timeliness, synergy and support for other programs, and alignment with and achievement of program and/or core curriculum goals. It also encompasses the creation of new academic programs, including majors, minors, degree programs and certificates.

Depending on the type of program being created or changed, multiple levels of review and approval are necessary before a new course or program is offered. The initial steps involve department and/or program level review and approval. This is followed by review in the Curriculum Committee for undergraduate courses and programs, the Graduate Council for graduate courses and programs. Following that level of approval, all new programs must be approved by simple majority vote of the full faculty and board of trustees. Final approval of new majors and concentrations within majors, but not minors, is required by the Maryland Higher Education Commission (MHEC).

Consistent with the philosophy and practice of shared governance, proposals of new programs and majors involve multiple stakeholders. Faculty wishing to propose a new major, minor, or graduate program should keep the following criteria in mind.

All new undergraduate majors and graduate programs must:

- Support the mission and strategic goals of the College.
- Comply with all state guidelines for issuing credits and granting degrees and be reflective of a coherent program as per the Maryland Commission for Higher Education (MHEC) and the Code of Maryland Regulations (COMAR).
- Demonstrate regional and/or national marketplace demand for the program.
- Present a cohesive and scaffolded sequence of courses that successfully reinforce College competencies and achieve desired program goals and outcomes.
- Be supported by the president and senior team.
- Present a financial pro forma outlining enrollment projections and financial impact to the PBAC.
- Earn departmental approval, curriculum committee approval (for undergraduate programs only) or graduate council approval (for graduate programs only), and approval of the faculty by a simple majority vote via the Faculty Meeting.
- Be approved by the president.
- Earn approval of the Academic Affairs Committee of the Board of Trustees, as well as approval of the full Board (annual meetings are held in March, June, and October).
- Earn approval from MHEC.
- Although a faculty vote is not required for program discontinuation, faculty should be notified when a program is discontinued.

2.4.9 Confidentiality of Student Records

The Family Educational Rights and Privacy Act (FERPA) of 1974 grants students the right to access their own educational records as well as limiting, for privacy reasons, the release of those same records to anyone other than the student and/or the student's designee. FERPA applies to all current and former students of the College.

In accordance with FERPA, faculty, and teaching assistants may not disclose confidential information about a student to a third party without authorization from the student to do so. These include financial records, disciplinary records, or class schedules. Faculty should contact the Registrar's office to check whether a FERPA waiver is on file.

Faculty may disclose such information to administrative offices of the College with a "legitimate educational interest."

Also in accordance with FERPA, unless they have written permission from the students involved, no student at Hood has the right of access to other students' records. (Includes academic, athletic, career planning, disciplinary, judicial, financial, financial aid, job placement, standardized and placement tests, and Veterans Affairs. Excludes personal files, law enforcement, employment, directory information, medical and psychological, computer printouts, certain letters of recommendation, and alumnae information.)

Students may have access to others' ungraded work only if such practice is intrinsic to the teaching methodology, i.e., an oral presentation, a performance, a mutual critique.

Complete guidelines pertaining to the confidentiality of student records may be found in the [Hood College Student Handbook](#). Policy information or questions may be referred to the provost or Dean of Students.

Consistent with the Health Insurance Portability and Accountability Act (HIPAA), all student medical records are considered Protected Health Information and are confidential. Faculty may not request student medical records or other Protected Health Information for any student.

2.4.10 Academic Grievance Procedures

If a student believes that she has been graded unfairly or has other concerns with a course and wishes to initiate a grade appeal, they must follow the procedures outlined in the current [Hood College Catalog](#) under "Grade Appeal."

If a student wishes to express a grievance about a faculty member, the student must follow the following process:

Immediately discuss the issue with the department chair and/or graduate program director (for graduate students) and determine steps toward resolution. Such resolution may involve a mediated conversation with the student and faculty member facilitated by an impartial third-party (e.g., the ombudsperson, Chaplain, etc.).

As necessary, discuss the issue with the provost and graduate school dean (for graduate students).

If a student wishes to report a perceived bias incident involving a faculty member, they should submit a [Bias Incident Report](#).

2.4.11 Orientation of New Faculty Members

A comprehensive orientation program is provided for all new full-time FTE and is coordinated through the Tidball Center for Teaching and Learning. Attendance is required. The program involves one full day of meetings followed by monthly meetings focused on specific and timely topics for new faculty. All new FEC faculty are strongly encouraged to attend new faculty programming throughout their first year. Adjunct faculty are strongly encouraged to attend a condensed orientation at the start of each academic year.

2.4.12 Academic Records Management and Student Work Archives Policy

Faculty must maintain copies of all student records generated in their classes for a period of no less than one year. Such copies may include paper documents or electronic documents. Of particular importance is the maintenance of records (graded assignments, exams, quizzes, papers, projects, gradebooks, etc.) that contributed to a student's final grade in the course.

2.4.13 Ordering Textbooks

Faculty must place orders for textbooks and other required course materials through the online Bookstore. Email reminders are sent to faculty in advance of each semester to ensure that course materials are available for each course section. Students order course materials online, and they are shipped to them in advance of the semester or

term start date. Faculty are encouraged to be mindful of the costs of textbooks and should work, when possible, with the Library Learning Commons staff to explore lower-cost options such as Open Educational Resources (OER).

2.4.14 Cancellation of Courses

Following the registration period for an upcoming semester or term, the registrar's office will submit to all department chairs and the graduate school a list of underenrolled courses (enrollment below 8 students per section in the fall/spring, below 5 students per section in the winter/summer). Decisions regarding cancellation of underenrolled courses are made by the provost and graduate dean (for graduate classes) in consultation with department chairs, graduate program directors, and academic deans.

Should a faculty member wish to cancel a course that appears on the course schedule, they must work in partnership with the department chair, program director (for graduate classes), and/or academic dean to assess alternatives that will ensure student progression.

2.5 School and Departmental Organization and Functions

Generally speaking, the academic structure of the College is organized according to two schools (George B. Delaplaine School of Business and Ruth Whitaker Holmes School of Behavioral and Health Sciences), academic departments, and programs. Each department/program is composed of the chair/graduate program director, faculty, and staff of that department.

2.5.1 Academic Deans

Academic deans fulfill a vital role in the College. Unless otherwise specified, academic deans are on a 12-month, non-tenure track administrative contract. Academic deans, like other 12-month contract employees, have the right to reasonable vacation and other requests for leave per the guidelines in the [Employee Handbook](#). Vacation and leave requests should be communicated directly to the provost.

Academic deans report directly to the provost of the College. Academic deans will be reviewed annually by the provost. The provost reserves the right to interview/contact internal and external stakeholders regarding the academic dean's annual assessment. The provost may consult the president of the College during this annual review process.

In many areas of governance, deans will share responsibilities with department chairs and/or graduate program directors. However, the list below is a generalized effort to differentiate the primary areas of academic dean responsibilities. Please note that the evolving organizational structure of the College may and will necessitate changes in these areas of responsibility.

Academic deans are primarily responsible for:

- Aligning the School's initiatives with the College's vision, mission and strategic goals;
- Attending and participating in faculty meetings;
- Conducting regular meetings of the School's departmental leadership, faculty, and staff;
- Collaborating with departmental/program leadership and/or the Graduate School regarding Middle States and program-based accreditation;
- Conducting annual outcomes assessment for the School in collaboration with department chairs and/or graduate program directors;
- Developing and overseeing the School's budget and budget managers;
- Establishing external partnerships and industry collaborations (e.g. affiliation agreements and MOUs);
- Leading new faculty and staff recruitment, in partnership with appropriate internal stakeholders;
- Overseeing the School's marketing and branding initiatives, in partnership with the College's Marketing and Communications division;

- Participating in the Academic Program Review process of programs housed within the School;
- Participating in reviews of faculty in the review cycles designated in the Faculty Code;
- Representing the School regionally, nationally, and globally;
- Reviewing individual annual faculty reports and providing feedback;
- Supporting the professional/creative work and/or research initiatives of the faculty within the School;
- Securing external grants and/or funding for the School in collaboration with the Associate Provost and Institutional Advancement division;
- Serving as a member of various advisory committees as appointed by the provost (including the Provost Council);
- Supervising the School's staff and completing all annual performance reviews (Meaningful Conversation);
- Teaching one course per academic year unless otherwise stipulated in their contract;
- Working closely with Institutional Advancement to remain in regular contact with primary donors to the School.

2.5.2 Academic Department Chairs

2.5.2.1 Process for Selection of Chair within the Department

In most cases, departments self-select the chair through various models. In the case that a department is unable to select a chair, the provost, or an appointed external member of the faculty may be asked to serve as chair.

2.5.2.2 Appointment of Chair of Department

The president makes the final decision and offers the official appointment. All chairs are appointed for three-year terms with the possibility of reappointment. In the case of a new chair, following the departmental selection of the incoming chair the current chair will inform the Office of the Provost, who will in turn present that information to the president. In the case of a continuing chair/reappointment, the chair will inform the provost of their intention to remain in the position of chair, who will in turn present that information to the president. In the case of co-chairs, both names are presented to the president for consideration.

In the case an interim chair is needed, the department, in consultation with the provost, will make the recommendation to the president. The length of the interim chair's term of service may vary.

2.5.2.3 Duties of the Academic Department Chair

Curriculum and Instruction

The primary function of the departmental chair is to provide leadership in the creation and implementation of the department's academic policies and programs. Decisions should evolve through a process of deliberation by members of the department and students, when appropriate. In this process, the chair provides leadership, guidance and mediation and articulates the decisions which the department, as a whole, has formulated. Specific responsibilities include the following:

- Create and maintain articulation agreements with other institutions
- Advise the Registrar and the Director of Admissions on transferability of courses and programs
- Keep current with trends related to subject matter, student academic preparation, and post-graduate study and employment opportunities for students.
- Provide leadership in planning and developing new courses and programs and instructional methods and oversee their submission to the appropriate committees
- Assist in the selection and preparation of learning materials, particularly for adjunct faculty.
- Oversee departmental curriculum evaluation, including the assessment of student learning, department annual reports and academic program review.
- Develop course schedules
- Develop long-term course and program enrollment projections.

Faculty

The chair, in partnership with the academic dean, is responsible, in consultation with the FTE members of the department, for matters pertaining to the appointment, development, evaluation and non-reappointment of faculty. Specific responsibilities include the following:

- Assign teaching loads to faculty members in accordance with college policy.
- Lead recruitment efforts for new faculty, FTE, adjunct and temporary, in consultation with the provost.
- Evaluate faculty performance, in accordance with the Faculty Code, and make recommendations concerning reappointment, promotion, tenure and non-reappointment. This includes leading local reviews annually for probationary (pre-tenure) faculty.
- Assist new faculty members in becoming acquainted with the college; explain departmental and college policies and programs; discuss course plans with them.
- Act as a liaison or mediator, if necessary, between faculty and administration, among department faculty, and between faculty and students.
- Encourage professional growth.
- Review individual annual reports and provide formative feedback.

Students

The chair, and if necessary, the academic dean, are responsible for selected non-teaching activities involving students. Specific responsibilities include the following:

- Advise the Dean of Student Success, where appropriate, on matters concerning student advising.
- Advise and counsel students where appropriate.
- Provide assistance to the Registrar and the Student Success Center in transcript evaluation and student placement.
- Oversee sponsorship of student groups.
- Provide assistance to the Office of Admissions and the Graduate School in student recruitment.
- Provide assistance and representation to Career Center for majors' fair.
- Coordinate internship application and review with the Career Center.
- Address student concerns about curriculum or faculty.
- Act as a liaison between faculty and students to mediate grievances.

Administration

The chair serves as a liaison between the department and the administration. The chair serves as a spokesperson for the department to the administration and as an advocate of the department to the administration. Specific responsibilities include the following:

- Works with the Enrollment Management division regarding departmental matters as they relate specifically to admissions
- Interprets College policies and objectives and convey them to the department faculty
- Develops and evaluate departmental goals and objectives
- Supplies required information concerning the department, its curriculum and progress, to the Curriculum Committee, the provost, the Graduate Council, the president, and other college officers and committees
- Conducts regular department meetings
- Proposes schedules of course offerings
- Serves as a liaison with relevant community employers and organizations and visiting groups
- Prepares a departmental annual report which provides departmental data, accomplishments and concerns
- Prepares and administers the department budget, including processing of requisition forms and acknowledging and checking receipt of materials
- Attends department chair meetings and retreats scheduled by the provost

- Prepares and submits Key Action Plan (KAP) requests for one-time or permanent budgetary support for costs relating to labor, operations, and capital projects
- Provides content updates to Marketing and Communication Office regarding the departmental website.
- Oversees the department's Academic Program Review process in collaboration with the provost and OIRA, and in partnership with the assigned program review coordinator
- Works with Institutional Advancement regarding donor and alumnae relations and external grant opportunities

Other Responsibilities

The chair is responsible for various functions pertaining to the management of the department. Specific responsibilities include, but are not limited to, the following:

- Supervises library acquisitions for the department
- Prepares and reviews materials for the Catalog and admission/marketing brochures.
- Manages physical facilities and maintain equipment, where appropriate; maintains an inventory of departmental equipment. In collaboration with the provost, assigns office and lab space, where appropriate.
- Evaluates and supports staff and faculty services professional(s) assigned to the department according to the policies and procedures outlined in the [Employee Handbook](#).

2.5.2.4 Evaluation of Academic Department Chairs

Department Chairs fulfill a critical role at Hood College. They not only lead their respective departments but also contribute to decision-making processes on critical issues. Professional development opportunities are provided to chairs, and they are encouraged to welcome constructive feedback on their performance. One mechanism to obtain that feedback is through an evaluation process that includes the various constituents the chair serves as an academic leader.

The evaluation of the performance of a chair shall be conducted in the spring semester of his/her third year of appointment as chair for initial appointments and conducted in the spring semester of his/her fifth year for continuing chairs.

The evaluation of the chair shall be based on the duties of chairs as outlined in the Faculty Handbook (above) and shall consist of:

- Completion of a confidential assessment instrument by all FTE faculty members in the department. The instrument will be distributed by OIRA with results provided in executive summary to the provost.
- Completion of the confidential assessment instrument by the chair, who may attach additional self-evaluation material before returning the instrument to the provost.
- Consultation by the provost with the Dean of the Graduate School, other academic departments, administrative offices, the Student Government Association, and the Academic Affairs Committee as appropriate.
- A meeting of the provost with individual faculty members in the department or with the faculty in the department as a group. If any member of the department or the provost requests individual meetings, then individual meetings will be held.
- The provost's assessment of the chair's performance.

The provost will make available to the chair written summaries of the faculty and administrative assessments. The provost shall discuss the results of the evaluation process with the chair.

Based upon the results of the evaluation process, the provost shall submit a recommendation for reappointment or non-reappointment of the incumbent as chair to the president of the College.

If a chair resigns as chair before the end of their appointment, no evaluation will be conducted.

2.5.3 Graduate Program Directors

The Dean of the Graduate School, in consultation with the provost and the relevant department chair(s), appoints the Program Director for a period of three years. Program Directors may be reappointed. Depending on the tier assignment, program directors receive 1-2 course releases annually, plus a corresponding stipend for program-related work during the summer. Tier assignments are recalculated every two years based on relevant, standardized data (e.g., admission, retention, number of adjuncts, total course sections). Re-appointment is contingent on the consistent application of the director's responsibilities outlined below. The department chair, dean of the graduate school and/or provost may require a director to leave the director role due to inconsistent engagement or inability to perform the duties described below.

2.5.3.1 Duties of Program Directors

The Program Director is responsible for the overall administration of the graduate program, in regular consultation with the Graduate School Dean, program faculty, and relevant department chair(s) on curricular, faculty, admissions, students, and general graduate school matters. Although the below time allocations can vary by program, the Director's main responsibilities are as follows.

Curriculum (20%)

- Develop and regularly evaluate program learning outcomes in a comprehensive assessment plan to ensure that the program represents best academic practices and meets the professional needs of the regional and other targeted employers.
- Oversee annual program assessment activities according to the assessment plan and coordinate with appropriate department(s) on the graduate portion of five-year program reviews.
- Update annual assessment activities in Graduate School annual report and coordinate with Office of Institutional Research and Assessment and department(s) for any additional reporting requirements.
- Meet regularly with the faculty to identify course revisions, additions and deletions and submit to Graduate Council for review; submit special topics courses to the Graduate Dean in a timely manner for review.
- Meet regularly with the faculty to identify potential course delivery options (weekends, hybrid, online) to meet graduate student needs.
- Create and/or maintain a graduate program Advisory Council to ensure outside expert input on curricular developments and internship and employment opportunities.
- Continue to evaluate new or revised program opportunities (including individual classes, stackable certificates, professional training, hybrid/online delivery options) to meet professional needs of the region; coordinate with Graduate Dean to develop new/revised program offerings in line with Graduate Council, Hood faculty, and Maryland Higher Education Commission (MHEC) guidelines.
- Maintain the required course cycle for the graduate program to allow for efficient curricular planning; coordinate with the Graduate School; ensure plan is updated accordingly on the Graduate School website.
- Develop and submit course schedules to the Registrar each semester, including summer offerings, and provide any changes in a timely manner.
- Identify personnel, equipment, facilities and supplies needed to maintain and/or enhance quality program offerings; and coordinate submission of Key Action Program (KAP) forms through the relevant department(s).
- Update all student thesis, capstone, project and comprehensive exam guidelines on a regular basis to ensure that students are informed of requirements and deadlines in a timely manner; coordinate with the Graduate School to ensure that this material appears appropriately on the website.
- Ensure departmental administrators maintain current syllabi on all graduate courses.
- When applicable, prepare comprehensive exam questions in coordination with program faculty in a timely manner, identify exam schedule to be noted in the upcoming academic calendar, and confirm exam venue at the same time.

- When applicable, ensure program accrediting and licensure standards are upheld; complete the requisite, intensive activities to maintain accreditation (e.g., CACREP).

Faculty (15%)

- Identify and recruit full-time and contract faculty, in coordination with the Graduate Dean and relevant department chair(s), to address teaching needs and enhance overall program quality.
- Recruit adjunct faculty, in coordination with the relevant department chair(s) to addressing teaching needs and enhance overall program quality; provide required documentation to the Graduate Dean for review and approval of adjunct faculty hires.
- Identify and recruit thesis and other project advisors, in coordination with the relevant department chair(s) and submit required documentation to the Graduate Dean for review and approval.
- Provide initial and on-going guidance to new full-time, contract and adjunct faculty to ensure they are knowledgeable of program learning outcomes, required use of syllabi templates (housed in the Office of the provost), two-year course cycle, student support services, advising protocols (including international-student registration requirements), grading and other policies in order to effectively carry out their responsibilities.
- Review course evaluations of all contract and adjunct faculty who teach courses in the program, including those whose departments may be outside the department of the program director.
- Identify and provide guidance and student advisee lists to program advisors on two-year planning cycles, graduation requirements, international student enrollment requirements, and general advisement protocols.

Admissions, Outreach and Marketing (25%)

- Develop annual and 3-year program admissions projections for Graduate Dean in early fall semester for use in the college's Planning, Budgeting and Assessment activities.
- Regularly track inquiries, applications and enrollment status of prospective students in the Customer Relationship Management software (CRM, hereafter).
- Respond in a timely manner to inquiries from prospective students via electronic, phone and/or meetings—the best practice is to respond within 48 hours whenever possible.
- Report first-time inquiries to the Graduate School for admission-tracking purposes.
- Review all CRM applications for the program and render admission decisions in a timely manner—the best practice is to decision applications within 48 hours whenever possible. Ensure foundation courses or other conditions of admission are indicated on the CRM decision form.
- Provide targeted follow-up, in coordination with the Graduate School, to students who remain in the admission funnel (inquired but not applied, applied but not enrolled, etc.).
- Coordinate with the Graduate School regarding admission rescindment notifications and record all applicant communication in the CRM record (using the CRM to send applicant emails whenever possible).
- Participate in outside recruitment activities including, but not limited to, on-campus open houses, virtual open houses, on-site business recruitment, school district events, recruitment fairs, etc.; recruit graduate students to assist in these recruitment activities.
- Identify marketing needs in the Graduate School Annual Program Report, in consultation with the Graduate Dean; update Graduate Dean throughout the year regarding additional marketing and/or outreach requirements to address admissions projections.
- Coordinate with Graduate School Dean and Office of Marketing and Communication the development of appropriate marketing material, including website, social media, paper and online communications, and identify potential target media opportunities.
- Review Graduate School and program pages to ensure content is up-to-date and notify Graduate School of any needed changes.
- Notify Graduate School and Office of Marketing and Communication of faculty and student awards, special events, etc., that highlight the program.
- Identify potential scholarship opportunities for graduate students, coordinate with Graduate School Dean and provost, and work closely with Institutional Development in pursuing scholarship opportunities.

Current Student Support (20%)

- Serve as spokesperson for the program and as immediate liaison between the graduate students in the program and the dean of the Graduate School.
- Participate in and encourage student participation in New Student Orientations and other graduate student-related activities such as International Graduate Student Orientation, Grad Week events, Graduate Degree Recipient Reception, 3-Minute Thesis, Professional Development Institute, career events, etc.
- Serve as primary academic advisor for all students in the program; reassign students to different advisors as needed.
- Develop and update annually New Grad-Student Manuals.
- Coordinate regularly with the Registrar's office to provide guidance on student registration and provide review/approval on student course registration requests.
- Review all "permission to enroll" requests (theses, independent projects, capstones, etc.) to ensure that these requests meet all pre-requisite and quality standards of such culminating experiences.
- Coordinate with the registrar's office and The Graduate School on 4PLUS program requests and advising.
- Advise students on program guidelines for all theses and capstones, including notification of Graduate School Dean of defense dates, where appropriate; review and/or read theses and capstones.
- Work with faculty to advise students on guidelines, deadlines and location for comprehensive exams; transmit comprehensive exam results to the Registrar.
- Coordinate with the Registrar regarding student dismissal and warning notifications.
- Coordinate with the Registrar and advisor(s) on student petitions involving time extensions, transfer course requests, and course substitutions.
- Address student complaints provided by student or Graduate School in an appropriate manner, involving department chair(s) as necessary.
- Address graduate student conduct issues as outlined by the Hood College catalog.
- Address graduate student academic violations as outlined by the Hood College catalog.
- Refer students to appropriate resources on campus including, but not limited to, the [Student Success Center](#), the [Office of Accessibility Services \(OAS\)](#), the [Health and Wellness Center](#), the [Office of the Dean of the Chapel](#), the [Office of International Student Services](#), etc.
- Provide guidance to students on career opportunities and refer them to the Career Center for additional support.
- Identify students for graduate assistantships, scholarships, and other annual awards.
- Communicate regularly (electronically and otherwise) to students in program regarding curricular, program, and other developments.

Graduate Council/Graduate School (20%)

- Submit an annual report to the Dean of the Graduate School outlining key matters pertaining to curriculum, faculty, admissions, outreach, marketing, and student affairs.
- Participate as a voting member of the Graduate Council (including summer Council meetings).
- Rotate serving on key subcommittees of Graduate Council such as the Policy Committee, Student Petitions, Retention Committee, Online Task Force, etc.
- Be familiar with and help develop new policies for the Graduate School.
- Review and determine approval for new and/or revised programs and curriculum presented to Graduate Council.

2.5.4 Selection and Appointment of Faculty and Staff

Faculty and staff appointments are made by the president, in consultation with the provost, based upon input received from the department or dean of the graduate school. Adjunct faculty are selected by the chair or graduate program director with provost or dean of the graduate school approval. Staff within academic departments are appointed by the supervisor with the approval of the provost.

2.5.5 Duties of All Faculty Department Members

- Faculty members are expected to participate in recruitment events and other outreach efforts on a regular basis.
- Faculty members are expected to participate in the development, approval, and assessment of the departmental curricula. New courses, course revision, and curricular changes or proposals often begin at the departmental level. Faculty members are expected to attend meetings called by the chair to discuss departmental matters and to serve on committees established within the department.
- Effective and efficient business operations of the department require all faculty members to be responsive and timely in their communication, typically responding within 24 business hours, including email communication.
- All faculty members are expected to meet all scheduled classes. Should any circumstance require a faculty member to cancel a class, the chair of the department should be notified in advance, if possible, in order that the demands of the class schedule may be met.
- If a situation arises that faculty absence may affect the continuity of instruction and/or involve the employment of a substitute, the appointment and other arrangements shall be agreed upon by the chair of the department and the provost for recommendation to the president.
- An outside professional engagement which may require more than one absence from class should not be accepted by a faculty member without making prior arrangements with the chair of the department and the provost.
- All FTE faculty are expected to submit an [annual report](#). These reports are not only a record of a faculty's activities but also an opportunity of reflection and goal setting for future semesters.
 - Individual annual reports are to be filed (with the chair of the department, who will then forward it to the provost) by May 31 each year.
 - Record of achievements, such as publications, presentation of creative work, or other recognition received by faculty members, is included in the departmental annual reports. Other relevant information which may be included in the annual report include the following: hosting speakers, coordinating student events, creating new courses, and other contributions to the intellectual life and promotion of the department internally and externally.
 - Information regarding matters such as publication records and other scholarly achievements and recognition must be communicated to the provost and the Office of Marketing & Communications in a timely manner throughout the academic year. Public announcements may not be delayed until the close of the year. Faculty should email their department chair, program director, dean of the graduate school and provost with these notifications.
 - Individual Annual Reports, along with teaching evaluations, are used for pre-tenure faculty Local Reviews for Reappointment (process described in the Faculty Code section 3.3).
 - Individual Annual Reports are required documents in dossiers reviewed by the Faculty Personnel Committee.

2.5.6 Evaluation of Department Members

2.5.6.1 Faculty

See [Faculty Code](#), Section 3, Promotion, Tenure, Reappointment

2.5.6.2 Staff

It is the responsibility of the department chair or other supervisor to evaluate staff members of the department according to the policies and procedures outlined in the [Employee Handbook](#).

2.5.7 Academic Program Review

Academic program reviews at Hood College are designed to improve the quality of the College's academic offerings, to achieve the best use of available resources, and to foster cooperation among the academic units and

administrative units. Reviews serve to evaluate quality, productivity, need and demand within the College, state, and region; to determine effectiveness and consider possible modifications; and to facilitate academic planning and budgeting. They bring to each unit the advantages of assessment from the perspective of peers outside the institutions and colleagues from other units within the College. For more information, see [Academic Program Review](#).

3. Faculty Organization and Governance

3.1 Types of Faculty Positions

The composition and academic rankings of the faculty of Hood College are outlined and defined in Section II of the Faculty Code.

FTE (full-time equivalent) is an expression of the ratio of part time and full time faculty members, including adjuncts and annual contract faculty, to create an equivalency generally accepted to reflect what the work force would look like if all faculty were full time (regardless of if they were FTE or not). FTE status is also used to determine benefits eligibility and for other reporting requirements of the College.

3.2 Meetings of the Faculty

3.2.1 Faculty Senate

The Faculty Senate is an informal non-governing and non-policy making body, whose mission is to facilitate open dialogue among the faculty. The Faculty Senate consists of faculty members at the half-time FTE level or above. The Faculty Senate exists as a forum for the discussion of faculty related issues. It provides an opportunity for private discussion among members of topics that arise in overlapping areas of concern among the senate members, the administration, and the College.

The Faculty Executive Committee (FEC) consists of the current and past chair, a vice-chair, a secretary, and four at-large representatives. FEC prepares the agenda for the senate meetings and ensures prompt communication with the administration on issues of concern.

3.2.2 Faculty Meeting

At faculty meetings, the faculty considers matters referred to it by the Trustees, by Administrative Officers, by the Standing Committees and other committees of the faculty, by individual faculty members, and by representatives of student groups. It is concerned with matters such as, but not limited to, those which permanently affect admission requirements, courses of study, requirements for degrees, the administration of academic matters, and the standards of student life. Standing committee reports are made annually to this body.

All faculty members, staff members, and student body members privileged to attend faculty meetings have the right to speak on any question.

3.2.2.1 Attendance and Participation

Attendance at faculty meetings is expected, as it is through attendance that faculty members recognize a responsibility to participate in shared governance. A quorum of 51% of voting members of the faculty is required for the conduct of any business. Voting members are defined in defined in the earlier section on Suffrage.

The president, with the consent of the faculty, may request members of the administrative and general staffs to attend. One student representative from the Student Government Association attends faculty meetings. One staff representative from the Staff Council attends faculty meetings. Both representatives are non-voting.

3.2.2.2 Types and Dates of Meetings

The Faculty Meetings occur approximately once a month and may meet at other times during the academic year at the request of the Faculty Executive Committee or upon the request of the president or provost.

Ordinary sessions of the faculty meeting are open to all persons having the right or privilege to attend. Closed sessions are those at which attendance is limited to voting-eligible members and, if applicable, invited guests.

The faculty meeting agenda is developed by the Faculty Executive Committee chair in consultation with the provost. Items for the agenda may be submitted to the Faculty Executive Committee chair at least two weeks prior to the meeting.

3.2.2.3 Presiding Officer

The chair of the Faculty Executive Committee shall preside at all faculty meetings. In the absence of the chair, the vice-chair or other designee from FEC shall preside.

3.2.2.4 Minutes

Official minutes of the faculty meeting are recorded by the executive assistant to the provost. In the absence of the appointed recorder, a recorder pro tempore is appointed by the presiding officer. Minutes of ordinary faculty meetings are distributed to persons privileged to attend and voted on by the faculty. Minutes of closed sessions, however, will not be distributed.

3.2.2.5 Suffrage

Each person accorded 0.5 FTE or above faculty status (excluding honorary appointments) has one vote in faculty meetings. Voting FTE faculty members may hold the rank of instructor, assistant professor, associate professor, professor, or visiting faculty member. All part-time faculty who teach on a course contract basis for half-time or greater acquire voting rights once they have held the assignment for at least two continuous semesters. All 0.5 FTE or above faculty acquire voting rights from the beginning of their first semester's employment with the College. New faculty members, or anyone with little information about the matter under consideration, may abstain from voting.

3.2.2.6 Voting Procedures

A majority vote of the quorum is required to determine any faculty action on policy matters, except where Robert's Rules of Order takes precedence.

A written or electronic ballot is required for all elections and all matters concerning college-wide degree requirements and other significant matters of academic policy. Matters which involve a change in college-wide degree requirements and other matters of policy must be presented in written form and will not be voted upon at the meeting where they are first proposed. At least one month must elapse before action is taken on proposed changes unless the faculty votes to waive this requirement.

A member of the faculty may request a written ballot at any time and, by unanimous consent, an oral vote may be substituted for a written ballot.

A faculty member who cannot be present at a faculty meeting may give the provost a written signed proxy ballot on any proposal presented at a previous meeting or on any proposal by a committee of which they are a member, provided that the proposal is not materially amended before coming to a vote. The provost shall decide whether a proposal has been materially altered.

3.2.2.7 Confidentiality

Many matters discussed in the faculty meeting and in faculty committees are confidential. When matters are identified as confidential, persons in attendance will respect this confidence. Please refer to Section 402 of the

[Employee Handbook](#). Failure to uphold confidentiality may result in sanctions as delineated in Faculty Code Section 4.5.6, Sanctions for Cause.

3.2.2.8 Faculty Relationship to the American Association of University Professors

The AAUP is a nonprofit membership association of faculty and other academic professionals. There are members and chapters based at colleges and universities across the country. Hood College currently does not have an AAUP chapter, but AAUP is an external resource for Hood College faculty.

Since its founding in 1915, the AAUP has helped to shape American higher education by developing the standards and procedures that maintain quality in education and academic freedom in this country's colleges and universities. AAUP defines fundamental professional values and standards for higher education, advances the rights of academics, particularly as those rights pertain to academic freedom and shared governance, and promotes the interests of higher education teaching and research. AAUP chapters at campuses across the country work to advance the mission of the AAUP through advocacy, organizing and, in some cases, collective bargaining. In some states, state conferences support chapters and work on state level issues

3.3 Faculty and College Committees

The Hood College motto, Corde et Mente et Manu (Heart and Mind and Hand) is a guide for faculty life at Hood. While Heart and Mind may find their most direct expression through teaching and scholarship, it is in service that faculty bring their Hands to work in many ways for the benefit of the College, the community, and the shared and collective aims as members and stakeholders in this institution. Although college service may often be seen primarily as an element in promotion/tenure decisions, in truth, service is a core way in which faculty help shape the life and aims of the College. It is an essential part of the role in shared governance (see Faculty Code section 1.1 Statement of Shared Governance), and faculty involvement in campus matters and policies is critical to the sustained well-being of Hood College and the collective pursuit of its mission.

3.3.1 Committee Personnel and Functions

Service to the College takes many forms, but one of the key ways in which faculty directly contribute is through service on a wide range of college committees. Certain functions of the faculty are delegated to committees for discussion, study, and recommendation or action. Faculty committees take many forms and serve various roles across campus, and faculty from all departments and programs are encouraged to take part in committees as part of their service to the College.

In addition to elected and appointed standing committees of the faculty, whose membership and functions are described below, there are ad hoc faculty committees and both standing and ad hoc mixed-membership committees on which faculty serve. Students, by special appointment, or as officers of certain student organizations, serve on some committees. Occasionally, members of the staff serve on faculty committees. The role of these ex officio members is specified in the descriptions of individual committees.

A list of the current membership of all elected College committees may be found on the [Provost Office Webpage](#).

3.3.2 Committees and Committee Types

3.3.2.1 Elected Committees

Elected committees are divided into two tiers. Tier One committees are designated as such because of the scope and time demands of the work of the committee. These committees generally have regularly scheduled meetings throughout the academic year. Tier Two committees are those whose meeting schedule may be more varied, and whose scope of work may change over the course of the academic year.

The following standing committees are elected.

Tier One

Academic Standards and Policy Committee
Core Oversight Board (starting in AY 2027-28)
Curriculum Committee
Faculty Development Committee
Faculty Executive Committee
Faculty Personnel Committee
Graduate Council
Planning Budgeting and Assessment Committee

Tier Two

Academic Judicial Council
Academic Technology Group
Board of Trustees Committee Representatives
Enrollment Management Advisory Group
Faculty Board of Review
Honorary Degree Committee
Nominations Committee
Restructuring Committee
Risk Management
Staff Council Representative

3.3.2.2 Appointed Committees

Appointed committees serve a variety of purposes and are established to support academic programs, initiatives, and institutional needs that may not fall under the purview of standing elected faculty committees. Some standing faculty committees are appointed by the provost, in consultation with the president (and, as appropriate, the Faculty Executive Committee and/or the Nominating Committee), and are typically chaired by the relevant program director, program coordinator, or a chair designated by the provost; members usually begin their service in the fall.

These committees are generally advisory in nature, assisting program directors with the formulation and review of policies related to curriculum, student eligibility, admissions, or standing, though some may assume specific operational responsibilities. For interdepartmental and interdisciplinary programs, appointed committees provide guidance from contributing disciplines on matters ranging from course offerings to broader questions of academic quality. Committee composition varies based on the scope of advice required, but significant academic participants in a program should be represented.

Undergraduate appointed committees include, but are not limited to, the College Marshals, Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC), Health Professions Advisory Committee, Honors Program Advisory Committee, Humanities Council, Study Abroad Advisory Committee, interdepartmental majors, and some interdisciplinary minors; in addition, each graduate program has an appointed advisory committee. Advisory Boards may also be appointed to guide specific academic programs or initiatives and may include internal constituents, external partners, or both, in accordance with established guidelines. Program Advisory Councils are convened and organized by program coordinators or directors, while college-level appointed committees are empaneled by the provost and/or president in consultation with relevant faculty governance bodies. Faculty seeking information about specific appointed committees and their charges should consult their department chair, academic dean, the Office of the Provost, or the Graduate School. Guidelines governing the creation and implementation of Graduate Program Advisory Boards can be found [here](#).

3.3.2.3 Ombudsperson

Normally, this role is appointed in partnership with the Human Resources director. If the campus ombudsperson is a FTE faculty member, this should be regarded as the equivalent of service on a Tier 1 committee. The [ombudsperson](#) receives a nominal stipend for their work across campus. Due to the confidential nature of this role, the ombudsperson is not permitted to submit written reports to the faculty.

3.3.2.4 Terms and Selection of Committee Members

The standing committees are elected or appointed annually. Usually, members' terms of service begin at the start of the academic year, August 1st. Exceptions are stated below. A two-year term is customary for most elected committees, except for certain committees where continuity of service is essential. The principle of rotation of committee membership is observed. A committee member whose term has expired is not ordinarily eligible for reelection or reappointment until a year's time has elapsed, although under some circumstances exceptions to this may be made.

The standard terms of service correspond with the academic year (August 1 – May 31) with those elected in the spring beginning their service the following fall. In general, committee business is expected to take place during the standard academic year (August 1 – May 31). Certain committees may involve meetings and/or work over the summer and winter breaks. Such expectations are delineated in the written description for each committee below. Faculty members accepting nominations to appear on the ballot for any committee must review the meeting requirements before accepting a nomination.

Each committee member is expected to make every effort to attend all committee meetings. An individual member may not send a substitute as their representative to a committee meeting. This applies to all members of all committees whether appointed, elected or ex officio, staff, student or faculty, unless the committee description in the Faculty Handbook expressly authorizes substitutions.

3.3.2.5 Committee Chairs

Except in those instances where the permanent chairs are ex officio members of a committee, committee chairs (or co-chairs) are selected from those faculty members who have served the preceding year. It is the duty of each chair (or co-chair) to inform the members of the committee concerning the committee's functions and to pass on to the succeeding chair the records and explanations regarding functions and procedures.

Following the election of new committee members in the spring, the newly-elected (incoming) committee members should elect an incoming chair. The name of the new chairperson must be submitted to the Assistant to the Provost by May 31st.

The incoming chair of any committee whose charge does not usually include meetings over the summer is considered to be 'on call' during those months in case the committee's input is needed on college matters under discussion during that period. Should the chairperson feel that broader committee input is needed, they will contact the incoming membership of the committee. Should the incoming chairperson be unavailable for any period during the summer, they should appoint an alternative representative from the committee to serve in 'on call' status during their period of absence. The name of the interim representative should be provided to the provost. The outgoing/former chair may also be called upon to add input or participate in any such discussions as needed or as events warrant.

3.3.2.6 Reports and Records

Each committee keeps a record of its work, frequently in the form of minutes, for which each chairperson is responsible and which is passed on to the succeeding chairperson. Faculty committees are strongly encouraged to maintain a record of their work and key internal documents, preferably on a college server/platform or learning management system to ensure continuity and access to committee documentation and process by future iterations of that committee.

Each committee should complete an annual report of their work, particularly when engaged in policy recommendations, and provide this to the FEC and/or Faculty at Large through either electronic submission or report in one of the monthly Faculty Meetings.

How and when committees report to the faculty may vary depending on the work and charge of each committee, although all are encouraged to make some formal report of their work to the FEC at least once each year as appropriate. Committees may present informational reports to the faculty at its regular monthly meetings. Committees may also bring matters related to their jurisdiction to the FEC for consideration or presentation to the faculty at large. Recommendations concerning policy within their general jurisdiction are made by the committees to the faculty, usually at Faculty Meetings or via the FEC, although other modes of communication may also be used.

3.3.3 Election and Appointment to Committees

3.3.3.1 Elections

With the exception of Graduate Council, no faculty member should be expected to serve on more than one Tier One committee at any given time. Members of Tier One committees may also hold positions on Tier Two committees but generally should be limited to no more than one Tier Two committee. The Nominating Committee, which is charged with creating ballots for faculty elections, takes current faculty committee service and other commitments into account when nominating faculty members for election.

The ballots for elections to committees are presented at faculty meetings, with votes taking place electronically after the faculty meeting. Most elections are held in the spring. Members elected in the spring begin their service at the start of the following academic year (August 1), although, as noted above, an incoming committee may be asked to provide information to the college during the summer if required.

When a committee member finds it necessary to resign, the newly elected person finishes the term of the person being replaced.

The general order of elections is as follows, noting that in some years, the order of elections and/or the months in which elections are held may vary.

November

Faculty Executive Committee: Chair

March

Academic Judicial Council

Academic Standards and Policy Committee

Core Oversight Board

Faculty Executive Committee: Vice Chair, Secretary

Faculty Personnel Committee

Faculty Representative to Honorary Degree Committee

Faculty Representative to Staff Council

Graduate Council

April

Academic Technology Group

Curriculum Committee

Faculty Board of Review

Faculty Development Committee

Faculty Executive Committee: at-large members
Enrollment Management Advisory Group
Nominating Committee
Planning and Budgeting and Assessment Committee
Representation on Board of Trustee Committees
Restructuring Committee
Risk Management Committee

3.3.3.2 Nominations

The Nominating Committee sends a survey (Faculty Preference Survey) to the faculty in the spring semester, in which faculty indicate their preferences and/or willingness to serve on various committees. Faculty are required to complete this survey. The Nominating Committee compiles the results of this survey and uses those results to compose the slate of nominees for each election. Nominees are contacted prior to the creation of the ballots to confirm their availability to serve on the committee(s) if elected. Nominations will be accepted from the floor for each ballot at the Faculty Meeting during which a ballot is presented.

Faculty are informed of nominations before each election, usually via the dissemination of the ballot before the scheduled election. Faculty granted sabbatical leave, for a semester or a year, will not be put on the spring committee ballots for regular elections for the academic year in which they will be on leave.

3.3.3.3 Voting

Committee members are elected by means of an electronic ballot cast in connection with one of the monthly faculty meetings. A plurality of votes cast is sufficient to fill each vacancy on the committee. In case of a tie, a secondary or run-off ballot will be issued.

Ballots are not considered truly closed until the Faculty Meeting at which the election is to be held, as nominations from the floor are always solicited in accordance with parliamentary procedure. Electronic ballots will be sent out after the Faculty Meeting with any amendments to the list of candidates included.

3.3.3.4 Vacancies

Should a vacancy occur on a committee, due to faculty retirement, leave, sabbatical, etc., the Nominating Committee will issue a special ballot to fill that position at the earliest opportunity. Members elected to complete the term of a vacating member will serve the remainder of the original term. Vacancies are filled by vote of the faculty at the earliest meeting after a vacancy occurs.

3.4 Membership, Eligibility, Election, Terms of Service and Functions of Elected Committees

3.4.1 Academic Judicial Council (AJC)

The Academic Judicial Council is the judicial board comprised of undergraduate students, faculty, and administrators that adjudicates violations of the Academic Honor Code by undergraduate students. The appeals process affords any student accused of an Academic Honor Code violation the right to an AJC hearing.

Eligibility, Election and Term of Service

Membership of the AJC consists of the Chair, up to ten full-time undergraduate students in good academic standing, and two faculty elected by and from the faculty. Student members are appointed each fall by the Chair who solicits applications from eligible members of the student body. Full time and part-time FTE teaching faculty members are eligible to serve. One faculty member is elected each April to serve in alternating two-year terms. Students and faculty are voting members; the Chair is non-voting except to break tie votes.

Function

Academic Judicial Council (AJC) conducts hearings of 1) serious and/or continual violations of the Academic Honor Code and 2) appeals of faculty sanctions and automatic suspensions.

Procedures

The full [AJC bylaws](#) are posted on the faculty resources page of the Student Success Center.

3.4.2 Academic Standards and Policy Committee (AS&P)

The Academic Standards and Policy committee articulates the academic standards and policies of Hood College and suggests revisions to the faculty when appropriate. The committee also acts on petitions from students and on matters of dismissal and probation. The committee consists of seven voting members: four members of the teaching faculty (one of whom is elected chair), the provost, the Dean of Student Success, and the Registrar. The Registrar may designate an Assistant Registrar or Associate Registrar as a (voting) substitute representative to attend committee meetings and to vote on Petitions. The Dean of Student Success may designate a representative (non-voting) from the Office of Student Success to attend meetings and record reviews; on occasion, additional non-voting members (advisors, success coaches, etc.) may be invited to attend meetings and record reviews to provide additional information and perspective.

Eligibility, Election and Term of Service

Full-time and FTE faculty members with two years of teaching at the College level, one year of which must have been at Hood College, are eligible for election. The election occurs during the April faculty meeting. One elected member is chosen each year to serve for a three-year term. Every third year, two new members will be elected as two previous members rotate off. For purposes of continuity, the outgoing members serve along with the newly elected members during the overlap between election and the new academic year. To establish consistency in reviewing student petitions, a careful reading of the minutes is a part of the orientation for new members. Because the office of the provost is the next step in a student's petition process, the provost will not attend those meetings (or portions of meetings) pertinent to functions (3) and (4) outlined below.

Function

1. To review the nature of academic credit required for the undergraduate degrees, including such matters as the minimum grade point average, consistency among major and minor requirements, and the nature of academic credit transferred from other institutions or programs
2. To review the amount of academic credit required for undergraduate degrees, including such matters as the number of credits required for a College degree and for a major, and the number of credits allowable from other institutions or programs
3. To regularly review academic policies and procedures and make updates and clarifications as needed. Policy clarifications should be included in the annual report for the provost and shared with faculty as a point of information. Major policy changes may be presented to the faculty for approval.
4. To act on petitions from students who seek exemption from any of these standards because of extenuating circumstances, and to interpret such decisions for students when necessary. These petitions may include consideration of academic credit from other institutions or programs, of graduation requirements, and of readmission requirements. The registrar will preview all petitions coming before the committee and distinguish between those which require faculty review and those which do not.
5. All pro forma petitions, i.e., all petitions in which the student's individual circumstances do not come into play, will be summarized in advance by the Registrar; the complete files of such cases will be available to committee members upon request before the committee meeting. Committee time and voting will not be allocated to these decisions unless a committee member requests it.
6. All other student petitions will be brought before the committee for its decisions and recommendations.

7. To act on matters of academic dismissal and probation; the committee is responsible for decisions on dismissal and for determining the nature of a probationary period along with the prerequisites for re-admission
8. To review academic standards and policies and suggest revisions to the faculty, as necessary.

Procedures

Meet bi-weekly to review and vote on student petitions and appeals.

1. Meet after the close of each fall and spring semester for records review; review and vote on academic dismissals and probations using the criteria set forth in the Hood College Catalog and feedback from faculty and staff submitted via end of semester summaries and academic alerts.
2. Draft policy language and present to the faculty for review, as necessary.

3.4.3 Academic Technology Group

The Academic Technology Group acts as a liaison between the information technology department and the academic business units to ensure that academic technology concerns within the College are addressed and implemented.

Eligibility, Election, and Term of Service

The Academic Technology Group consists of the Digital Learning Coordinator (chair, ex officio), Instructional Technologist and/or Chief Information Officer (ex officio), the coordinator of online instruction (ex officio) and one elected faculty member from each of the general areas: humanities, social sciences, natural sciences, and professional programs. Additional representatives from facilities, the library, and IT, and a student representative, may be called upon to join meetings as needed when the committee's business would benefit from their input. The committee will meet at least once per semester. Any annual contract member of the faculty may serve. The term of service is two years.

Functions

1. To provide support to Hood's academic mission by:
2. Serving as a necessary communication channel among faculty, students, staff, and administration to enable open discussion relating to technology needs, access, and availability.
3. Assessing, planning, and establishing policies and procedures in support of technology integration and improvement within all teaching and learning environments.
4. Maximizing the value of classroom technology investments to improve the quality of education and service to students, faculty, and staff.
5. Reporting on academic technology needs to the provost as needed.

3.4.4 Core Oversight Board

Effective AY 2025-2026, the Core Oversight Board (COB) assumed the duties of the now-dissolved Core Implementation Group (CIG) and the Core Curriculum Assessment Board (CCAB) following the official Fall 2025 launch of the HMM Core Curriculum.

Advisory/Policy Duties

1. Guide interested faculty/departments on developing new HMM courses. This guidance is advisory in nature; all new courses must go through the standard Curriculum Committee review process.
2. Consult with departments to communicate course frequencies and sections offered to align with enrollment needs.
3. Draft policies and procedures for consideration by AS&P, Curriculum Committee, etc.
4. Serve as a point of contact for assessment inquiries related to their designated areas.
5. Review faculty budget requests for service-learning project transportation and logistics
6. Review student HIP proposals.

Assessment Duties

1. encourage assessment data collection among designated course sections.
2. analyze assessment result.
3. develop strategies to improve assessment processes.
4. develop strategies to improve student learning.
5. improve the cohesion of Core courses within a particular Core area.

Transition to Standing Committee

Currently, members of the committee have been appointed by the Dean of the Faculty, or the Provost if there is no Dean of the Faculty. There is no tenure requirement for membership on the committee. Membership on this committee is viewed as a significant service to the college, on the same level as a Tier 1 elected committee.

Given the impact and oversight purview of this committee, and the commitment to shared governance, the committee makeup will shift from entirely appointed to one that includes FOUR ELECTED faculty representatives. They will each serve a term of THREE YEARS to ensure continuity and stability of the committee. See below for the current committee makeup, the new proposed (elected) committee makeup, and the timeline/process to facilitate this transition.

Current Committee Membership (8 members total)

- Co-chair: Dean of Faculty or designated faculty member by the provost
- Co-chair: Associate Director of Institutional Assessment
- Dean of the Career Center
- Representative for First Year Experience (FYE)
- Representative for the Hands-HIPs and e-Portfolios
- Three interdisciplinary members from Mind areas, each overseeing three areas of the HMH Core—Mind:
 - Global Languages, Creative and Performing Arts, Humanities
 - DIV, Ethics, Quantitative Reasoning
 - Soc/Behavioral Sciences; Natural Sciences; Holistic Wellness

Proposed Standing Committee Membership (8 members total):

- 4 elected faculty positions, who will serve as
 - 1 Faculty member Co-Chair, selected from the returning elected members
 - 3 Area Coordinators in the MIND
 - Due to the interdisciplinary nature of the Core, members should feel comfortable providing oversight over a wide variety of Core areas. The group will determine which areas fit best for each member at the beginning of each academic year.
- Co-chair: OIRA Assessment
- 1 appointed FYE Coordinator (either the FYE coordinator OR the service-learning coordinator)
- 1 appointed faculty for Hands-HIPs and e-Portfolios
- This position requires specific expertise and technical knowledge that mandates the person be appointed rather than elected
- Dean of the Career Center

Timeline to Transition

To ensure even distribution of workload and departmental representation on the oversight of the Mind, we propose the following timeline to shift COB from an appointed committee to an elected one:

- Elections in Spring 2026: one current faculty member rotates off, one new member elected to serve starting in Fall 2026 for a term of three years (2026-2029)

- Elections in Spring 2027: two appointed faculty members rotate off, two new members elected to serve starting in Fall 2027 for a term of three years (2027-2030).
- Elections in Spring 2028: final remaining appointed faculty member rotates off, new member elected to serve starting in Fall 2028 for a term of three years (2028-2031)
- Rotation continues with four elected faculty members on the committee

3.4.5 Curriculum Committee

The Curriculum Committee consists of the provost (ex officio, non-voting member), the Registrar (ex officio, voting member), Office of Institutional Research and Assessment representative (ex officio, non-voting member), and six faculty members, each of whom serves a three-year term. One faculty member, who is in at least the second year of service on this committee, is elected chair.

Faculty members should represent a diversity of academic areas: humanities, social sciences, natural sciences, and professional programs.

Eligibility, Election, and Term of Service

Full-time and FTE teaching faculty members who have had one year of full-time teaching at Hood are eligible. As this is a Tier One committee, members should not serve on any other Tier One committee, with the exception of the Graduate Council. New members are elected by the faculty in the early spring each year. The term of service is three years.

Functions

1. To make final decisions on the addition of new courses, deletion of listed courses, and other significant programmatic changes, including course modality. Minor curricular changes (e.g., changes in the pattern of offering a course, changes in the course description) can be implemented by any Department with a memo notification to the committee.
2. To work with the Core Oversight Board in determining which courses to include in the Core Curriculum
3. To recommend to the faculty action on degree requirements, new programs, or new degrees.
4. To be familiar with the overall curriculum and its relationship to the educational philosophy and objectives of the College.
5. To participate in self-studies, reviews, and other initiatives, as needed, in collaboration with AS&P, Core Oversight Board, Graduate Council, Restructuring Committee, and departments/majors/programs.
6. To maintain standards for the curriculum
7. To consider matters of general educational policy which have not been assigned to the jurisdiction of any other committees.

3.4.6 Enrollment Management Advisory Group

This elected committee consists of representatives from a variety of campus offices involved with undergraduate student recruitment and retention. Membership includes: Director of Admission, Chair; Vice President of Enrollment Management, Vice President for Student Life and/or Dean of Students; Provost and Vice President for Academic Affairs; Dean of Academic Services; and faculty representatives, two elected and one appointed. The committee is charged with bridging the gap between enrollment management and faculty by providing review and assessment of enrollment strategies.

Eligibility, Election and Term of Service

All FTE faculty are eligible to serve. Representatives serve staggered two-year terms. One representative is selected in April to replace the faculty member whose term is expiring.

Functions

1. To participate in the review and assessment of enrollment strategies in consideration of College-wide enrollment needs and issues, including development and examination of data relating to recruitment for all student populations.
2. Sub-committees may be utilized to examine specific recruitment concerns, including recruitment of under-represented student groups, academic advising and support services, course scheduling, resident/student-life concerns, and other factors that impact (positively or negatively) on student satisfaction with the educational programs of the College and Hood's ability to attract qualified and desirable candidates.
3. The committee will make recommendations as needed to address problem areas or strengthen programs and services and will provide a key communication channel with the faculty for the College's enrollment needs.
4. The committee will meet at least three times each academic year.

3.4.7 Faculty Board of Review (FBR)

The Faculty Board of Review is a Tier II committee that reviews petitions from faculty members mainly related to denial of tenure, sanctions, and termination.

Eligibility, Election and Term of Service

Tenured faculty members who have taught a minimum of three years at the College are eligible for election. Members may not serve concurrently on the Faculty Personnel Committee. Each of the six elected members is chosen for a two-year term. The only exception is that a member shall complete the informal investigation or hearing of any case which they have begun to consider. Three members of the FBR are chosen each year at the May faculty meeting.

Functions

1. To hear complaints of all faculty members and to report its conclusions to the appropriate parties.
Complaints may involve any of the following:
 - a. non-renewal of the contract of a non-tenured faculty member
 - b. denial of tenure
 - c. termination of an appointment with tenure, or of a probationary or special appointment before the end of the specified term;
 - d. dismissal for cause;
 - e. other matters, such as salary, promotion, assignment of teaching duties, or assignment of space.
2. To determine whether the decision was the result of adequate consideration in terms of the relevant standards of the College. The term "adequate consideration" refers essentially to procedural rather than to substantive matters.

Procedures

1. If any faculty member feels that they have cause for grievance in matters such as those cited above, they may petition the FBR.
2. A petition must be submitted to the FBR within three weeks of the occurrence of the grievance. In faculty personnel matters, a petition shall not be submitted to the FBR until the faculty member receives the president's letter of intent relative to non-reappointment, promotion or tenure.
3. The petition shall set forth in detail the nature of the grievance and shall state against whom the grievance is directed. It shall contain all information which the petitioner deems pertinent to their case.
4. The FBR will have the right to decide whether or not the facts merit a detailed informal investigation. Submission of a petition will not automatically lead to an informal investigation.
5. If a member of the FBR is involved in the case or is a member of a department from which the case arises, they shall be disqualified from the informal investigation of the case. If a member of the Board believes that they cannot render an impartial judgement for any reason, they shall invoke recusal from the informal investigation of the case. Each party shall have the right to disqualify one member of the Board, without stating reasons.

6. In conducting an informal investigation, the FBR may request materials relevant to the case and may choose to meet informally with the parties to the complaint.
7. If the FBR decides that a formal hearing is not appropriate, the Board will report its conclusions to all of the parties to the complaint. A written summary of the informal investigation will be made by the Board and will be shared with the parties.
8. If the FBR decides that a formal hearing is warranted, it will present a statement of charges in writing to the appropriate parties at least three weeks prior to the hearing. It will set a date and time for the hearing and will notify all parties to the dispute. The formal hearing will be conducted by those members of the Board who conducted the informal investigation.
9. The FBR, with the consent of the parties concerned, may hold prehearing meetings with the parties in order to:
 - a. simplify the issues;
 - b. stipulate the facts;
 - c. provide for the exchange of documentary and other information; and
 - d. achieve other appropriate prehearing objectives as well as make the hearing fair, effective, and expeditious.
10. The FBR shall make such investigation as it deems necessary in formulating its opinion and recommendation. The investigation may involve hearing witnesses and requesting records for review. The Board will not be bound by strict rules of legal evidence and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.
11. The conduct of the formal hearings should be characterized by informality rather than an adversarial approach. Each side should be afforded ample opportunity to make its position clear, and may have an adviser, but should not expect to be represented by legal counsel or representatives with formal legal training. The proceedings should not be permitted to develop into a courtroom atmosphere, with extended cross-examination and rebuttal. The hearing shall be closed to all except that the parties to the dispute or their representatives shall have the right to attend the hearing whenever evidence is being presented. At the request of either party or the Board, a representative of a responsible educational association shall be permitted to attend the proceedings as an observer.
12. Since the parties to the complaint, as well as the members of the Board, will have had opportunity to study the complaint, neither the complainant nor the parties to the complaint should read their statements in total at the hearing. Since the burden of proof rests with the person who has filed the complaint, they should speak first, presenting an overview of their case. If the parties responding to the complaint wish to interrupt the complainant's presentation with questions or objections, the matter of deciding whether such an exchange is appropriate at that junction is left with the FBR. The complainant should have the right to complete their presentation without interruption, except for such questions or comments as the members of the FBR decide appropriate to introduce themselves. Subsequent to the complainant's presentation, the faculty will take the initiative in directing the complainant's attention to significant points in their statement seriatim with questions or comments. This same process may be repeated with the parties to the complaint in an order deemed appropriate by the FBR, or the FBR may choose to ask that those responding to the complaint present positions or questions in response to each of the several points raised by the FBR in its seriatim development. In assessing the need for certain witnesses to appear at the hearing, the FBR will have given due consideration to the wishes of the interested parties. The FBR will call witnesses to the hearing in whatever order it deems appropriate and direct the witnesses' attention to those points at issue concerning which their testimony is required by the FBR for its deliberations. Where witnesses cannot or will not appear, but the FBR determines that the interests of justice require admission of their statements, the FBR will identify the witnesses, disclose their statement, and if possible, provide for interrogatories. Should any procedural dispute arise during the course of the hearing, the final determination of the procedure shall rest with the Faculty Board of Review.

13. Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements and publicity about the case by either the faculty member or administrative officers will be avoided until the proceedings have been completed.
14. Preparation of a summary record of the formal hearing will be the responsibility of the Faculty Board of Review.
15. When the FBR is satisfied that both sides have presented sufficient evidence and arguments for the FBR to make its recommendations, the members of the FBR will meet in private to prepare its report and recommendations. No record of the FBR's private deliberations will be made.
16. The FBR will send copies of its report and recommendations to the complainant, the parties to the complaint, and the president of the College.
17. When a recommendation requiring action by the Board of Trustees is appealed to the Faculty Board of Review, the recommendation will not be forwarded to the Board of Trustees until the Faculty Board of Review has prepared its report and made its recommendation.
18. In the case of termination of an appointment for cause, the faculty member may appeal the decision to the Faculty Board of Review using the procedures cited below.
 - a. The faculty member may choose to waive a hearing or may respond to the charges in writing at any time before the hearing. If the faculty member waives a hearing but denies the charges against them or asserts that the charges do not support a finding of adequate cause, the Faculty Board of Review will evaluate all available evidence and rest its recommendation upon the evidence in the record.
 - b. The burden of proof that adequate cause exists rests with the College and shall be satisfied only by clear and convincing evidence in the record considered as a whole.
 - c. If the FBR concludes that adequate cause for dismissal has not been established by the evidence in the record, it will so report to the president. If the president rejects the report, they will state reasons for doing so, in writing, to the FBR and to the faculty member and will provide an opportunity for response before the case is transmitted to the Board of Trustees. If the Board concludes that adequate cause for dismissal has been established, but that penalty less than dismissal would be more appropriate, it will so recommend, with supporting reasons.
 - d. If dismissal or other severe sanction is recommended, the president will, on request of the faculty member, transmit to the Board of Trustees the record of the case. The Board of Trustees' review will be based on the record of the FBR hearing and the Board of Trustees may provide opportunity for argument, oral or written or both, by the principals at the hearings or by their representatives. The Board of Trustees will make a final decision only after study of the recommendation from the Faculty Board of Review and the president.
 - e. The salary of a faculty member terminated for cause will be discontinued by a final action of the Board of Trustees.

3.4.8 Faculty Development Committee (FDC)

Eligibility, Election and Term of Service

The Faculty Development Committee consists of five members of the faculty and the provost (ex officio, voting member). One faculty member will be elected chair, and members of the Faculty Development Committee may not concurrently serve on either FEC or FPC. At least three of the elected members must be tenured. The term of service is two years. Elections are held in May to fill either two or three positions, depending on the number of committee members whose terms of service are expiring. A member of this committee may not submit a sabbatical proposal during the term of service, so any faculty member who plans to apply for sabbatical during a potential term of service should not run for election to this committee.

Functions

1. To review and modify guidelines for allocation of faculty development and travel funds.
2. To review requests for grants from the faculty development funds and to make recommendations to the provost regarding the allocation of these grants. The highest priority will be given to requests for funds for

events where the faculty member will present original scholarly work for the first time or which require active participation on the part of the faculty member. Examples of such active participation include attending meetings focused on topics directly related to the applicant's professional development, presenting a paper at a meeting, participating in or leading a workshop, participating in a program or panel or serving as an officer of an organization.

3. To review requests for sabbatical leaves and for internal grants from the Board of Associates and the Summer Research Institute and to advise the president and the provost regarding the granting of these grants.
4. To advise the provost's office on matters concerning faculty development, including the dissemination of information about sources of funding.

3.4.9 Faculty Executive Committee (FEC)

Eligibility, Election and Term of Service

The chair (or co-chairs) must be a tenured member of the faculty. The election occurs at the November senate meeting. The chair (or co-chairs) is elected for a two-year term. After completing that two-year term of service, the chair remains a member of the executive committee for the following year. The chair receives six credits towards their teaching load during each of the years serving as chair. In the case of co-chairs, each receives three credits per year.

The vice-chair must be a tenured member of the faculty. The election occurs at the April senate meeting. The vice-chair is elected for a one-year term and is encouraged to run for chair in the near future.

The secretary must have been a member of the faculty for at least three years. The election occurs at the April senate meeting. The secretary is elected for a one-year term.

An at-large representative must have been a member of the faculty for at least two years. The election of these individuals occurs at the May senate meeting. The term of service is three years. (These elections will be staggered.) In addition, this group must include: one tenured faculty member and one non-tenured faculty member.

Functions

1. To discuss with the provost and/or the president and other members of the administration any substantive matters of faculty interest which have been brought to the attention of committee members during senate meetings when so directed by a majority of the members present at the meeting; or to discuss matters which are of concern or interest to the president or other members of the administration when such a request is made by the administration. The chair or vice-chair and at least one additional member of the executive committee should be present at these meetings.
2. To meet with the Academic Affairs Committee of the Board of Trustees and to present to that committee the position of the faculty on matters of concern to the faculty and to represent the diversity of that opinion where appropriate. The position of the faculty is to be ascertained during senate meetings held prior to the meetings with the Executive Committee of the Board of Trustees. After each meeting, the Faculty Executive Committee will report the substance of the discussions to senate members no later than the next regularly scheduled senate meeting.
3. To consult regularly with the faculty on issues that concern salaries and benefits so that the committee may convey faculty recommendations to the administration. The vice-chair of the senate will convene a subcommittee consisting of three elected members of the senate executive committee to meet with the provost to discuss salaries and benefits during the fall semester before the College budget is drawn up for the next fiscal year.
4. To gather faculty evaluations of academic administrators should the College adopt a formal procedure for such evaluation.
5. It is the charge of the faculty executive committee to keep lines of communication open between the faculty senate and the committees of the College.

6. To meet with the president and his/her representatives (when appropriate) to make recommendations as to the composition and charges of various committees; when any new initiatives or duties are identified, either to recommend the appropriate standing committee to which these tasks should be assigned or to recommend the creation of a new committee; to recommend the elimination of existing committees that are no longer serving a useful purpose; and at the direction of the Senate to bring these matters to the full faculty for a vote.
7. To take direction from the Faculty Senate with regard to any issue not specifically mentioned in the above charges. As the College governance structure changes, additional tasks may be required of this group.

3.4.10 Faculty Personnel Committee (FPC)

Eligibility, Election and Term of Service

The Faculty Personnel Committee consists of five tenured members of the faculty, none of whom currently serves on the Faculty Board of Review or is under consideration for promotion during their term on the committee. At least one member must be a full professor. Of the five elected members, two are chosen one year for a two-year term, and the remaining three are elected the second year for a two-year term. The election occurs at the April faculty meeting.

Function

To advise the president and provost concerning faculty appointments, promotions, tenure, leaves of absence, non-reappointments, and other personnel matters on which the president or provost wishes consultation.

3.4.11 Faculty Representative to Staff Council

Eligibility, Election and Term of Service

One individual will be elected to serve a two-year term. Any change in the term schedule or representative functions should be made in consultation with the Staff Council leadership. Any 0.5 FTE or higher FTE faculty member is eligible for election.

Functions

1. The Staff Council's purpose is two-fold:
 - a. To represent all full-time FTE and part-time FTE non-faculty, non-senior administration, non-contractual staff members (herein called STAFF) in conversations about, and decision-making processes regarding, College policies and actions that would impact staff or other College-wide matters as appropriate.
 - b. To act as an avenue by which staff can communicate both with each other and with other College constituencies, including but not limited to senior staff; faculty senate; Student Government Association; Planning, Budgeting and Assessment Committee.
2. The faculty representative will serve as an active liaison between the Staff Council and the Faculty Senate/Faculty. The member will attend monthly Staff Council meetings to facilitate sharing information and opening communication lines between Staff Council and the Faculty Senate. As requested, the faculty member may be asked by the Staff Council to bring matters or issues to the Faculty Senate on an informative basis, or to ask for faculty input, support, etc. on any issue the Staff Council feels appropriate. The faculty member is ex officio and does not vote on staff-related issues but may provide information relevant to the discussion in Staff Council meetings.

3.4.12 Graduate Council

The Graduate Council consists of the Dean of the Graduate School (ex-officio, voting member), the Director of the Library, the Registrar, the Director of Institutional Research (ad hoc, non-voting members), two elected representatives from the faculty at large, and Program Directors of all separate graduate programs. Directors may designate a substitute (non-voting) when unable to attend.

Eligibility, Election and Term of Service

To serve on the Graduate Council, “at large” faculty members must have a rank above the instructor level and an appropriate terminal degree. The faculty representatives are elected for two-year terms. Election occurs at the April faculty meeting.

Functions

1. To ensure that the graduate curricula are of high quality and are consistent with the College’s mission, goals, and objectives
2. To conduct or authorize others to conduct studies of the graduate program and its relationship to institutional standards and to graduate standards in general
3. To recommend to the faculty action on substantive changes in graduate degree requirements and action on new graduate programs
4. To make the final decisions on the addition of new graduate courses, the deletion of existing graduate courses, and on other major changes. Minor changes in graduate courses and programs (e.g., changes in program sequence, changes in graduate course prerequisites, non-substantive changes in graduate course requirements) may be implemented by mutual agreement between the academic department and the Dean of the Graduate School.
5. To make recommendations to the Dean of the Graduate School regarding student petitions for exceptions to graduate program policies
6. To consider matters of graduate educational policy which have not been assigned to the jurisdiction of any other committees.
7. To advise the Dean of the Graduate School on matters pertaining to the operation of the graduate program.
8. To bring to the attention of the Dean of the Graduate School matters of faculty and/or student concern
9. To recommend to the faculty for appropriate graduate degrees those students who have met all graduate requirements.
10. To serve as members of the Graduate Council Subcommittee on student petitions to render decisions on grade appeals; time extensions; reinstatement after dismissal; exceptions to academic policies, regulations, and requirements.

3.4.13 Honorary Degree Committee

Eligibility, Election and Term of Service

The Honorary Degree Committee membership includes: two full time faculty members of the College elected by the faculty, two members of the Board of Trustees of the College appointed by the Board of Trustees, one representative from the Alumni Executive Board, the Vice President of Institutional Advancement as an ex-officio member, and the Vice President for Academic Affairs/provost serving as the chair.

The Honorary Degree Committee will have two elected faculty members, each serving a two-year term. To establish and/or maintain rotational membership when and as needed, members may be elected for a one-year term. Any full-time or 0.5 or higher FTE faculty member is eligible for election.

Functions

1. To review and discuss nominations for honorary degree candidates.
2. To select qualified nominees from those nominated.
3. To vote to select potential honorary degree recipients from the pool of nominees and determine which of the potential honors is suitable for each nominated recipient.
4. The Honorary Degree Committee selects the final candidate or candidates to be recommended to the Academic Affairs Committee for recommendation to the Board of Trustees. The Board of Trustees, through normal voting procedures, votes to either affirm or deny the conferral of the honorary degree.
5. The College may award an honorary degree to an approved candidate at any time within three years of the Board’s granting of that approval. After that time, the Honorary Degree Committee must reconsider the nominee and again secure the Faculty’s recommendation and Board’s approval of the candidate.

6. The nomination and deliberation process is conducted with the strictest confidentiality at every point in the process.

3.4.14 Nominating Committee

Eligibility, Election and Term of Service

The Nominating Committee manages the nominations of persons to various elected committees of the faculty, faculty representatives to student organizations, and existing and potential new committees in terms of size and composition.

Functions

1. To nominate persons to serve on elected committees of the faculty and to recommend to the provost persons to serve on appointed committees of the faculty. The committee may also recommend to the president/provost persons to be appointed to either ad hoc or standing mixed membership committees. The committee will attempt to provide twice as many nominations or recommendations as there are vacancies, although exceptions to the rule may be necessary.
2. To act upon requests by student organizations for faculty representatives. When any student organization requests that the faculty elect or appoint representatives to serve as members or advisors to that organization, the nominating committee will offer one of the following motions to the faculty:
3. The faculty will elect its representative(s) to the organization;
4. The representative(s) will be appointed by the president/provost in consultation with the nominating committee;
5. The representative(s) will be chosen by the student organization through procedures determined by that organization.
6. To review all existing academic committees and to make recommendations as to their composition (size, selection process, representation of the various segments of the College) and charges.
7. To recommend the creation of new committees to meet needs that have been identified and to recommend the elimination of committees that are no longer serving a useful purpose.

Procedures

The majority of the Nominating Committee's work takes place during the spring semester with the committee managing the nominations of new committee members for terms beginning the following fall. Early in the spring semester, the committee will provide a survey to all FTE faculty members to determine faculty committee preferences. Using the results of this survey, nominating committee members meet twice during the spring semester: first to determine ballots for tier one committees, and second, after the tier one committee members have been elected, ballots for tier two committees. Outside of these formal meetings, committee members communicate throughout the year to establish ballots for committee vacancies caused by faculty retirement, turnover, etc., as well as to consider the need for adjusting the composition of committees, addition of new committees, elimination of committees, etc.

3.4.15 Planning, Budgeting and Assessment Committee (PBAC)

The PBAC is a recommending body to the president that consults on the short-term and long-term planning processes, assesses both internal and external factors that may impact the institution's financial health, and drafts the operating and capital budgets for approval by the Board of Trustees.

Eligibility, Election and Term of Service

One faculty member is elected by the faculty to serve a three-year term. In addition, one faculty representative from the Faculty Executive Committee is appointed to serve a one-year term.

Composition

- The Planning, Budgeting and Assessment Committee (PBAC) consists of the following voting members:

- President of the College
- Vice President for Finance (Chair)
- Provost and Vice President for Academic Affairs
- Vice President for Enrollment Management
- Vice President for Institutional Advancement
- Vice President for Community and Inclusivity
- Vice President for Marketing and Communication
- Controller
- Director of Athletics
- Dean of the Graduate School
- Dean of Students
- Director of Human Resources
- One faculty member elected by the faculty (serving three-year terms)
- One faculty representative from the Faculty Executive Committee
- Two staff representatives from the Staff Council Board

The Planning, Budgeting and Assessment Committee will be supported by the following individuals (non-voting):

- Director of Institutional Research and Assessment
- Director of Admission
- Director of Business Services, or designee selected by VP for Finance
- Director of Financial Aid

Responsibilities

The PBAC is a recommending body to the president and meets at least monthly throughout the year and is responsible for:

1. Reviewing short- and long-term planning priorities for the College, using assessment data and the College mission as primary references
2. Reviewing planning priorities annually in light of current and anticipated needs, external conditions, trustee decisions, etc.
3. Using established planning priorities to plan budget allocations
4. Assessing available funding in coming years and establishing budget goals
5. Evaluating expenditures from previous years based on annual assessment reports and considering appropriate increases or reductions in specific allocations
6. Reviewing, and assigning priorities to, new requests for funding

Communication

As a recommending body to the president, the PBAC is committed to transparent and inclusive communication with the campus community. Faculty and staff liaisons serve as conduits for information and feedback, ensuring that budget planning reflects institutional priorities and community needs.

Liaisons are responsible for:

- Sharing timely updates on the budget planning process, including key milestones, timelines, and opportunities for input.
- Communicating approved planning priorities and strategic goals that guide budget decisions.
- Gathering and representing feedback from their respective constituencies to inform committee deliberations.
- Clarifying budget principles and processes to promote understanding and engagement.
- Exercising discretion in sharing sensitive or preliminary information, in coordination with the Committee Chair.

Sensitive Information – Guidance for Liaisons

Liaisons are encouraged to share information that builds trust and understanding. Sensitivity is not about secrecy—it's about timing, context, and protecting the integrity of the committee's deliberative process. Liaisons should aim to be transparent while exercising discretion, especially when information is preliminary or subject to change.

Examples of Appropriate Generalities to Share

- "The committee is reviewing options to address a projected budget deficit. Non-salary reductions and frozen positions are being considered."
- "Several capital project proposals have been submitted, including upgrades to academic spaces and student services."
- "Operational requests this cycle include staffing support, technology improvements, and student engagement initiatives."
- "Salary increases are being discussed, with a proposed range of 2–4%, pending final review and approval."

Examples of Sensitive Information to Avoid:

- Specific dollar amounts, percentages, or rankings of requests before final decisions.
- Attribution of comments to individual committee members.
- Unvalidated financial projections with detailed assumptions.
- Details of trustee-level considerations or decisions not yet finalized.
- Specific line-item cuts or department-level reductions before approval.

How to Navigate Sensitivity:

- Use Themes Instead of Specifics: Share general trends or areas of focus.
- Clarify Status: If something is still under review, say so.
- Coordinate with the Chair: When unsure, check before sharing.
- Focus on Process: Explain how decisions are made and when updates will be available.

This communication role is essential to building trust, fostering transparency, and ensuring that budget decisions are informed by diverse perspectives across the College.

Procedures

The PBAC generally meets twice a month between September and April of each academic year. The meetings are convened by the Vice President for Finance, who serves as the Committee Chair. Minutes are recorded and approved for each meeting. At the end of the academic year, a "Planning and Budget" book is prepared and distributed to the Board of Trustees which summarizes the work of the Committee. Finally, all members of the Committee participate in an annual assessment of the planning, budgeting and assessment process, and offer suggestions for further improvement.

3.4.16 Restructuring Committee

Eligibility, Election and Term of Service

The Faculty Restructuring committee is a faculty committee composed of seven members, at least five of whom are tenured. Each member's term on the committee shall be for two years. No two faculty representatives from the same department will serve on the committee. The group will elect its own chairperson. At least one member should be elected from each of the Humanities, Social Sciences, Natural Sciences and Mathematics, and the professional programs. If possible, representation should include faculty who teach at the undergraduate and graduate level.

Functions

In the event of financial exigency, the committee will make recommendations to the president. The issues addressed by the Restructuring Committee may include:

1. the existence of a condition of financial exigency;
2. whether all feasible alternatives to termination of FTE faculty have been considered;

3. whether such alternatives have been implemented to the extent reasonable and practical;
4. the educational considerations involved in the selection of programs or departments of instruction to be terminated or reduced;
5. the criteria used in identifying the individuals whose appointments are to be terminated.
6. The Restructuring Committee will consult with appropriate committees, programs, and departments in arriving at its recommendations to the president.
7. Both the president's and the Restructuring Committee's recommendations will be presented to the Board.

The Restructuring Committee will also:

1. be consulted regarding revisions to the academic structure of the College;
2. consult with appropriate committees, programs, and departments, as well as the provost in arriving at its recommendations. Committee members also will consult with faculty members in their respective areas of representation in arriving at their recommendations.

Recommendations will be forwarded to the Faculty Executive Committee, president and Board of Trustees.

3.4.17 Risk Management Committee

The Risk Management Committee is a Tier I committee responsible for providing oversight, guidance, and coordination of institution-wide efforts aimed at identifying, assessing, and reducing risks that may jeopardize the life and safety of individuals, and/or the assets, operations, reputation, and legal interests of Hood College. The Committee's work centers around the enterprise risk management (ERM) principles of strategic risks, operational risks, financial risks, compliance risks, and reputation risks. The Committee shall work in concert with the Campus Emergency Response Team (CERT) to plan for and manage risks in a comprehensive manner following best practices.

Eligibility, Election and Term of Service

The Risk Management Committee is a campus-wide committee composed of representatives from many divisions of the College. The committee's charge is to evaluate possible risks to the College and recommend action plans to mitigate those risks. The Academic Division has three representatives to this committee: the Chemical Safety Officer and two faculty members elected to two-year staggered terms. This committee meets at least twice per semester. Committee members may be asked to perform additional work outside of the scheduled meetings.

Functions

1. Conduct a risk assessment survey to identify and rate risks based on potential impact, likelihood and effectiveness of controls.
2. Develop action plans to mitigate, transfer and/or avoid identified risks.
3. Assign responsibilities for managing identified risks to the appropriate individual or office.
4. Review risk policies and procedures to assess their effectiveness in monitoring and managing risks.
5. Recommend prevention approaches, training and education strategies, and provide guidance on implementation.
6. Assess and review current response protocols.
7. Review and assess annually the adequacy of this charge.

4. Faculty Personnel Policies, Benefits and Services

4.1 Faculty Recruitment Policy and Procedures

4.1.1 Statement on Commitment to Our Core Values

Hood College recognizes the importance of belonging, access, and equitable opportunity, and that these critical concepts are not yet fully realized at the College, despite its long-term commitment to its core values of Hope, Opportunity, Obligation and Democracy. Therefore, through all aspects of their work (teaching, scholarship and service), faculty should demonstrate a commitment to belonging, access, and equitable opportunity. Faculty must also strive to create, foster and maintain a sense of community on campus – community that acknowledges, seeks, and embraces diverse backgrounds and experiences and affirms the dignity of every individual.

4.1.2 Statement on Nondiscrimination

Hood College does not discriminate on the basis of sex, race, color, national origin, sexual orientation, gender identity or gender expression, marital status, pregnancy, disability, religion, age, or any other protected classification under applicable federal, state, or local law, in recruitment, admission and access to, or treatment, or employment in its programs, services, benefits, or activities as required by Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI and VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act Amendments Act, and their implementing regulations.

Hood College complies with applicable laws regarding reasonable accommodation for students and employees with disabilities. Students requiring reasonable accommodation in order to have access to a program, service, or activity of Hood College are requested to contact the Director of Accessibility Services.

4.1.3 Hiring Policy

Hood College is committed to equal employment opportunity practices and believes in the importance of diversity among students, faculty and staff. When recruiting for faculty positions, the College attempts to obtain the best qualified candidate for each available position from a diverse pool of applicants by following the procedures outlined below. It is understood that "best qualified" is a broadly defined term that may include qualities in addition to specifically disciplinary or scholarly ones, such as the potential to serve as a role model for students.

For more information on Hood College's policies on nondiscrimination and diversity, please see section 201 of the [Employee Handbook](#).

4.1.4 Hiring Procedures

Recruitment and hiring practices for faculty positions are outlined in the Faculty Recruiting & Hiring Manual found in the Human Resources section of the Hood website. Additional guidance can be found in Section 200 of the Employee Handbook is available in the Human Resources section of the Hood Website.

4.2 Appointments

A full explanation of such contractual matters as appointments, promotions, tenure, leaves of absence, termination of service, retirement, grievances, and contracts themselves may be found in the [Faculty Code](#).

Faculty appointments are made by the provost, with approval of the president, upon recommendation made by the chairpersons of the departments.

4.3 Salary Payment

Salaries are paid per written contract. In general, FTE faculty are paid from the first pay date in August to the last pay date in July.

In general, most FTE Faculty receive a 10-month contract, which is paid biweekly over a 12-month period, running August 1 – July 31. Exceptions will be clarified in individual contract letters.

Changes of address/phone number should be reported to HR and Payroll via the Employee Portal.

4.4 Outside Employment and Consulting

Regular paid employment outside the College and regular and frequent consulting during the academic year may be accepted only by special agreement with the provost. See Outside Employment for information and [form](#).

This agreement should be reached prior to the beginning of the fall term and renewed annually. A request to modify the agreement may be submitted to the provost during the year when circumstances merit reconsideration. Such professional employment is acceptable only when it does not conflict or interfere with the faculty member's assignments and responsibilities to the College. If conflict or interference arises, the provost will work with the faculty member and department chair/program director to resolve it. Failure to abide by the terms approved by the provost may result in disciplinary action outlined in the Faculty Code.

Any outside commitment which may require more than one absence from class should not be accepted by a faculty member without making prior arrangements with the chair of the department and the provost.

4.5 Faculty Assignment Policies

4.5.1 Faculty Workload

All FTE faculty members of the College participate in the total program of instructional, research, and service responsibilities that have been established to encourage the general development of Hood College students.

The course load for a full-time member of the FTE faculty is 21 hours per the contract year. The provost may approve released time which will be counted toward the 21 credits. Part-time FTE faculty have proportional course loads. For example, half-time faculty are expected to teach 21 credit-hours every two years. Faculty course loads are considered on an annual rather than a semester basis.

The distribution of teaching assignments to meet annual teaching load requirements is based on departmental needs and is ultimately determined by the department chair, in consultation with department faculty members. Visiting faculty employed full-time for a full year are expected to teach 21 credits.

Except under unusual circumstances, course overloads will be limited. All overloads must be approved in advance by the provost and no faculty member will be required to teach an overload. Faculty teaching an overload (over 21 credits) will receive either a course contract compensation or they can bank course overload per existing policy. Overloads will not be awarded to faculty members receiving a course load reduction unless approved by the provost.

Any faculty member earning annual overload credits below 3 credits (total) will be automatically banked. Faculty members earning annual overload credits at or above 3 credits (total) will be offered the option to either: 1) Take a course load reduction (per current banking policy guidelines), or 2) Seek a cash payout at the end of the academic year. Requests to redeem banked hours as a reduction in teaching load must be submitted before publication of the schedule of courses for the semester when the hours would be used and must be done in consultation with the department chair and program director (for graduate classes).

Except under unusual circumstances, course underloads will be limited. All underloads must be approved in advance by the provost with a plan to resolve the underload within a two-year period.

In general, full-time members of the faculty will be available for class assignments Monday through Friday. At times, full-time faculty may be called upon to teach evening courses as an integral part of their total faculty load to the College. Where possible, consideration will be given to the schedules of faculty members who are to teach both day and evening so that the schedule is a reasonable one.

Full credit towards the workload requirement will be given to both instructors of a team-taught course with an enrollment of 16 or more students or by permission of the provost.

In fall/spring, normal minimum enrollment in a course is eight students. In summer/winter, normal minimum enrollment is five students. Pending approval of the provost, courses with fewer students may be permitted to run as is or converted to tutorials. Tutorials are calculated differently in a faculty's workload. If a course is converted to a tutorial due to under-enrollment, but the faculty member continues to meet with students in the originally planned format, the faculty member will receive no less than two-thirds of the standard credit (e.g., at least two credits for a three-credit course).

If after roster verification, a course has 35-45 students enrolled in it, the FTE faculty member will receive one additional credit hour towards workload. If after roster verification, a course has 46-55 students enrolled in it, the FTE faculty member will receive two additional credit hours towards workload. If after roster verification, a course has 56 or more students enrolled in it, the FTE faculty member will receive three additional credit hours towards workload. For adjunct faculty, additional compensation for courses enrolled at 35 students or greater after roster verification is completed, is at the discretion of the provost.

Per federal policy, adjunct faculty may teach no more than nine (9) credits per semester.

All faculty teaching assignments within a department are made by the academic dean and/or chairperson and/or graduate program director in consultation with the provost.

4.5.2 Presence at the College

Per the Faculty Code, full-time faculty contracts span the academic calendar and reflect either a 10-month commitment (beginning August 1 and ending May 31) or a 12-month commitment. During this time, faculty should be available for college responsibilities.

4.5.3 Benefits of Employment

All .5 and greater FTE employees, both faculty and staff, of Hood College are eligible for participation in the College's health and general benefit plans, the Hood College Defined Contribution 403(b) Retirement plan, and other benefit programs. All of these benefits are described in the Employee Handbook and in the [Human Resources/Benefits Webpage](#).

Regarding leave benefits, the College recognizes the importance of balancing work and family responsibilities. We are committed to providing our faculty members with the necessary support to meet these demands. As such, we offer the following leave options to support you.

4.5.4 Family and Medical Leave Act (FMLA)

The FMLA entitles eligible employees of covered employers to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave. Eligible employees are entitled to:

- Up to twelve work weeks of leave in a 12-month period for:
 - the birth of a child and to care for the newborn child within one year of birth;

- the placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement;
- to care for the employee's spouse, child, or parent who has a serious health condition;
- a serious health condition that makes the employee unable to perform the essential functions of his or her job;
- any qualifying exigency arising out of the fact that the employee's spouse, child, or parent is a covered military member on "covered active duty;" or
- Twenty-six workweeks of leave during a single 12-month period to care for a covered service member with a serious injury or illness if the eligible employee is the service member's spouse, child, parent, or next of kin (military caregiver leave).

A faculty member should contact Human Resources ahead of the need for a planned absence to complete the required administrative process. When an unplanned absence arises, the faculty member or a family member should contact Human Resources as soon as possible.

4.5.5 Faculty Parental Leave

The FMLA is the guiding regulation for a request for leave due to the birth or adoption of a child, and a faculty member should contact Human Resources in advance of a planned absence to complete the required administrative process. Hood College provides a mechanism for annual contract faculty members to request a paid leave associated with the birth of a child or adoption that occurs during an academic year. Such a leave is provided concurrently within the context of Hood College's established leave policies and will be considered for approval by the president upon the recommendation of the provost. This leave is awarded by utilizing a combination of accrued sick leave, reassigned duties, and potentially unpaid leave. Any such request for parental leave should be based on a discussion and subsequent negotiation with the provost, the faculty member requesting the leave, and the appropriate departmental chair and/or academic dean. Every effort will be made to address the unique needs of the faculty member while addressing the needs of the department and the College.

When a faculty member returns from such an approved leave, an adjustment to their major three-year review schedule or their tenure review will be made. This adjustment will move forward the review period by one semester.

In no way will such an approved leave be entered into the evaluation of any faculty member. Such leave represents a "stopping" of the review period by one semester; however, a faculty member who has taken an approved parental request has the right to waive the "stopping of the review clock" and such a request will be automatically granted. If the faculty member is making a request to waive "stopping the review clock," this request must be forwarded to the provost and copied to the appropriate departmental chair at least 60 days before the dossier is due within the department. Typically, parental leave is granted for one semester.

The provost will notify FPC and the appropriate departmental chair of any changes in the review clock by October 1 of each year.

4.5.6 Leave Without Pay

It is the responsibility of the faculty member to alert their department chair and the provost's office promptly when they will be absent for any reason. It is important to note that leave policies and entitlements may vary depending on the individual's contract. If you have any questions or need to request leave, please reach out to the Office of Human Resources.

Faculty members should refer to the [Employee Handbook](#) for any benefit or policy that is not specifically addressed in this Faculty Handbook.

