



# **Hood College Faculty Handbook**

*(Revised December 2021)*

## Introduction

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. The *Faculty Handbook* and the *Faculty Code* complement each other. In many cases, the documents deal with the same material but from different perspectives. 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).

Why then do we segregate information into these two documents? The simplest answer has to do with the process of amending one document or the other. The *Faculty Code* complies with the *Policy Documents and Reports* of the *Association of American University Professors* (AAUP); it has been ratified by the Hood College faculty, the President of Hood College, and the Board of Trustees of Hood College. Although the faculty, in consultation with the Provost, may make minor changes to the *Faculty Code* (editorial, points of clarification, etc.), any significant amendment in the policy of the *Faculty Code* must be ratified by the faculty, the administration, and the Board of Trustees. The *Faculty Handbook*, on the other hand, 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*. So, for example, while the procedures for the review of faculty (*Code*) are not likely to change in the foreseeable future, it may be that the eligibility requirements for serving on the Faculty Personnel Committee (*Handbook*) may change. In the former case the *Code* would have to be amended with all parties ratifying the changes; in the latter case, a faculty vote to amend the requirements of the *Handbook* would be sufficient.

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## Section One: Faculty within the Hood College Structure

### I. Mission of the College

Hood College prepares students to excel in meeting the personal, professional, and global challenges of the future. Hood is committed to the integration of the liberal arts, the professions and technology, to the exploration of values, a sense of community and to the preparation of students for lives of responsibility and leadership.

### II. General Information

For information on the history of the college, and for statistics on enrollment, the academic program, and student life, see the web page entitled “Hood at a Glance”: <http://www.hood.edu/about-hood/hood-at-a-glance/index.html>

For a more detailed statistical description of the college or for information on Hood’s strategic plan, consult the Office of Institutional Research.

### III. The Structure of the Administration

#### A. The Board of Trustees

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 a member of the Board and a member of all standing committees, serving *ex officio*.

The governing document of the Board of Trustees, the College By-Laws, provides for standing committees of the Board, appointed by the chairperson. The standing committees are: Executive Committee, Finance and Investment, Student Affairs/Enrollment, Academic Affairs, Audit, and Trusteeship and Governance. The Executive Committee is composed of chairpersons of standing committees and three additional trustees appointed by the chairperson of the Board.

#### B. The Officers of the College

The administrative staff at Hood College includes six major divisions: the President’s Office, Academic Affairs, Student Affairs, Finance and Administration, Institutional Advancement, and Admissions. The Office of Marketing and Communications reports directly to the president, rather than to the head of any of the divisions.

The College By-Laws specify that the Board of Trustees shall elect the President, who is responsible to the Board only. As chief executive officer the President has general supervision of all divisions and departments and primary responsibility for the governance of the College. She/he 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, and the students.

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 planning and assessment for the Academic Affairs Division.

The **Vice President for Finance and Treasurer** 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, human resources, and business operations. She/he also supervises the Dean of Students and Dean of Admissions.

The **Vice President for Student Life and Dean of Students** reports to the President, and supervises and coordinates all non-academic programs relating to undergraduate and graduate students, including student services programs, extracurricular activities, athletics, student housing, food services, the chaplain's office, security, multicultural affairs, and the health and counseling services. She/he is the chief advisor to the President in these areas, relating student needs and welfare in the context of the entire College community.

The **Vice President for Institutional Advancement** supervises the offices of Institutional Advancement and Alumnae and Alumni Programs. She/he has primary responsibility for fund raising programs, including the annual fund and major gifts campaigns, and for alumnae and alumni relations, including special events such as the annual Reunion.

The **Vice President for Undergraduate and Graduate Enrollment** reports to the President, and has primary responsibility for the recruitment of undergraduate students and for the allocation of financial aid to incoming students. She/he has oversight of staff responsible for the recruitment of transfer, adult, and international students, as well as traditional undergraduate students.

The **Dean of the Graduate School** 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; and the provision of services to support graduate students and faculty members.

### C. Administration Organization Chart

Consult the Office of Human Resources for a chart of the current administrative organization.

#### IV. Administrative Support for Faculty

##### A. Faculty Secretarial Services

The Administrative Assistant for Faculty Secretarial Services coordinates and supervises secretarial support for fourteen academic departments, providing coverage during illness, vacation, and non-work periods of all secretaries in the system. A group of student workers is available through this office to assist faculty members as needed.

##### B. Grants, Academic

The Academic Grants Officer provides direct and support services to the end of increasing the resources available for faculty development and academic program development. Duties performed by this office include the following:

To write, and provide assistance to writers of, grant proposals

To develop and maintain relationships with sources of federal and foundation support, and to develop and maintain relationships with faculty and staff members who need these resources, light of the plans of the Division of Academic Affairs.

##### C. Academic Computing

###### Faculty Accounts

At the time of appointment, every faculty member is issued a network user ID and a password for login to the Hood network. Support for e-mail and other computing needs is available at End-User Computing, ext. 3622. See also:

<http://www.hood.edu/campus-services/information-technology/information-technology.html>

##### D. Josephine Steiner Center for Academic Achievement and Retention

Located in Rosenstock Hall, the Steiner Center provides students, faculty, and staff with a variety of instructional services and learning facilities. See:

<http://www.hood.edu/campus-services/academic-services/index.html>

###### Evaluation of Basic Reading, Writing, and Mathematics Skills

The Steiner Center administers Basic Skills Inventories in reading, writing, and mathematics to each new student at Hood. The results of these inventories help to determine the student's placement in English, mathematics, and reading

courses. On the basis of these inventories, students may also receive credits in mathematics and be eligible to take exemption exams in English composition and mathematics.

### Basic Skills Courses

Students whose basic skills are weak are placed in appropriate basic skills courses, which include GNST 099-Basic Reading Skills, English 099-Basic Writing Skills, English 100E- ESL, and Mathematics 098 and 099-Basic Mathematics Skills. The Steiner staff supervises all basic skills courses, which vary in format but generally utilize the Steiner lab facilities and include peer assistance.

### Peer Assistants

Upperclass students provide support either as class assistants or as private tutors in most basic skills courses. These students, who are recommended and approved by faculty in their departments, enroll in English 335-Teaching Assistantship in English or Mathematics 335-Teaching Assistantship in Mathematics. Students enrolled in these courses are trained and supervised by the Steiner staff; they receive academic credit for their work.

### Self-Paced Instruction

Faculty identifying students who need help with basic skills or study skills can refer these students to the Steiner Center. Students referred to the Center receive individualized assistance and/or individual programs of instruction, which are self-paced.

In addition to help with basic skills, the Center also provides help for students in some upper-level courses and for students who are preparing to take the admissions exams for graduate and professional school.

## Section Two: Faculty Organization

### I. Eligibility for Faculty Status

The faculty of Hood College is composed of the President, Provost, Dean of the Graduate School, and instructional faculty holding the ranks of Professor, Associate Professor, Assistant Professor, Instructor, Clinical Instructor, professional librarians.

### II. Conduct of Faculty Meetings

#### A. Attendance and Participation

1. While attendance at faculty meetings is voluntary, it is through attendance that faculty members recognize a responsibility to share in the consideration of all matters brought before the faculty.
2. The President, with the consent of the faculty, may request members of the administrative and general staffs to attend.
3. One student representative to serve with the Student Government Association attends faculty meetings.

#### B. Types and Dates of Meetings

1. Ordinary sessions of the faculty are open to all persons having the right or privilege to attend; closed sessions are those at which attendance is limited to voting members. (See II, F.)
2. The faculty meets once a month and at other times during the academic year upon call of the President or of the Provost in the absence of the President, or at the request of the Faculty Executive Committee.

#### C. Presiding Officer

The Provost shall preside at all faculty meetings. In the absence of the Provost, the Dean of the Graduate School shall preside.

#### D. Minutes

1. Minutes of faculty meetings will be recorded by a person appointed by the President. In the absence of the appointed recorder, a recorder *pro tem* is appointed by the presiding officer.
2. Minutes of ordinary faculty meetings are distributed to persons privileged to attend. Minutes of closed sessions, however, will not be distributed.

#### E. Functions of the Faculty at Meetings

1. Meeting for the purposes of discussion and legislation, 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. Committee reports are made to this body.

2. All members of the faculty and members of the staff and of the student body who are privileged to attend faculty meetings have the right to speak on any question.

#### F. Suffrage

Each person accorded faculty status (excluding honorary appointments) has one vote in faculty meetings. All part-time faculty who teach on a course-contract basis for half-time or more acquire voting rights once they have held such an assignment for at least two continuous semesters. All annual contract faculty acquire voting rights from the beginning of their first semester's employment with the College. New members of the faculty, or any others who have little information concerning the matter under consideration, may refrain from voting.

#### G. Voting Procedures

1. A majority vote is required to determine any faculty action on policy matters, except where Robert's Rules of Order takes precedence.
2. Matters which involve a change in 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, unless the faculty votes to waive this procedure.
3. A written ballot is required for all matters concerning degree requirements and other significant matters of policy, and for all elections. A member of the faculty may request a written ballot at any time and, by unanimous consent, when there is good cause, an oral vote may be substituted for a written ballot.
4. A faculty member who cannot be present at a faculty meeting may give to the Provost a written signed proxy ballot on any proposal presented at a previous meeting or on any proposal by a committee of which she/he is 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.

#### H. Confidentiality

Many matters which are discussed in meetings of the faculty and in most of the faculty committees are confidential. When matters are identified as confidential, persons in attendance will respect this confidence.

### III. Faculty and College Committees

## A. General Organization

### 1. Committee Personnel and Functions

Certain functions of the faculty are delegated to committees for discussion, study and recommendation or action. In addition to 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.

### 2. Selection of Committee Members

- a. The following standing committees are elected: Academic Judicial Council, Academic Standards and Policy Committee, Academic Technology and Infrastructure Group, Curriculum Committee, Enrollment Management Advisory Group, Faculty Board of Review, Faculty Development Committee, Faculty Executive Committee, Faculty Personnel Committee, Graduate Council, Grievance Board for Harassment, , Nominating Committee, Planning and Budgeting Committee, Risk Management Committee, Student Board of Appeals. All other standing committees are appointed.
- b. Committees to which faculty are appointed are: the College Marshalls, the Institutional Research Board, the Freshman-Sophomore Advising Group, the Global Studies Advisory Committee, the Health Professions Advisory Committee, the Honors Program Advisory Committee, the Second Century Foundation Advisory Committee, all interdepartmental majors (Latin American Studies, Law and Society, and Middle Eastern Studies and Social Work) and some interdisciplinary minors (e.g., African American Studies, Women's Studies). Every graduate program has an advisory committee.
- c. The standing committees are chosen annually. Usually, members' terms of service begin in the fall: 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. Exceptions to this principle may be necessary.
- d. Each committee member is expected to make every effort to attend all committee meetings. An individual member may not send a substitute as his or her 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. Committee Chairpersons

- a. Except in those instances where the permanent chairpersons are *ex officio* members of a committee, committee chairpersons are selected from those teaching members who have served the preceding year. It is the duty of each chairperson to inform the members of the committee concerning the committee's functions and to pass on to the succeeding chairperson the records and explanations regarding functions and procedures.
- b. When committee members are elected in the spring to begin service the following fall, the newly-formed committees will meet once prior to the end of the spring semester to elect chairs.

### 4. 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. At the end of the spring semester, committee chairpersons present written reports concerning the committee's work to the Provost. They may also present informational reports to the faculty at its regular monthly meetings. Recommendations concerning policy within their general jurisdiction are made by the committees to the faculty.

## B. Election and Appointment to Committees

### 1. Elected Committees

- a. Elections to committees are held at faculty meetings; most elections are held in the spring. Members elected in the spring begin their service the following fall. When a committee member finds it necessary to resign, the newly elected person finishes the term of the person being replaced. The order of elections is as follows:

April: Academic Judicial Council  
Academic Standards and Policy Committee  
Faculty Executive Committee: Chair, Vice President, Secretary  
Faculty Personnel Committee  
Graduate Council  
Student Board of Appeals

May: Academic Technology and Infrastructure Group  
Curriculum Committee  
Faculty Board of Review  
Faculty Development committee  
Faculty Executive Committee: at-large members  
Enrollment Management Advisory Group

Grievance Board for Harassment  
Nominating Committee  
Planning and Budgeting Committee  
Representation on Board of Trustee Committees  
Risk Management Committee

b. Nominations

The Administrative Assistant to the Provost will generate a list of faculty qualified to serve on the various committees from a computerized database; the database will include information gathered from a preference sheet completed by each faculty member as part of the individual annual report; the Coordinator will give the list of faculty to the Nominating Committee to prepare the slate of nominees for the election. Nominations will be accepted from the floor.

Faculty are informed of nominations prior to each election. Faculty who are granted Hodson Faculty Fellowships and sabbatical leaves, for a semester or an entire year, will not be put on the committee ballots for regular elections in April and May for the academic year in which they will be on leave.

c. Voting

Committee members are elected by means of a written ballot. A plurality of votes cast is sufficient to fill each vacancy on the committee.

d. Vacancies

Vacancies are filled by vote of the faculty at the earliest meeting after a vacancy occurs.

2. Appointed Committees

All other standing committees are appointed by the President in consultation with the Provost and the Faculty Executive Committee. The chairperson of an appointed committee is usually designated by the Provost. Members of appointed committees usually begin their period of service in the fall.

C. Membership, Eligibility, Election, Terms of Service and Functions of Elected Committees

1. Academic Judicial Council

The Academic Judicial Council consists of eleven voting student representatives, the Vice President of Student Life and Dean of Students (non-voting adviser), one voting representative from the administration (appointed by

the Vice President of Student Life and Dean of Students), and two faculty members (non-voting) elected by and from the faculty.

a. Eligibility, Election and Term of Service

Full-time and part-time AC teaching faculty members are eligible to serve on this committee. One faculty member is elected each April to serve in alternating two-year terms.

b. Function

To hear all alleged violations of the Honor System and other offenses as specified in the *Guide to Using the Honor System at Hood College*. See: [appropriate website to be added]

2. Academic Standards and Policy Committee

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 Director of the Center for Academic Achievement and Retention, and the Registrar. The Associate Dean of Students is an *ex officio*, non-voting member.

a. Eligibility, Election and Term of Service

Full-time and AC 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.

Two elected members are chosen each year to serve for a two-year term. 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.

b. Functions

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 the 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 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.
    - a. 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 member of the committee requests such time.
    - b. All other student petitions will be brought before the committee for its decisions and recommendations.
  4. 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.
3. Academic Technology and Infrastructure Group
- The Academic Technology and Infrastructure Group consists of the Chief Technology Officer (*ex officio*), one representative from facilities, one representative from the library, one student representative from resident life, one member from IT, and one elected faculty member from each of the general areas: humanities, social sciences, natural sciences, and professional programs. The committee will meet three times per academic year (September, January, and May).
- a. Eligibility, Election, and Term of Service
- Any annual contract member of the faculty may serve. The term of service is two years.
- b. Functions
- To provide support to Hood's academic mission through the use of technology and infrastructure; to maximize the value of campus technology and infrastructure investments to improve the quality of education and service to students, faculty, and staff; to assess, contribute, plan, and

establish policies and procedures with respect to information technology and physical infrastructure assets and needs; to establish the necessary communication channels between faculty, students, staff, and administration to enable open exchange of matters relating to technology and infrastructure needs, access, and availability; to produce an annual technology (in coordination with the Chief Technology Officer) and infrastructure (in coordination with Facilities) plan. The plan is provided to the Provost in the form of a report.

#### 4. Curriculum Committee

The Curriculum Committee consists of the Provost (*ex officio*, non-voting member), the Registrar (*ex officio*, voting member), and eight faculty members, each of whom serves a two-year term. One faculty member, who is in at least the second year of service on this committee, is elected chair.

##### a. Eligibility, Election, and Term of Service

Full-time and AC 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 Graduate Council. New members are elected by the faculty in the early spring each year. The term of service is two years.

##### b. Functions

1. To make final decisions on the addition of new courses, inclusion in the Core Curriculum, deletion of listed courses, and other major curricular changes. 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 notification to the committee.
2. To recommend to the faculty action on degree requirements, new programs, or new degrees.
3. To be familiar with the overall curriculum and its relationship to the educational philosophy and objectives of the College.
4. To conduct regular studies of the curriculum and its relationship to both the standards and aims of Hood College and to developments in education generally, and to participate in self-studies of academic departments as needed.
5. To maintain standards for the curriculum
6. To consider matters of general educational policy which have not been assigned to the jurisdiction of any other committees. Curriculum Committee participates in the planning process of setting academic program priorities.

#### 5. Enrollment Management Advisory Group

The Enrollment Management Advisory Group consists of representatives from a variety of campus offices involved with student recruitment and retention for all student groups. Membership includes: Vice President of Enrollment Management, Chair; Vice President for Student Life and Dean of Students; Vice President for Academic Affairs and Provost; Associate Dean for Student Success; Executive Director, Center for Academic Achievement and Retention; and faculty representatives, 2 elected and 1 appointed.

a. Eligibility, Election, and Term of Service

All AC 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.

b. Function

1. To participate in consideration of college-wide enrollment needs and issues, including development and examination of data relating to recruitment and retention for all student populations.
2. Sub-committees may be utilized to examine specific recruitment or retention 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.
4. The Committee will meet at least three times each academic year.

6. Faculty Board of Review

The Faculty Board of Review (FBR) consists of six members of the faculty, one of whom is elected chairperson by vote of the members.

a. 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 he/she has begun to consider. Three members of the FBR are chosen each year at the May faculty meeting.

b. 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
  - i. non-renewal of the contract of a non-tenured faculty member;
  - ii. denial of tenure;
  - iii. termination of an appointment with tenure, or of a probationary or special appointment before the end of the specified term;
  - iv. dismissal for cause;
  - v. 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. In its deliberations, the FBR will address questions of the following nature:
  - i. Was all available evidence bearing on the relevant performance of the candidate considered?
  - ii. Was there adequate deliberation over the import of the evidence in light of the relevant standards?
  - iii. Were irrelevant and improper standards excluded from consideration?
  - iv. Was the decision conscientiously arrived at?
  - v. Was the decision a *bona fide* exercise of academic judgment?
  
3. To hear cases of discrimination and harassment brought against a faculty that result from the application of Policy 55. See: [http://144.175.3.192/uploadedFiles/Hood\\_College/Home/Campus\\_Services/Human\\_Resources/Policies\\_and\\_Procedures/policy55.pdf](http://144.175.3.192/uploadedFiles/Hood_College/Home/Campus_Services/Human_Resources/Policies_and_Procedures/policy55.pdf)

c. Procedure

1. If any faculty member feels that he/she has cause for grievance in matters such as those cited in section b.2 (above), he/she 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 nonreappointment, 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 his/her 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, he/she shall be disqualified from the informal investigation of the case. If a member of the Board believes that he/she cannot render an impartial judgement for any reason, he/she shall disqualify himself/herself 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 a 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 pre-hearing meetings with the parties in order to: (i) simplify the issues, (ii) stipulate the facts, (iii) provide for the exchange of documentary and other information, and (iv) 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 adversary 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 toto* at the hearing. Since the burden of proof rests with the person who has filed the complaint, he/she should speak first, presenting an overview of his/her 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 his/her 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 his/her 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 retire 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 FBR of Trustees is appealed to the Faculty Board of Review, the recommendation will not be forwarded to the FBR 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.
  - i. 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 him/her 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.
  - ii. 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.
  - iii. 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, he/she 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.
  - iv. 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.

- v. The salary of a faculty member terminated for cause will be discontinued by a final action of the Board of Trustees.

## 7. Faculty Development Committee

The Faculty Development Committee consists of five members of the faculty not currently serving on Faculty Exec, FPC (one of whom must be elected chair), and the Provost (*ex officio*, voting member). At least three of the faculty members must be tenured.

### a. Eligibility, Election, and Term of Service

Full-time and AC faculty who are not currently serving on the Faculty Personnel Committee are eligible for election. At least three of the elected faculty 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.

Any faculty member who plans to submit a Hodson Fellowship or a College Sabbatical proposal during a potential term of service (two years) on the Faculty Development Committee should not run for election to the Committee.

A member of the Faculty Development Committee may not submit a proposal for a Hodson Fellowship or a College Sabbatical during the term of service.

### b. 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:
  - i. Attending meetings focused on topics directly related to the applicant's professional development
  - ii. Presenting a paper at a meeting
  - iii. Participating in or leading a workshop

- iv. Participating in a program or panel
  - v. Serving as an officer of an organization
- 3. To review requests for sabbatical leaves and for internal grants from the Board of Associates, the Summer Research Institute, and the Hodson Fellowship program and to advise the President and the Provost regarding the granting of these rewards.
  - 4. To advise the Provost's office on matters concerning faculty development, including the dissemination of information about sources of funding.
8. Faculty Executive Committee
- The Faculty Senate consists of all teaching faculty (at least half-time AC). The Faculty Senate exists as a forum for the discussion of issues not otherwise provided for in the regularly scheduled meetings; considers faculty related issues and coordinates the discussion of these issues with the administration; 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.

To lead the Faculty Senate, an executive committee, consisting of a chairperson, a vice-chairperson, a secretary, and four at-large representatives prepare the agenda for the senate meetings as well as ensure prompt communication with the administration on issues of concern.

a. Elections of the Executive committee, Eligibility, and Term of Service

The chairperson must be a tenured member of the faculty. The election occurs at the April senate meeting. The chairperson is elected for a one-year term. After completing that one year of service, the chairperson remains a member of the executive committee for the following year.

The vice-chairperson must be a tenured member of the faculty. The election occurs at the April senate meeting. The vice-chairperson is elected for a one-year term.

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 two years. (Two of the four will be elected each year.) In addition, this group must include: one tenured faculty member; one non-tenured faculty member.

b. Functions of the Executive Committee

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 chairperson and/or vice-chairperson and at least three members 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 senate 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-chairperson 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 senate 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.

9. Faculty Personnel Committee

The Faculty Personnel Committee consists of five members of the faculty, none of whom currently serves on the Faculty Board of Review. One of the faculty members serving the second year of her/his term is selected as chairperson of the FPC by the elected members of the committee.

a. Eligibility, Election, and Term of Service

Tenured faculty members are eligible for election. Members may not serve concurrently on the Faculty Board of Review. 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.

b. Function

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

10. Faculty Representative to Staff Council (Tier Two)

One member, two year term, elected in May/April

a. Eligibility

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 full-time or 0.5 or higher AC faculty member is eligible for election.

b. Functions

1. The Staff Council's purpose is two-fold:

- i. To represent all full-time FTE and part-time FTE non faculty, non-senior administration, non-contractual staff members (herin 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.
- ii. 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, 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. When and 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.

#### 11. 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 or department chairs of all separate graduate degree-granting programs. Directors may designate a substitute (non-voting) when unable to attend.

##### a. Eligibility, Election, and Term of Service

To serve on the Graduate Council, faculty 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.

##### b. 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, nonsubstantive 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 the following:
  - a. Grade appeals;
  - b. Time extensions;
  - c. Reinstatement after dismissal;
  - d. Exceptions to academic policies, regulations, and requirements
11. To review and approve new adjunct faculty for teaching graduate courses. Faculty with a degree other than the terminal degree should submit a curriculum vitae along with two letters of professional recommendation to the Program Director. All of that information will be shared with the Dean of the Graduate School and the Graduate Council to inform their decision. Faculty with the terminal degree should submit a curriculum vitae to the Program Director, who in consultation with the Dean, will make the decision for such a case.

## 12. Grievance Board for Harassment

- a. Eligibility, Election, and Term of Service

The College Grievance Board for Harassment shall be composed of six (6) voting members; two faculty members, elected by the faculty; two administrators appointed by the VP of Finance; and two students appointed by the VP of Student Affairs. Both the faculty's nominations and the appointments will be guided by considerations of continuity, experience, sensitivity to the concerns of the faculty, staff, and students, and respect for the diversity of the College community.

Recommendations for the College Grievance Board membership may be made by any member of the Hood community; in addition, the VP of Finance and the VP of Student Affairs may solicit recommendations from appropriate representative groups. The VPs may seek the advice of the

existing College Grievance Board on new appointments. All members will serve as least one two-year term. Normally, service will be limited to two (2) two-year terms.

The VP of Finance will appoint the chair of the College Grievance Board. The chair will act as convener of the Board and will facilitate administrative operations and equitably assign Board members responsibilities for Board activity.

b. Function

The primary responsibility of the College Grievance Board is to promptly investigate complaints of discrimination and harassment filed against staff, students, and others, and to provide recommendations regarding findings and actions to the Provost or the Provost's designee. The College Grievance Board generally will be available to consult with the College community on the issue of discrimination and harassment. In addition, the College Grievance Board will function as a source of consultation and support to the Ombudsperson.

13. Honorary Degree Committee (Tier Two)

Two faculty members, two-year term, elected in May/April

a. Eligibility

Honorary Degrees 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 serving as the chairperson.

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 AC faculty member is eligible for election.

b. 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 Degrees 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 Degrees Committee must reconsider the nominee and again secure the Faculty 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

#### 14. Nominating Committee

##### a. Eligibility, Election, and Term of Service

The Nominating committee will have five members, each serving a two year term. Any full-time or 0.5 AC faculty member is eligible. Two individuals should serve for one-year terms and three individuals for two-year terms to establish a rotation of members.

##### b. Functions

1. To nominate persons to serve on elected committees of the faculty and to recommend to the President/Dean 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: a) The faculty will elect its representative(s) to the organization; b) The representative(s) will be appointed by the President/Provost in consultation with the nominating committee; c) The representative(s) will be chosen by the student through procedures determined by that organization.
3. 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.

4. 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.

#### 15. Planning and Budgeting Committee

##### a. Eligibility, Election, and Term of Service

The Planning and Budgeting Committee (PBC) consists of the President of the College, Senior Vice President for Finance and Administration; Provost and Vice President of Academic Affairs, Vice President for Enrollment Management, Vice President Institutional Advancement, Vice President for Student Life, Executive Director of Marketing and Communication, Director of Institutional Research, Controller, Budget Director, two faculty members elected by the faculty (serving three-year terms), one faculty representative from the Faculty Executive Committee, two staff members selected by the senior staff, and one student representative (the SGA treasurer to serve as needed).

##### b. Functions

The PBC 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 anticipated needs, external conditions, trustee decisions, etc.
3. Using established planning priorities to plan budget allocations.
4. Advising the president regarding funding available in coming years and establishing budget goals.
5. Evaluating expenditures from previous years and considering appropriate increases or reductions in specific allocations.
6. Reviewing, and assigning priorities to, new requests for funding.

#### 16. Restructuring Committee

##### a. 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.

b. Functions

1. (*Faculty Code*, Sections 4.3.1, 4.3.2) In the event of financial exigency, the committee elected by the Faculty Senate will make recommendations to the President. The issues addressed by the Restructuring Committee may include:

- the existence of a condition of financial exigency;
- whether all feasible alternatives to termination have been considered;
- whether such alternatives have been implemented to the extent reasonable and practical;
- the educational considerations involved in the selection of programs or departments of instruction to be terminated or reduced;
- the criteria used in identifying the individuals whose appointments are to be terminated.
- The Restructuring Committee will consult with appropriate committees, programs, and departments in arriving at its recommendations to the President.
- Both the President's and the Restructuring Committee's recommendation will be presented to the Board.

2. The Restructuring Committee will also:

- be consulted regarding revisions to the academic structure of the College;
- 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.

## 17. Risk Management Committee

a. Eligibility, Election, and Term of Service

The Risk Management Committee is a campus-wide committee composed of representative from many divisions of the College whose 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: Chemical Safety Officer (*ex officio*) and two faculty members elected to two-year staggered terms. This committee meets once a month and the committee members will perform additional work related

Risk Management Committee activities outside of the monthly meeting.  
This is a tier I committee.

b. Functions

1. Gather and evaluate the risks that the College may be exposed to.
2. Prioritize risks to the College
3. Formulate and recommend policies that are designed to minimize and/or greatly reduce those identified risks.
4. Consider how various parts of the College would be affected by these policies.
5. Serve an advisory role to the senior staff.
6. Serve as a liaison to the College's insurance provider.

18. Student Board of Appeals

The Student Board of Appeals consists of the Vice President of the Student Government Association, Chair (non-voting except in the case of a tie), the Academic Judicial Council adviser (Dean of Students, voting on RJC appeals, non-voting otherwise); the Residential Judicial Council adviser (Director of Residential Life, voting on AJC appeals, non-voting otherwise); one faculty representative (voting), and four student members (voting).

a. Eligibility, Election, and Term of Service

AC teaching faculty members are eligible to serve on this committee. One faculty member (voting) is elected by and from the faculty for a one-year term. The election occurs at the April faculty meeting.

b. Functions

The Student board of Appeals shall consider on the following basis petitions for appeals resulting from an Academic Judicial Council, Residential Judicial Council, or Commuter Council hearing:

- i. procedure was not adhered to
- ii. inappropriateness or severity of sanction

The Student Board of Appeals shall consider referrals from all other Boards should a Board waive jurisdiction. The Student Board of Appeals shall reserve the right to refuse to hear such cases and shall refer them back to the appropriate Board for adjudication. See also:

#### D. Appointed Committees

Some standing committees of the faculty are appointed by the Provost, in consultation with the President, and directed by the advice of the appropriate director or coordinator of the college program involved.

The role of these committees is usually advisory, but some may take on the specific responsibilities of student standing or admission. The director or coordinator of the program acts as committee chair; the current *Hood College Catalog* lists directors and coordinators in its program descriptions.

All appointed committees share the following functions:

1. They assist the director of a program in the formulation and review of that program's policies (curriculum, student eligibility, etc.)
2. In the case of inter-departmental programs, they offer guidance from the disciplines that contribute to the program—from the practical matter of course offerings to the broader questions of what a particular discipline offers to the academic quality of the program.

Other functions of an advisory committee may be defined by the director of the program or the Provost.

The composition of the committee will vary depending upon the breadth of advice required. In all cases, the significant academic participants in a program should be represented in the committee.

Undergraduate committees include the College Marshals, the Institutional Research Board (IRB), the Freshman-Sophomore Advising Group, the Global Studies Advisory Committee, the Health Professions Advisory Committee, the Honors Program Advisory Committee, the Second Century Foundation Advisory Committee, all interdepartmental majors (Latin American Studies, Law and Society, and Middle Eastern Studies and Social Work) and some interdisciplinary minors (e.g., African American Studies, Women's Studies).

In addition to the Graduate Council (an elected committee), every graduate program has an advisory committee.

#### IV. Departmental Organization and Functions

##### A. Academic Departments

The academic structure of the College is organized upon the departmental plan. Each department is composed of the chairperson and staff of that department.

## B. Appointments

### 1. Selection of Academic Department Chairpersons

All chairpersons are to be appointed for three years. A review process takes place during the third year of each appointment. Reappointment for additional three-year terms is possible. In departments where the selection of another chairperson is appropriate, rotation is also possible. Where it is in the best interest of the academic department and the College to select a chairperson from outside the College, a national search will be conducted.

It is expected that departmental members will participate in the selection process by making their preference(s) known to the FPC through the Provost. This may be done by a formal vote or any other method of identification and selection acceptable to department members and to the FPC. The FPC and the Provost are both expected to advise the President with regard to the selection of each chairperson. The President makes the final decision and offers the appropriate appointment.

### 2. Faculty and Staff

Faculty and staff appointments are made by the President, in consultation with the Provost, upon recommendation made by the department chairperson.

## C. Duties of the Chairpersons of Academic Departments

### 1. Curriculum and Instruction

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

- a. Articulate courses and programs with other institutions; advise the Registrar and the Dean of Admissions on transferability of courses and programs.
- b. Keep current with trends related to subject matter, student academic preparation, and post-graduate study and employment opportunities for students.

- c. Provide leadership in planning and developing new courses and programs and instructional methods; oversee their submission to the appropriate committees.
- d. Assist in the selection and preparation of learning materials, particularly for adjunct faculty.
- e. Oversee departmental curriculum evaluation, including the assessment of student learning.
- f. Develop long-term course and program projections.

## 2. Faculty

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

- a. Assign teaching loads to faculty members in accordance with College policy.
- b. Recruit and screen new faculty, AC, adjunct and temporary, in consultation with the Provost.
- c. Evaluate faculty performance, in accordance with the *Faculty Code*, and make recommendations concerning reappointment, promotion, tenure and non-reappointment.
- d. Assist new faculty members in becoming acquainted with the College; explain departmental and College policies and programs; discuss course plans with them.
- e. Act as a liaison or mediator, if necessary, between faculty and administration and among department faculty.
- f. Encourage professional growth.
- g. Review individual annual reports.

## 3. Students

The chairperson is responsible for selected non-teaching activities involving students. Specific responsibilities include the following:

- a. Advise the Director of the Center for Academic Achievement and Retention, where appropriate, on matters concerning student advising.
- b. Advise and counsel students where appropriate.
- c. Provide assistance to the Registrar and the Center for Academic Achievement and Retention in transcript evaluation and student placement.
- d. Oversee sponsorship of student groups.
- e. Provide assistance to the Office of Admissions and the Graduate School in student recruitment.
- f. Coordinate internship application and review with the Career Center.

- g. Address student concerns about curriculum or faculty; act as a liaison between faculty and students.

#### 4. Administration

The chairperson serves as a liaison between the department and the administration. The chairperson 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:

- a. Interpret College policies and objectives and convey them to the department faculty.
- b. Develop and evaluate departmental goals and objectives.
- c. Supply 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.
- d. Conduct department meetings.
- e. Propose schedules of course offerings.
- f. Serve as a liaison with relevant community employers and organizations and visiting groups.
- g. Prepare a departmental annual report which reports departmental data, accomplishments and concerns.
- h. Prepare and administer budget, including processing of requisition forms and acknowledging and checking receipt of materials.

#### 5. Other Responsibilities

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

- a. Supervise library acquisitions for the department.
- b. Prepare and review materials for the *Catalog* and brochures.
- c. Manage physical facilities and maintain equipment, where appropriate; maintain an inventory of departmental equipment.
- d. Submit requests for student assistants to the Office of Financial Aid and coordinate the work assignments, supervision and evaluation of student workers and the filing of student work reports.
- e. Maintain a file of course syllabi.

#### D. Evaluation of Chairpersons

- 1. If a chairperson resigns as chairperson before the end of her/his appointment, no evaluation will be conducted.

2. The evaluation of the performance of a chairperson shall be conducted in the spring semester of his/her third year of appointment as chairperson for initial appointments and conducted in the spring semester of his/her fifth year for continuing chairpersons.
3. The evaluation of the chairperson shall be based on the duties of chairpersons as outlined in the *Faculty Handbook* (above) and shall consist of:
  - a. Completion of a confidential assessment instrument by all AC faculty members in the department. The instrument will be distributed by and returned to the Provost.
  - b. Completion of the confidential assessment instrument by the chairperson, who may attach additional self-evaluation material before returning the instrument to the Provost.
  - c. Consultation by the Provost with the Dean of the Graduate School, other academic departments, administrative offices, and the Student Government Association Academic Affairs Committee as appropriate.
  - d. 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.
  - e. The Provost's assessment of the chairperson's performance.
4. The Provost will make available to the chairperson written summaries of the faculty and administrative assessments. The Provost shall discuss the results of the evaluation process with the chairperson.
5. The Provost will consult with FPC.
6. Based upon the results of the evaluation process, the Provost shall submit a recommendation for reappointment or non-reappointment of the incumbent as chairperson to the President of the College.

#### E. Teaching Assignments

Assignment of courses within a department is made by the chairperson of the department in consultation with the Provost.

#### F. Teaching Substitutes

1. When members of the faculty have to be absent for a short time, arrangements for the disposition of classes are made with the chairperson of the department, who reports on the arrangements to the Provost.

2. When absences involve the employment of a substitute, the appointment and other arrangements shall be agreed upon by the chairperson of the department and the Provost for recommendation to the President.

G. Duties of Department Members (See also Section Four of *Faculty Handbook* for information regarding responsibilities of all faculty members.)

1. The curriculum of the department is established by the staff as a whole, subject to the approval of the Curriculum Committee or the Graduate Council and, in the case of major changes at the undergraduate level, by the faculty. Courses to become a part of the Core Curriculum are subject to the approval of the Curriculum Committee or the Graduate Council and, in the case of major changes at the undergraduate level, by the faculty.
2. Faculty members are expected to attend meetings called by the chairperson to discuss departmental matters and to serve on committees established with the department.
3. Members of the instructional staff are expected to meet all scheduled classes according to the schedule. Should any circumstance necessitate a change, the chairperson of the department and the Provost should be notified in advance, if possible, in order that the demands of the class schedule may be met.
4. An outside engagement which may require more than one absence from class should not be accepted by a faculty member without prior arrangements with the chairperson of the department and the Provost.
5. A teacher who is unable to meet a class immediately before or after a vacation period must make arrangements for the class with the chairperson of the department.
6. Individual Reports
  - a. Individual reports by all members of the faculty, for which forms are distributed, are to be filed (one copy with the chairperson of the department, and one copy with the Provost) by May 30 each year.
  - b. Record of achievements, such as publications, presentation of creative work, or other recognition received by faculty members, is included in the annual reports. Information regarding such matters at the time they occur, however, is required by the Provost and the Office of Marketing & Communications in order that public announcements may not be delayed until the close of the year.

H. 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 as a means 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.

### **Starting the Program Review Process:**

- The Provost develops a time table for program reviews such that all programs are reviewed every 5 years. Programs that undergo external review by a disciplinary accrediting body may elect to submit the self-study developed for accreditation and the subsequent written evaluation in lieu of undergoing the Hood Academic Program Review.
- The Office of the Provost oversees the program review process.
- The Office of the Provost will notify the unit when the review will begin and the cycle of reviews will be listed in the Faculty Handbook.
- All undergraduate and graduate programs within the same unit will undergo program review during the same period.
- The Department Chair will appoint a faculty member to act as Program Review Coordinator for the review. If the graduate offerings are significant within the department, the Department Chair will collaborate with the Dean of the Graduate School in appointing the Program Review Coordinator and they may choose to appoint co-Program Review Coordinators to ensure a thorough understanding of both undergraduate and graduate programs.
- The Provost in collaboration with the Program Review Coordinator(s) will appoint an internal reviewer from among the faculty, but outside of the unit under evaluation. (optional)
- The Program Review Coordinator (s) will provide the Office of the Provost with no less than 3 names of potential external reviewers. Every attempt should be made to select reviewers from peer programs or peer institutions.

### **The role of the Program Review Co-coordinator:**

The Program Review Coordinator participates in the choice of the internal/ external reviewers and initiates the departmental self-study. She/he is responsible for compiling the self-study report to be submitted to the reviewers.

### **Program Self Study Content:**

- A. Program Characteristics
  1. Program mission, educational goals, intended student outcomes
  2. Relationship to the College mission, goals, and objectives
  3. Curriculum of the programs (including frequency of offerings)

4. A comparison of the programs under review and peer programs and/or national trends/standards for like programs
  5. Relationships with other programs at Hood (including how programs serve majors, minors, and the core requirements) when appropriate
  6. Unique features of the programs
  7. Competitive advantages and disadvantages
  8. Any significant changes in the program(s) during the last five years (changes in mission, goals, curriculum, etc.)
  9. Directions for the future
- B. Assessment of Student Outcomes  
A summary of the efforts of the programs/department during the previous five years to assess the progress of students in the program and how the program has been improved as a result of these assessment efforts.
- C. Program quality
1. Status of accreditation, if appropriate
  2. Nature and quality of faculty (full-time and part-time)
  3. Nature and quality of students
  4. Quality of the programs as reflected by student evaluations, student outcomes assessment, alumnae/i evaluations, senior surveys, graduate school preparation, job placement and student achievements
- D. Program Support
1. Describe and delineate the institutional financial support and any external financial support received by programs
  2. Describe the support personnel for your programs
  3. Describe the lab facilities and equipment, if applicable
  4. Describe the nature of your library resources and the computer/technology support that is available to your program(s).
  5. Describe your facilities and the maintenance of your space
- E. Program Administration  
Describe the nature of your program administration and any anticipated changes in your administration structure.
- F. Describe your self-assessment of the strengths and weaknesses of the programs under review.
- G. Appendixes (include all of the following)
1. Catalog description of all programs
  2. Representative syllabi for each course currently taught in the program
  3. For the last five-years, course enrollment data, number of majors and minors, and breakdown of students by gender and race (obtain from Office of Institutional Research)
  4. For the last five years, credit production, faculty load of fulltime faculty, average credits taken by students, and average load of adjunct faculty (OIR)
  5. Description of the faculty over last five years (number of full and part-time, rank, area of specialization, etc.)
  6. Survey results (Senior Survey and alumnae/i surveys) (OIR)
  7. Department assessment plan
  8. Annual report for the previous five years

9. Faculty vitae
10. Other data that the department deems necessary such as: J term offerings; contributions to the Honors Program; advisee load; Independent Studies/Internships/Practicum, etc.

### **The Responsibilities of External Reviewers**

The external reviewers will:

1. read all self-study documents and note any questions or concerns to be addressed during the campus visit or subsequent conversations with representatives from campus;
2. schedule an on campus visit in collaboration with the unit under review;
3. meet with departmental faculty and students to discuss the self-study;
4. meet/communicate with the internal reviewer and take advantage of his/her insider knowledge of the workings of Hood;
5. meet with members of the College community such as representatives from the office of Institutional Research, the Dean of the Graduate School (where relevant), Academic Services, Career Services, The Registrar, Student Affairs personnel and others as necessary;
6. have an exit meeting with the Provost and the Program Review Coordinator to discuss preliminary thoughts at the end of the site visit; and
7. submit a report to the Provost and the Program Review Coordinator within 30 days of the campus visit.

### **External Review Report will address:**

- A. Program Characteristics
  1. Program mission, goals, and intended outcomes
  2. Relationship of the departmental/programmatic goals to the College mission and goals
  3. Curricular Structure
    - a. Relationship to the program mission, goals, and intended outcomes
    - b. Strengths and weaknesses with regard to student learning
  4. Currency of the program
    - a. Comparison with similar programs at peer institutions
    - b. Comparison with national standards/trends
  5. Relationship to other programs at Hood
    - a. Dependence, independence
    - b. Relationship with cognate programs
    - c. Program duplication; possibilities for cooperative arrangements with other units
  6. Thoughts on future directions
- B. Assessment of Student Outcomes
  1. Appropriateness of department assessment plans relative to the program goals and intended outcomes
  2. The extent to which intended outcomes are achieved

3. Overall effect on student learning
- C. Program Quality
  1. Status of accreditation, if appropriate
  2. Nature and quality of the faculty
  3. Nature and quality of the students
  4. Quality of the programs as reflected by student evaluations, alumnae/i evaluations, student/alumnae/i achievement, and assessment of student outcomes
- D. Program support
  1. Institutional and external financial support
  2. Support personnel
  3. Laboratory facilities, equipment
  4. Library resources
  5. Computer resources
  6. Space and facility maintenance
- E. Program Administration
  1. Organization, management, and direction
  2. Faculty contribution
  3. Student contribution
- F. Overall recommendations
  1. Narrative of the strengths and challenges existing within the unit(s) under review
  2. Recommendations that would advance/improve the programs under review

### **Follow-Up Procedures**

The effectiveness of academic program review is dependent upon follow-up procedures that are timely and meaningful. A copy of the report will be shared with the Dean of the Graduate School (by the Office of the Provost) when graduate programs have been a part of the programs under review. A summary of recommendations will be shared with the President, senior staff, and other units as appropriate. Follow-up meetings with members of the department under review will be scheduled by the Office of the Provost. The initial follow-up meeting will occur as soon as possible, but no later than 60 days following the start of the fall semester.

#### TIMETABLE

May 30	The Department will be officially notified that programs/units are scheduled for Program Review
February 1	The Self Study Document will be submitted to the Office of the Provost
March 15-April 15	On site review during this period

30 days post campus visit Report due from Review Team (Copy to Provost and Program Review Coordinator)

**Hood College**  
**Program Review Schedule for Academic Programs**

<b>Review Date</b>	<b>Department</b>	<b>Programs Under Review</b>	<b>Last Review</b>
2012-2013	English	English (BA) Communication Arts (BA) Journalism (minor) Literature (minor) Public Relations (minor) Theater and Drams (minor) Writing (minor) American Studies (interdisciplinary minor) Renaissance Studies (interdisciplinary minor) English (secondary education certification) Digital Media (concentration) Humanities (MA)	
2012-2013	History	History (BA) History (minor) Public History (concentration) Medieval Studies (interdisciplinary minor) History (secondary education certification) Supports Humanities (MA)	
2013-2014	Art and Archaeology	Art and Archaeology (BA) Art History (minor) Archaeology (minor) Classical Studies (interdisciplinary minor) Studio Art (minor) Archaeology (concentration) Art Education, PreK-12 (concentration) Art History (concentration) Studio Arts (concentration) Ceramic Arts (MFA) Ceramic Arts (certificate) Supports Humanities (MA)	
2013-2014	Honors Program	Abbreviated Review	
2013-2014	Political Science	Law and Society (BA)	

		Political Science (BA) Political Science (minor) African-American Studies (interdisciplinary minor) Global Studies (interdisciplinary minor)	
2013-2014	Psychology	Psychology (BA) Human Sciences (MA) Thanatology (MA) Psychology (MA concentration) Thanatology (certificate)	
2014-2015	Education	Early Childhood Education (BA) Dual Certification in Elementary/Special Education (BA) Secondary Education (certification) Early Childhood Education (initial teacher certification) Elementary/Special Education (initial teacher certification) Secondary Education (initial teacher certification) Curriculum and Instruction (MS – 7 concentrations) Educational Leadership (MS) Reading (MS) Educational Leadership (Pre- Certification)	
2014-2015	Foreign Languages and Literatures	French (BA) French-German (BA) German (BA) Latin American Studies (BA) Middle Eastern Studies (BA) Spanish (BA) French (minor) French-German (minor) German (minor) Middle Eastern Studies (minor) Spanish (minor) French (secondary education certification) Spanish (secondary education certification) Supports Humanities (MA)	
2014-2015	Mathematics	Engineering Dual Degree (BA/BS) Mathematics (BA) Mathematics (minor) Mathematics Education (minor)	

		<p>Mathematics (secondary education certification)</p> <p>Mathematics Education (MS – 2 tracks)</p> <p>Secondary Mathematics Education (certificate)</p>	
2015-2016	Biology	<p>Biology (BA)</p> <p>Environmental Science and Policy (BA)</p> <p>Biology (minor)</p> <p>Coastal Studies (minor)</p> <p>Environmental Studies (minor)</p> <p>Environmental Biology (concentration)</p> <p>Environmental Chemistry (concentration)</p> <p>Biology (secondary education certification)</p> <p>Biomedical Science (MS – 3 concentrations)</p> <p>Environmental Biology (MS)</p> <p>Regulatory Compliance (certificate)</p>	
2015-2016	Chemistry and Physics	<p>Biochemistry (BA)</p> <p>Chemistry (BA)</p> <p>Chemistry (minor)</p> <p>Physics (minor)</p> <p>Environmental Chemistry (concentration)</p> <p>Chemistry (secondary education certification)</p>	
2015-2016	Computer Science	<p>Computer Science (BS)</p> <p>Computer Science (minor)</p> <p>Web Development (minor)</p> <p>Computer Science (MS)</p> <p>Information Technology (MS)</p> <p>Management of Information Technology (MS)</p> <p>Information Security (certificate)</p>	
2016-2017	Sociology and social Work	<p>Sociology (BA)</p> <p>Social Work (BA)</p> <p>Criminology and Delinquency (minor)</p> <p>Gerontology (minor)</p> <p>Social Science Research (minor)</p> <p>Social Work (minor)</p> <p>Sociology (minor)</p> <p>Pre-Professional Practice in Social Work (minor)</p> <p>Women’s Studies (interdisciplinary minor)</p>	

		Social Science Research (concentration) Supports Humanities (MA)	
2017-2018	Economics and Management	Economics (BA) Management (BA) Business Administration (MBA – 6 concentrations) Business Administration (minor) Economics (minor) Management (minor) International Economics (concentration) Political Economy (concentration) Accounting (concentration) Finance (concentration) Human Resource Management (concentration) Individual Interest (concentration) International Economics and Finance (concentration) Marketing (concentration)	2011-2012 initial accreditation June 2012
2017-2018	Music	Music (BA) Music Performance (upper level undergraduate certificate) Music Pedagogy (upper level undergraduate certificate) Music History and Literature (minor) Music Performance (minor) Music History and Literature (concentration) Music Performance (concentration) Piano Pedagogy (concentration) Supports Humanities (MA)	2011-2012
2017-2018	Religion and Philosophy	Philosophy (BA) Religion (BA) Philosophy (minor) Religion (minor) Supports Humanities (MA)	2011-2012

V. Faculty Relationship to the American Association of University Professors (AAUP and the Faculty Senate)

A. AAUP (The American Association of University Professors)

The national organization does not prescribe a particular constitution for local chapters; neither does it prescribe a particular statement of purpose of goals. Instead, each chapter works in its own way to advance the special needs and

interests of its members. The Hood College Chapter of AAUP advances the welfare of its members in the following ways:

1. By investigating and studying issues pertaining to the standards, ideals, and welfare of faculty in higher education and by making appropriate recommendations to the administration;
2. By protecting the academic rights of faculty;
3. By strengthening the sense of community among faculty through opportunities for intellectual and social interchange;
4. By serving as a liaison with the national organization in order to utilize the services that it provides.

#### B. Faculty Senate

The Hood Faculty Senate has adopted the following three main responsibilities;

1. To provide a means for faculty to have contact and communications with their representatives on such committees as Strategic Planning;
2. To provide a forum for all faculty members to meet independently to discuss any issues which are of concern to the faculty as a whole;
3. To provide a line of communication between the faculty and the President and/or the Provost.

#### C. Distinction between Senate and AAUP

The Faculty Senate differs from the AAUP in the following ways:

1. The Senate requires no formal membership or membership dues. Because it is an all-faculty forum, all faculty persons (from ½ AC to full-time) are Faculty Senate members by definition.
2. The Senate has no formal affiliation with any organization outside of Hood College.
3. It is understood that the common concerns of the Senate and the AAUP are more important than the concerns which distinguish them. Thus the lines of distinction are purposely left vague.

#### D. Cooperation between AAUP and Faculty Senate

Because many issues are of mutual concern to both the Faculty Senate and AAUP, both organizations recognize the importance of working cooperatively to avoid wasting resources, duplicating efforts and competing with one another. Whenever appropriate, the Faculty Senate and AAUP officers will meet to determine the most expedient approach to solving mutual problems. Examples of how these two groups might work cooperatively include the following:

1. AAUP may seek Faculty Senate support – in the form of a petition or motion – for a position which AAUP decides to take on an issue. The reverse could also be true.
2. In the process of Faculty Senate deliberations, issues may surface which are more appropriate for investigation by AAUP. In such cases, the Faculty Senate might refer those issues to AAUP to identify issues of concern. The reverse could also be true.

## **Section Three: Faculty Personnel Policies, Benefits and Services**

### **I. Faculty Recruitment Policy and Procedures**

#### **A. Statement on Diversity**

The Hood College Board of Trustees recognizes that important changes are taking place in the nation's demographic structure, and that these are not yet fully reflected at the College, despite its long-term commitment to diversity. The Board thereby directs the President of Hood College to do all in her power to translate the Board's commitment to diversity into reality among the College's students, faculty, staff, and its various Boards, including the Alumnae Association Executive Board, the Board of Associates, and the Board of Trustees. In reaffirming its commitment to diversity, the Board expects the President to make certain that all of the College's documents, including its Mission Statement, reflect this commitment. Furthermore, the Board of Trustees will expect to hear regularly from the President on the progress the College is making toward meeting this commitment to diversity.

#### **B. Statement on Nondiscrimination**

Hood College does not discriminate on the basis of sex, race, color, national origin, sexual orientation, 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 disabled students and employees. Applicants requiring reasonable accommodation in order to participate in the application process, or to have access to a program, service, or activity of Hood College are requested to contact the Disability Services Coordinator.

#### **C. 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 staff manual ([http://144.175.3.192/uploadedFiles/Hood\\_College/Common/Human\\_Resources/documents/Staff\\_Manual.pdf](http://144.175.3.192/uploadedFiles/Hood_College/Common/Human_Resources/documents/Staff_Manual.pdf)).

#### D. Hiring Procedures

Prior to the beginning of any search for a faculty position, the following steps must be completed:

- The department chair completes a job requisition form.
- The Provost approves the request for the position and approves the search.
- The budget officer approves the budget allocation.
- The Office of Human Resources is informed of the search.

##### 1. The Search Committee

Once a full-time or full-time-equivalent faculty position has been authorized through the above process, a search committee is formed by the department chair in consultation with the Provost. The search committee should:

- Include some or all of the faculty in the department.
- Include other faculty, staff or students as appropriate.
- Develop a job description and advertisement (approved by the Provost).
- Carry out the preliminary stages of the screening process.
- Make a recommendation regarding the acceptable candidates from among those interviewed to the Provost; the Provost will approve the final selection of the candidate to be offered the position. The appropriate dean is responsible for negotiating a contract with the candidate selected for the position; however, the dean may delegate this responsibility within stated parameters to the search committee chair or the department chair.

##### 2. The Job Description

a. The search committee should develop a comprehensive job description which:

- Is formulated in consultation with the appropriate dean(s); the Provost must approve the final job description.
- Outlines the curricular needs to be met by the new faculty member.
- Identifies any areas of specialization being sought.
- Identifies any general curricular and instructional needs to be met by the position.
- Specifies the academic degree required and/or desired and the experience required for the position.

- b. Because the type of position advertised may influence the demographics of the pool of applicants, departments should give careful thought to their curricular needs in light of the College's commitment to increasing the diversity of the faculty. All job descriptions should be written in accordance with the Equal Employment Opportunity guidelines and current regulatory requirements.

### 3. Publicizing the Position

#### a. Content of advertisements

- Position announcements and advertisements should summarize the job description succinctly but completely.
- The search committee should determine whether applicants will be required to submit letters of reference with their applications or at a later stage of the screening process. If reference letters are to be required with the initial application, the advertisement should state so clearly. If reference letters are to be required at a later stage, the advertisement should request the names and addresses of a specified number of persons who can provide additional information on their candidacy.
- Advertisements should indicate clearly whether there is a deadline for applications or applications will be accepted until the position is filled. If applications will be accepted until the position is filled, the advertisement should indicate the date when the search committee will begin to screen the applications (e.g., "The position will remain open until the successful candidate is identified; initial screening will begin on November 15.")
- All announcements and advertisements must include the Statement on Non-discrimination and the following statement:

**Hood College is committed to diversity and subscribes to the policy of hiring individuals legally eligible to work in the United States.**

#### b. Placement of Advertisements

- Full-time positions will be advertised nationally.
- Part-time and temporary full-time positions will be advertised regionally in the greater Northeast/mid-Atlantic area.
- If unsolicited inquiries and referrals fail to produce a sufficiently diverse applicant pool from which course-contract faculty positions can be filled, they will be advertised through the appropriate media in the greater Washington/Baltimore area.

- Advertisements should be placed in general disciplinary publications, in the disciplinary publications of minority associations where available, and in publications that are specifically targeted to minority groups (e.g., Affirmative Action Register, Association of Black Administrators, Diverse, Hispanic Outlook). Advertisements also may be placed in appropriate newspapers and/or The Chronicle of Higher Education.
- When appropriate, announcements of positions should be sent to historically black and Hispanic colleges and universities and universities known to award Ph.D.'s to a significant number of minority students (e.g., announcement of a position in African American Studies should be sent to Temple University, which grants Ph.D. degrees in African American Studies).
- Search committees should make use of the various vita banks and directories to which Hood subscribes and which will be available in the Office of the Provost and Dean of the Faculty.

c. Process

- All advertising for faculty positions will be handled through the Office of the Provost and Office of Human Resources.
- Advertising copy and information about the placement (including titles of publications, number of times advertisements should be run, prices, addresses, etc.) of advertisements should be provided to that office well in advance of application deadlines.
- Advertisements may be placed in as many professional newsletters, journals, and widely-circulated traditional and non-traditional publications as the search committee chair and the dean(s) agree to be appropriate.

4. Review and Screening of Applicants

a. Review of applications should adhere to the following screening standards:

- Every attempt should be made to maintain the diversity of the applicant pool at all stages of the review process.
- All applications which are received for an announced position should be acknowledged promptly.
- All applicants should be assessed equitably, with decisions based on comparable information (letters of application, resume or curriculum vita, letters or lists of references, etc.) at the various stages of review.
- Applicants who have been rejected for the position should be notified promptly; those whose status is still undetermined (on hold) should be so informed if they inquire.

b. Screening Advice

- Individual folders should be maintained for each applicant in a place accessible to the members of the search committee.
- On or shortly after the deadline or date by which screening will begin, members of the search committee should begin to review applications individually, keeping notes on each applicant, and indicating whether the candidate should be pursued, held, or rejected.
- During the first screening meeting of the search committee, it should be determined which applicants are clearly unsuited to the position; they should be notified immediately. Applicants who are potentially qualified but not in the top categories may be put into a hold category. If some applicants are on hold because there is insufficient information in the file about them, it is more practical to request additional information sooner rather than later. The pool of top candidates can shrink surprisingly rapidly.
- It is strongly advised that the search committee hold telephone conversations with references for the final candidates. These references can be the same individuals who submit written references or additional references. The candidate must agree that particular references may be telephoned.

#### c. Preliminary Interviews

- For a full-time position, preliminary telephone interviews should be conducted with a moderate number (8-12) of candidates before selecting finalists. The search committee also may conduct preliminary interviews at professional meetings.
- Preliminary interviewing of candidates can take place concurrently with screening of new applicants and may overlap with final interviews.
- Telephone interviews should be scheduled in advance with the candidate. Preliminary interviews which take place at professional meetings should be arranged according to the procedures in accepted practice at the particular meetings.
- Search committees should ask all candidates the same set of questions. It is perfectly acceptable to query candidates about particular items on their resumes or vitae or in their letters of application or letters of reference.

#### d. On-Campus Interviews

- Finalists (2-4) for full-time and full-time equivalent positions should be brought to campus to meet with various constituencies.

- Finalists should be sent a packet of College information before coming to campus (Catalog, Viewbook, benefit information, and other items if requested).
- The finalists should meet with the search committee, department faculty, students (if possible), and the Provost. These interviews should be scheduled as far in advance as possible.
- Every effort should be made to arrange for finalists to teach a model class or give a presentation to students. Members of the search committee, department faculty, deans(s) and others as appropriate should be invited to attend. To encourage student attendance at presentations, it is useful to invite specific students and specific representative student organizations and to offer refreshments.
- Written student opinions about the candidates will be solicited.
- The search committee should meet as soon as the final interview is concluded to determine its recommendations to the Provost and, if necessary, the dean of the graduate school.

## 5. Expenses

- a. Finalists for full-time positions will have their travel expenses to and from campus fully reimbursed, provided that their trip is in no way connected with other visits in the area. Travel expenses include transportation, lodging, and meals.
- b. Authorization for travel reimbursement should be approved in advance by the Provost. Round trip coach fare may be authorized, and in the event that a College vehicle and driver cannot be obtained, rental transportation to and from the airport at the compact car rate may be authorized for a maximum of 120 miles. Finalists traveling in private vehicles may be authorized reimbursement at the current IRS rate, plus tolls; published city to city mileage will be used.
- c. One night, single occupancy lodging may be authorized. Currently, the College houses candidates at the Hampton Inn. Reservations should be made by the department secretary and the College will be billed directly. If the candidate is accompanied by another person, appropriate adjustments should be made in lodging and meal costs.
- d. The costs of one meal for selected small groups meeting with the finalists also will be covered. Moderately priced meals or general refreshments may be arranged through Aramark.
- e. Requests for reimbursement should be submitted to the Office of the Provost by the search committee chair or the department chair. Receipts should include a listing of the amount to be reimbursed and original receipts. The requests will be forwarded to the Business Office.

## 6. Documentation

- a. Review of applications is commonly a rolling process, with preliminary interviews of earlier applicants taking place while initial applications are being received from later ones; it is, therefore, important to keep careful records of actions at the various stages.
- b. A hiring report must be submitted to the Office of the Provost. A copy will be sent to the Office of Human Resources. The hiring report should contain the following information:
  - Job title
  - Salary and benefits
  - Qualifications required (education, experience, etc.)
  - A copy of the job description
  - A copy of the advertisement(s)
  - A listing of where advertisements were placed
  - A summary of direct contacts made and copies of letters sent
  - A summary of other efforts made to broaden the applicant pool
  - The total number of applicants, number of applicants interviewed at each stage, including information about:
    - the number of minority candidates, with specific classifications if possible
    - numbers of female and male candidates
    - number meeting job requirements (degree, etc.)
  - Format of interviews
  - A statement explaining why the successful candidate was chosen
  - Search conclusions containing information on the attempt to recruit a diverse pool of applicants

## II. Contractual Matters

### A. 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

([http://144.175.3.192/uploadedFiles/Hood\\_College/Common/Human\\_Resources/document/humanResources\\_facultyCode.pdf](http://144.175.3.192/uploadedFiles/Hood_College/Common/Human_Resources/document/humanResources_facultyCode.pdf))

Faculty appointments are made by the President, in consultation with the Provost, upon recommendation made by the chairpersons of the departments.

### B. Salary Payment

Salaries are paid by check, usually in 26 bi-monthly installments beginning on the last banking day of August and thereafter on corresponding dates of succeeding months. Procedures for payment to contract faculty are specified in the individual contracts.

### III. Academic Events and Costume

All annual contract members of the faculty are expected to attend the Convocation and the Commencement exercises, unless the absence has been approved by the Provost . For these occasions, they provide themselves with complete academic costume, including cap, gown, and hood.

### IV. 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 . 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 Dean during the year when circumstances merit reconsideration. Such professional employment is approved and encouraged provided that it does not conflict or interfere with the faculty member's assignments and responsibilities to the College.

### V. Tutoring for Fees

No instructor shall tutor a student for fees in any course which the instructor herself/himself teaches.

### VI. Faculty Assignment Policies

#### A. Faculty Loads

All full-time faculty members of the College participate in the total program of instructional, research, grant, and extracurricular activities that have been established to encourage the general development of Hood College students.

1. The normally expected course load for a full-time, continuing member of the faculty is 21 hours per year. It is assumed that officially approved released time to chair departments or direct programs is counted toward the 21 credits.
2. Part-time faculty who teach half-time or more have equivalent course loads. Half-time faculty are expected to teach 21 credit-hours every two years.

3. Faculty course loads are considered on an annual rather than a semester basis. That is, full-time members of the faculty are expected to teach 21 credits each year. It is expected that variations in the awarding of course load credit by discipline may result in different ways of achieving the expected annual course load.
4. Temporary faculty employed full-time for a full year are expected to teach 21 credits.
5. Except under unusual circumstances, course overloads will be limited to one three-credit overload per full-time faculty member. All overloads must be approved in advance by the Provost. Faculty thus teaching an overload (over 21 credits) will receive course contract compensation.

Other responsibilities such as academic advising, thesis supervision, grant administration, independent study and internship supervision are taken into consideration when faculty assignments are determined.

Full-credit will be given to both teachers of a team-taught course with an enrollment of 16 or more students or by permission of the Provost.

All faculty assignments within a department are made by the chairperson in consultation with the Provost. It is expected that faculty will carry on their non-teaching assignments with the same sense of responsibility which they bring in their classroom commitments.

#### B. Presence at the College

The association of the faculty member with the College shall be thought of as beginning one week prior to the first day of fall registration and continue until the completion of routine duties following Commencement.

In general, it is assumed that full-time members of the faculty will be available for class assignments Monday through Friday. At times, full-time faculty will be called upon to teach evening courses that are part of the programs leading to the bachelor's degree or to advanced degrees in Graduate and Professional Studies, 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 total load is a reasonable one. Special schedule requests should be kept to a minimum and must be approved by the Provost well in advance of the schedule construction.

### VII. Benefits of Employment

#### A. Leaves

All faculty are entitled to certain types of leave time. For a complete listing of all available benefits, please see Section 700 of the staff manual: ([http://144.175.3.192/uploadedFiles/Hood\\_College/Common/Human\\_Resources/documents/Staff\\_Manual.pdf](http://144.175.3.192/uploadedFiles/Hood_College/Common/Human_Resources/documents/Staff_Manual.pdf)).

1. Sick Leave

- a. All faculty are entitled to sick leave, earned annually. The accumulation of sick leave begins at the date of appointment.
- b. Conditions and procedures:
  1. Sick leave will be granted when a faculty member is unable to work because of illness or accident, or because of absence due to serious illness, or accident, in the immediate family. Immediate family, unless otherwise noted, refers to a spouse, parents, brothers, sisters, children, in-laws, grandparents.
  2. Faculty shall receive a maximum of 12 working days' sick leave for each year of service, with no limit to the number of days which may accrue. Sick leave time is accrued at the rate of one day per month for full-time faculty; part-time faculty accrue sick leave in proportion to the amount of time worked. Coverage includes those on sabbatical and approved leaves of absence. Sick leave that will be credited for the current year of service may be used with the approval of the Provost.
  3. In the case of absence for three consecutive days or more due to illness, accident, death in the immediate family, a periodic report from the appropriate physician, diplomate psychiatrist, or licensed psychologist may be requested by the Provost. This does not preclude the provost from requesting such reports for medical absences of less than five days duration when deemed in the best interests of the College.
  4. In the case of total disability (approval may be granted after a detailed investigation by the insurance carrier), earned sick leave may be granted through six months after which TIAA total disability insurance benefits will go into effect. If social security benefits go into effect, benefits payable under the TIAA program will be reduced accordingly.
  5. In case of partial disability of a faculty member, the President in consultation with the Provost shall be responsible for making equitable arrangements.
  6. In all cases of total or partial disability, it is necessary to file application for disability benefits with the Department of Human Resources immediately upon the physician's determination of such disability. Sick

leave pay shall be discontinued when social security disability benefits begin. If either total or partial disability arises out of or in the course of employment with the College, sick leave pay and/or insurance benefits will be reduced by compensation payable to the faculty member under the Workmen's Compensation Law.

7. Sick leave for childbirth comes under the Family and Medical Leave Act specifications of this policy provided the faculty member intends to return to work.

Normally, leave is granted for a minimum of six weeks for recovery unless the health care provider determines that more time is required; however, when a faculty member must be replaced in the classroom, a leave of one semester may be granted by the Provost. The Provost may assign other duties during the period when the faculty member is not on medical leave.

8. Absences of less than one-half day for scheduled medical/dental appointments will not be counted against earned leave entitlement. The Provost should be notified of such absences in advance, but no Report of Absence form is required. Faculty are expected to be careful not to abuse this privilege.
9. The college does not reimburse for unused sick leave upon termination of employment.

## 2. Family and Medical Leave Act (FMLA)

The FMLA applies to all faculty members. To become familiar with the components of the act, please refer to the Staff Manual on the Department of Human Resources page ([http://144.175.3.192/uploadedFiles/Hood\\_College/Common/Human\\_Resources/documents/Staff\\_Manual.pdf](http://144.175.3.192/uploadedFiles/Hood_College/Common/Human_Resources/documents/Staff_Manual.pdf)).

For faculty members, if the need for intermittent leave is foreseeable based on planned medical treatment, the faculty member is responsible for scheduling the treatment in a manner that does not unduly disrupt the College's operations, subject to the approval of the health care provider. In such cases, the College may transfer the faculty member temporarily to an alternative job with equivalent pay and benefits that better accommodates recurring periods of leave than the faculty member's regular job.

## 3. Leave Without Pay

See *Faculty Code*:

[http://144.175.3.192/uploadedFiles/Hood\\_College/Common/Human\\_Resources/documents/humanResources\\_facultyCode.pdf](http://144.175.3.192/uploadedFiles/Hood_College/Common/Human_Resources/documents/humanResources_facultyCode.pdf)

#### 4. Emergency Leave

- a. Emergency leave with pay may be granted in the event of a death or other extreme misfortune in the faculty member's immediate family, or in the case of a natural disaster. Immediate family in this extreme case refers to a spouse, parents, brothers, sisters, children, in-laws, grandparents.
- b. Emergency leave is limited to the minimum necessary time not to exceed five working days for each emergency and will be granted at the discretion of the Provost.
- c. When the time allowed for emergency leave is inadequate, arrangements can be made to take leave without pay if satisfactory arrangements can be made for a temporary replacement.

#### 5. Leave for Jury Duty or Required Court Appearance

Leave with pay shall be granted for jury duty and/or court appearance required by subpoena.

#### 6. Faculty Parental Leave

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 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 (page 58 Faculty Handbook), family leave <http://144.175.3.192/campus-services/human-resources/benefits/family-and-medical-leave-act.html>, or reassigned duties. Any such request for a 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. 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 her major 3 year review schedule or her tenure review by one semester will be made. This adjustment will move forward the review period by one semester.

In no way will such an approved leave enter 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 Oct. 1 of each year.

## B. Insurance Benefits

All annual contract faculty are eligible for participation in the College’s insurance programs. The effective date of coverage is the first of the month following the date of employment. If employment is on the first day of the month, coverage can become effective immediately. For a complete listing of Insurance Benefits please consult sections 711-717 of the Staff Manual:

([http://144.175.3.192/uploadedFiles/Hood\\_College/Common/Human\\_Resources/documents/Staff\\_Manual.pdf](http://144.175.3.192/uploadedFiles/Hood_College/Common/Human_Resources/documents/Staff_Manual.pdf)).

Comprehensive Automobile Liability Insurance:

The College provides comprehensive automobile liability insurance for faculty using a college vehicle for college related travel. For further information regarding liability insurance, please consult the staff manual section 721:

([http://144.175.3.192/uploadedFiles/Hood\\_College/Common/Human\\_Resources/documents/Staff\\_Manual.pdf](http://144.175.3.192/uploadedFiles/Hood_College/Common/Human_Resources/documents/Staff_Manual.pdf))

## C. Retirement Benefits (also see the *Faculty Code*)

TIAA/CREF Retirement Plan

- a. Hood faculty who teach a minimum of .5 AC must enroll in the TIAA/CREF retirement program.
- b. Hood contributed a percentage of the faculty member’s monthly salary toward the purchase of an annuity contract, payable upon retirement.
- c. Under this plan participating faculty can elect to contribute a percentage of their monthly salary.

## D. Educational Benefits

Faculty of the College are entitled to educational benefits for themselves, their dependent children, and their spouses. For purposes of eligibility for educational benefits, a dependent child is one who meets all of the criteria outlined on the Educational Benefit Form:

([http://144.175.3.192/uploadedFiles/Hood\\_College/Common/Human\\_Resources/documents/humanResources\\_educationalBenefitsEligibility.pdf](http://144.175.3.192/uploadedFiles/Hood_College/Common/Human_Resources/documents/humanResources_educationalBenefitsEligibility.pdf)).

If a faculty member dies in the midst of her/his employment, her/his dependents at the time of the death are entitled to the same educational benefits that they would have received had the faculty member lived the remainder of the academic year. Continuation of benefits must be applied for on an annual basis and will be reviewed on a case-by-case basis.

The following benefits are subject to availability of space at the undergraduate level; in no case will a course be closed to a regular student so that a faculty member, dependent child, or spouse of a faculty member may enroll, nor will a course be held open if it lacks a sufficient number of regular students. Faculty members or their spouses who plan to earn a graduate degree are guaranteed enrollment in one graduate course of their choice each semester. Faculty members and their spouses may not be permitted to enroll in additional courses if the number of tuition-paying students meets or exceeds course enrollment limits. If a faculty member terminates employment or is terminated, the educational benefits in use are revoked, and the remaining tuition must be paid. Application for participation in the College's program of educational benefits must be made every semester.

1. All full time annual contract faculty and their spouses (or equivalent) may enroll in undergraduate or graduate courses at Hood on a full-time or part-time basis tuition free. Dependent children of AC faculty may enroll in undergraduate courses on a full-time or part-time basis tuition free. Part-time annual contract faculty, their spouses (or equivalent), and/or their dependent children are eligible for tuition remission in proportion to the faculty member's teaching load. The tuition remission does not extend to room and board, mandatory fees, or supplementary fees. Tuition remission at the graduate level is considered taxable income.
2. Fulltime faculty may apply to enroll their children in Hood College Onica Prall Laboratory. If the child is accepted for admission, she/he may attend with a tuition waiver. Faculty are responsible for any additional fees. Part time annual contract faculty are also eligible with benefits in proportion to the teaching load.
3. Because the College is a member of the Tuition Exchange, dependent children of full-time faculty are eligible to apply to other member colleges tuition-free, in exchange for which Hood will grant free tuition to the children of faculty of member colleges. For additional information about the Tuition Exchange Program, please refer to the staff manual section 724:  
[www.hood.edu/documents/pdf/Staff\\_Manual.pdf](http://www.hood.edu/documents/pdf/Staff_Manual.pdf)

- a. Participation is limited to the children of full-time faculty. Accumulated AC credit will be given to all faculty to determine seniority for Tuition Exchange dependents. Once a qualifying faculty member has utilized the program, she/he moves to last on the list.
- b. A list of participating colleges is available on the Tuition Exchange website.
- c. A Request to use Tuition Exchange is made to the Executive Director of Human Resources. Application to be considered for Tuition Exchange must be made by August of the student's senior year in high school.
- d. Thereafter, application(s) must be made no later than September 30 of the year preceding anticipated participation in the program.
- e. The Hood Exchange liaison officer will not request special placement when Hood is listed as an "R" institution, i.e., when access to program is limited by Hood having exported more dependents than it has imported.
- f. The availability of this program is subject to an import/export ratio which is determined by the Tuition Exchange.

#### E. Other Benefits and Services

1. Hood College Wellness Center  
The Wellness Center is composed of a health center and a counseling center. For a complete discussion of the services they offer, please follow this link: <http://www.hood.edu/campus-life/health-center/health-center.html>
2. Employee Assistance Program  
Counseling and referral are available from the Employee Assistance Program (EAP). The EAP includes confidential counseling and referral services available to all employees who seek assistance in resolving problems such as alcohol or drug abuse. Drug and alcohol counseling is only a portion of the services provided. For further information, please refer to the staff manual section 718: [http://144.175.3.192/uploadedFiles/Hood\\_College/Common/Human\\_Resources/documents/Staff\\_Manual.pdf](http://144.175.3.192/uploadedFiles/Hood_College/Common/Human_Resources/documents/Staff_Manual.pdf)
3. Health Advocate Program  
Hood employees have access to the Health Advocate Program for assistance in dealing with insurance questions and issues. For further information, please refer to the following link: <http://144.175.3.192/campus-services/human-resources/benefits/health-advocate-program.html>
4. Recreational Facilities

The gymnasium, swimming pool, outdoor exercise course, playing fields, and tennis courts are available for the use of faculty and their families. For a complete listing of all recreational facilities and the rules and regulations for their use, please see section 1002 of the Staff Manual:

([http://144.175.3.192/uploadedFiles/Hood\\_College/Common/Human\\_Resources/documents/Staff\\_Manual.pdf](http://144.175.3.192/uploadedFiles/Hood_College/Common/Human_Resources/documents/Staff_Manual.pdf))

5. Campus Life Benefits

Faculty receive a discount at the bookstore, reduced cost lunches at the Dining Hall, and the use of other rooms and facilities of the college. For a complete list of campus life benefits and the rules and regulations for their use, please refer to sections 726 through 730 of the staff manual:

([http://144.175.3.192/uploadedFiles/Hood\\_College/Common/Human\\_Resources/documents/Staff\\_Manual.pdf](http://144.175.3.192/uploadedFiles/Hood_College/Common/Human_Resources/documents/Staff_Manual.pdf)).

6. Concerts, plays, lectures and art exhibits

a. Cultural and educational events on the campus are usually open to college personnel and their immediate families.

b. Events are publicized on the Hood College Web site.

VIII. Security and Safety

See also: <http://144.175.3.192/campus-life/campus-safety/index.html>

A. Parking and Traffic Regulations

1. Each faculty member is responsible for knowing and observing the campus parking and traffic regulations.
2. Automobiles driven on the campus must be registered.
3. Registration of vehicles is handled by the Office of Security and Safety.

B. Identification Cards

1. Each faculty member, annual or course contract, will be issued an identification card by the Office of Security and Safety.
2. These cards may be needed when using the services of the Health Center, using recreational facilities, attending cultural events, etc.

C. Safety

1. Hazardous conditions should be reported immediately to the Director of Security and Safety (ext. 3546).
2. All injuries should be reported at once to the faculty member's supervisor, who should immediately notify the Director of Security and Safety (for remedial action and OSHA requirements) and the administration assistant in the vice president for administration and finance office (worker's compensation).

IX. Change of Address and Telephone Number

Changes of address should be reported promptly in writing to the Office of the Provost.

X. Smoking Policy

No smoking will be permitted in the classrooms, laboratories, auditoria, instructional areas, corridors and other public areas of academic buildings. No smoking will be permitted in private offices or academic and administrative department suites and common rooms.

## Section Four: Faculty Responsibilities

### I. Teaching

Since the teaching enterprise is the *raison d'etre* of Hood College, faculty are expected to examine and reexamine continually their personal and professional attitudes toward classroom instruction and toward their relationships with their students. Superior instruction, which is recognized and rewarded, is the rule rather than the exception at Hood.

#### A. Course Syllabus

Instructors are expected to distribute a course syllabus no later than the end of the drop/add period for each course assigned. Syllabi are required for every course. The syllabus should include a listing of the required text(s) for the course, course goals and objectives, lesson assignments, dates of quizzes and examinations, due dates for projects and papers, criteria upon which students will be evaluated, and the location and time of scheduled conference hours.

#### B. Establishing a Class Roll

1. Preliminary class rolls are prepared by the Registrar's Office following preregistration for the next semester. 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.
2. It is the responsibility of each instructor to note drops and adds as they occur in the first two weeks of the semester.
3. Following the Drop/Add Period, the Registrar's Office sends to each instructor a revised class roll which must be checked for accuracy against the roll maintained by the instructor during the first two weeks of the session. Any discrepancies between the two rosters must be noted and the revised roll returned to the Registrar's Office. The class roll becomes official after all discrepancies are resolved.

#### C. Drop/Add Procedure

1. Each semester, a drop/add period of approximately 10 academic days is provided to permit students to make schedule changes in courses for which they enrolled during preregistration or registration. See the Academic Calendar for specific dates. The Registrar's Office must be notified if students wish to drop or add a course, change a course, change a course from Satisfactory/Unsatisfactory to a letter-grade basis, or make any other changes in what will be regarded as official registration.

2. The Drop/Add Form is used to make any and all schedule changes and may be adapted to fit necessary changes. The forms may be obtained by advisers and students from the Registrar's Office.
3. These steps should be followed:
  - a. The student should see her/his faculty adviser to complete the Drop/Add Form and obtain approval for the change.
  - b. The student should obtain instructors' initials for adding any course on the Drop/Add Form. Dropping the course requires only the adviser's signature.
  - c. By the end of the drop/add period, the student should turn the form in to the Registrar's Office, with all changes listed and officially approved by instructors and adviser(s). Advisers should retain the yellow copy of the form.
  - d. The Registrar's Office will process changes in the student database.
4. A course may be dropped after the end of the drop/add period only under the following conditions:
  - a. The instructor of the course must state her/his approval of the request to drop the course on the drop/add form.
  - b. The student's adviser must state her/his approval of the request to drop the course on the drop/add form.
  - c. An adequate reason, justifying the request, must be presented in writing by the student on the Withdrawal from Class form.
  - d. The appropriate form must be filed by the student with the Registrar's Office.
5. Permanent Record Notation of Withdrawal

A student may withdraw from a class from the end of the drop/add period through the eleventh week of the semester, a notation of "W" being entered permanently on the transcript. This notation carries no academic penalty. No withdrawal is permitted after the eleventh week of classes.

#### D. Conduct of Classes

Students are automatically excused when the instructor does not arrive after fifteen minutes past the scheduled opening of the class. When circumstances prevent an instructor's meeting a class, she/he should report the situation to the department chairperson, who, in turn, should contact the Provost.

#### 1. General Policy on Class Attendance and Absence

- a. The College does not set a maximum number of absences permissible in any course. Individual faculty members have the prerogative to establish a maximum number of absences at the beginning of the semester, and are encouraged to include a written statement of their attendance policy on the course syllabus. Students accept full responsibility for seeing that work does not suffer from excessive absence.

The College recognizes that there are other justifiable reasons for class absence: observance of religious holidays or participation as a representative of the College in athletic contests or cultural performances. 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 vacation 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.

- b. 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 of unexcused absences for a given course, having clearly stated on the syllabus at the beginning of the semester what the maximum is. While instructors take attendance at their own discretion, the College requires instructors to report absences of five consecutive class meetings to CAAR. Enrollment in a course constitutes an informal contract with the instructor, and a student who violates an instructor's attendance policy risks dismissal 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.
- c. An instructor may ask the student who has been absent to give evidence that she/he has completed the assigned work. An instructor may, at her/his discretion, refuse the student the opportunity to make up work missed through absence not caused by illness or emergency. 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. Except in the case of illness or extreme 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. Having another exam scheduled on the same day is not considered 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.

- d. 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 her/his discretion.
- e. Students are expected to be in class at the beginning of the period. It is up to the student to inform the instructor of her/his presence if she/he reports late to class.
- f. No student may be absent without excuse from a quiz announced a week in advance unless advance arrangement has been made with the instructor to take the quiz at another time. The instructor may refuse to arrange for another quiz if the student merely wants more time to study, or if the nature of the quiz is such that another quiz cannot be substituted.
- g. If an instructor is concerned about a student's unexplained absence, the instructor should call the CAAR to report the dates on which the student was absent. The CAAR will then notify the student and other appropriate individuals. The instructor may first want to try to contact the student individually through communes.
- h. The following circumstances constitute "excused absences":

- 1. Illness

Faculty may call the Health Resources Center (HRC) to verify that a student has been seen there. The Health Resources Center cannot, however, provide any information about the nature of a student's visit. If a student is detained at home because of illness, she/he must notify the Office of Student Affairs or the HRC. She/he must report to the HRC immediately upon returning and present a written excuse from the physician. The student should see the instructor of each class missed and make arrangements with each instructor to make up work she/he has missed.

2. Death in the family

Students should immediately notify the Office of Student Affairs, which will contact the students' instructors. In all cases of excused absences, the student is responsible for contacting the faculty to arrange to make up work missed.

3. Field trips

Field trips should be scheduled at least two weeks in advance, and should so far as possible be scheduled 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. Students are responsible for all assignments and any work missed in classes from which they are absent because of a field trip. If a field trip coincides with a scheduled quiz in another class, the instructor is not obliged to give a make-up quiz. No student is required to participate in a field trip if it means missing a class or lab.

4. Conferences

Students absent to attend conferences as official delegates should notify their instructors of their expected absences but are responsible for all assignments and any work missed while attending the conference.

5. Student athletes who are absent from class or lab to participate in athletic competition will notify their instructors in writing during the first week of classes of their expected absences for the semester. If the date of a competition is changed due to weather or other circumstances, the student-athlete will notify the instructor of the change in writing as soon as the competition is rescheduled. The paperwork submitted to professors and approved by the Athletic Department should indicate the scheduled departure time of the bus for away competition, or the start time of a home competition. Students-athletes can leave class or lab no more than thirty minutes prior to the departure time for away competition, and no more than one hour prior to the start of a home competition. Students-athletes are responsible for completing class work and assignments missed while they are absent due to athletic competition. If it is imperative that a student-athlete attend a specific class or lab and an athletic competition is scheduled during that time, the student athlete should contact the Associate Athletic Director or the Faculty Athletic Representative to discuss the matter.

#### E. Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, Hood makes every reasonable effort to accommodate the needs of handicapped students. The Coordinator for Disability Services arranges for academic accommodations, such as note-takers or interpreters; the Office of the Dean of Students coordinates residential room accommodations for these students.

Faculty members may be asked to make accommodations in their classes at times, and the College expects cooperation in making reasonable efforts (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.

#### F. Discrimination and Harassment Policy

Please refer to the information available at the following Web page:

[http://144.175.3.192/uploadedFiles/Hood\\_College/Home/Campus\\_Services/Human\\_Resources/Policies\\_and\\_Procedures/policy55.pdf](http://144.175.3.192/uploadedFiles/Hood_College/Home/Campus_Services/Human_Resources/Policies_and_Procedures/policy55.pdf)

#### G. The Honor System

Please refer to the information available at the following Web page:

#### H. Faculty Conference Hours (Office Hours)

Conference or office hours should be scheduled at periods when the students are most likely to be able to utilize them. Instructors are encouraged to designate at a minimum approximately three one-hour periods per week when s/he will definitely be available in the office. Conference hours should be kept as faithfully and regularly as class hours.

#### I. 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 have been provided 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:

#### J. Tutoring

Arrangements for tutoring must have the approval of the instructor whose course is involved. Recommendations for suitable student tutors may be sought from the chairperson of the department offering the course.

A faculty member is not permitted to tutor students who are in her/his courses, or who will take an examination for which s/he has full or shared responsibility. Under no circumstances may a faculty member receive payments for tutoring related to course work that s/he offers or for examinations for which she or he has any responsibility whatsoever.

#### K. Course and Instructor Evaluation

Hood College requires a mandatory student evaluation of instruction. This evaluation will be administered online effective fall 2014. Instructors (full time, part time, and adjunct) will receive an automated report for each class.

#### L. Examinations

##### 1. Tests, Quizzes, Short Examinations

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

##### 2. Final Examinations

- a. It is the policy of the faculty 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.
- b. 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 early in the semester by noting it in the course syllabus.
- c. Faculty in departments should periodically review deviations from the usual practice of scheduling and weighing final examinations. Departments are responsible for assuring that uniform policy is followed in courses having multiple sections.

#### M. Final Examination Scheduling

1. There are two formal scheduled examination periods during the academic year.

2. It is the College's policy not to give final examinations prior to the scheduled examination period. Examinations 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 to the instructor until after the examination period is underway.

#### N. Grades and Grading Policies

1. The primary purpose of grades at Hood College is to differentiate among the students as to their achievement in course work.
2. 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.

For the following specifics related to grades and grading procedures, please consult the current *Hood College Catalog*:

Grading criteria  
Grade changes  
Grade Point Average  
Composite Average  
Major Average  
Course Repeat Policy  
Midterm Grades  
Final Grades  
Incomplete Grade Policy  
Grade Appeal  
Course Withdrawal  
Audit  
Satisfactory/Unsatisfactory Grade Plan

#### O. Other Academic Policies

For information about the following topics, please consult the current *Hood College Catalog*:

Advanced Placement, Exemption, and Credit by Examination  
Auditing  
Cancellation of Courses  
Graduate Level Courses

Internships (see also, <http://144.175.3.192/campus-services/career-center/finding-an-internship.html>)

## 1. Departmental Honors

Departmental Honors gives qualified students the opportunity to do independent work in their major fields. Students write a paper growing out of their research or sometimes a paper and a creative project, carried on during the senior year under the supervision of a member of the faculty. Admission to the program is recognition of the student's academic achievement and promise, and implies her/his acceptance of personal responsibility for completing a piece of scholarly work as a culmination of her/his college course of study.

The work carries six hours of academic credit. Students who have completed the program with distinction are awarded "Departmental Honors" at the Commencement ceremonies.

### a. Purposes and Values

A project of individual study permits the student to delve into some area of her/his major subject more deeply than is usual in regular courses, and to see more clearly the relationship between specialization and breadth.

An honors project gives the student the opportunity to experience the intellectual excitement of the scholar: the challenge of unanswered questions; the joy of pursuit and discovery; and a sense of accomplishment.

The experience of conducting an independent project is of value in any specialized work the student may do later, and is of particular importance in graduate study.

The achievement of Departmental Honors becomes a part of the permanent record of the student, and is evidence of special interest and ability.

### b. Eligibility

Candidates for the Honors Program are usually selected from those members of the junior class who have a cumulative average of 3.0 or above at the fall semester and who have a 3.5 or above in their major. They must be invited by the major department.

Students who are absent from the College during the junior year (e.g., spending the junior year abroad) may be invited by the department when their performance indicates that they should be considered for a departmental Honors paper.

Students who intend to graduate in December are eligible to write a Departmental Honors paper. They may begin the process in the spring

semester of their junior year and finish the following fall semester, with approval of the sponsoring department and the Honors co-directors. Under rare circumstances, they may begin work in the summer and finish in time for December graduation. In this case, they must get approval of a faculty member who is willing to work with the student on a weekly basis during the summer. Of course, the student must be committed to working a full summer as well. In general, few advisers recommend Honors work for accelerating students. In either case, students must agree to participate in the annual Departmental Honors Presentations the following April.

The subject of Honors work is chosen by the student in consultation with her/his committee members. Students, in consultation with their advisers, select a "committee" of three faculty members who will offer advice on methodology and/or content and will read the paper when it is completed in the spring. One of these readers needs to be outside the student's department.

Students are urged to make use not only of the Hood College Library and laboratories, but also the Library of Congress and other facilities outside the College when they can do so without financial burden or interference with their academic schedules.

The purpose of Departmental Honors work should be kept in mind, and the work should be controlled so that the project steers a careful course between an Independent Study and a graduate thesis.

The subject and a brief statement of the proposed method of procedure (laboratory work, creative project, use of libraries, questionnaires, etc.) are to be submitted to the Department for its approval by mid-May each year. This plan should indicate the location and the accessibility of the materials necessary for the successful completion of the study.

The subject, if changed, must be submitted for approval to the department by the third week of the fall semester.

The Committee suggests that the title, not necessarily in final form, but reflecting accurately the scope and nature of the paper, a statement of the controlling purpose, and a brief progress report be submitted to the adviser and the department by the end of September.

A final draft should be in the hands of the adviser six weeks before the end of the semester. It is on this copy that any last minute revisions should be made.

The Library copy, a copy for the Honors Program, and a departmental copy of the error-free completed paper are to be in the hands of the adviser and the Honors Office by the stated date each spring.

The Library staff will catalogue and permanently store each Honors Paper received. To help them with cataloguing and storage, you are asked to observe the following points while preparing the Library copy of your paper. Please note that this request has to do with the library needs only; College and departmental style requirements also exist and should be sought from those sources.

1. The title page should conform to the format set out in the style manual employed.
2. A table of contents should be included and should follow the title page.
3. Pages should be numbered consecutively throughout (including the table of contents, preface, text, bibliography, illustrations, tables, etc.)
4. Use a letter quality or laser printer for the Library copy.
5. To accommodate binding, the left margin should be 1½ inches wide. Please submit papers in an Accopress Prong Binder (available in the Bookstore).

When parts of the work are presented in forms other than the paper, such as works of art, experimental demonstration materials, etc., the department may require that they or appropriate reproductions of them be left with the department.

c. Approval and Credit

1. The decision as to whether the work is of honors quality is made on the basis of the first draft submitted by the candidate six weeks before the end of the semester.

This decision is made immediately by the student's committee.

If the decision is made that the work is not of honors quality, the adviser is to notify the director of the Honors Program immediately so that any unnecessary embarrassment to the student through news releases or other publicity may be avoided.

2. The final grade on the Honors Project, recorded at the end of the second semester, is to be a single grade covering the entire six credits involved in the Honors Project.

Only those candidates whose papers are of 'A' or 'B' grade may receive Departmental Honors; students receive six credits, but not honors for grades of 'C' or 'D'.

Since the program is a Departmental Honors program, the final grade on the Honors Paper should represent a consensus of all members of the committee and the department.

3. Grades on the Honors Paper are due in the Registrar's Office on the same day that grades in courses without a final examination are due.
4. The candidate should include Department Honors (the number is 499) in the list of courses for which she/he registers for the senior year.
5. When grades are filed at the end of the first semester, the roster should be marked zero for semester hours of credit, and 'S' or 'U' as a report of progress on the project. (A 'U' grade need not be cause for ending an honors project at mid-year.)
6. When grades are filed at the end of the second semester, the roster should be marked with a letter grade and six semester hours of credit.
7. Credit for honors work is recorded in the major field and may be used either as elective or applied to the major field.

d. Awarding of Department Honors

To receive Department Honors, the candidate must:

- Complete the independent project with a grade of 'A' or 'B'.
- Maintain a 'B' average in her/his major subject, exclusive of the honors project, during the senior year.
- Present their work to the community at the annual spring event organized by the Honors Program (see below).

e. Recognition

A public presentation of the Honors Paper is a mandatory component of this process, and is part of the recognition accorded the candidate for Departmental Honors.

Departmental Honors students are given special mention in the Commencement program, and are identified in the academic procession by stripes of red ribbon on the shoulders of their gowns.

The honors paper is catalogued and becomes a part of the permanent collection of the Beneficial-Hodson Library/Information Technology Center.

The achievement of Departmental Honors becomes a part of the permanent record of the student.

f. Procedure for Withdrawing from Honors Work

After submission of the subject with a preliminary statement on method of procedure, the student may withdraw from honors work only after notifying her committee and the director of the Honors Program.

The candidate must notify the department of her/his intention to withdraw from the program, and must list the reasons for withdrawing. This notification must carry the endorsement of the student's committee and the chairperson of the department. The Director of the Honors Program will notify the Registrar's Office of its acceptance.

2. Exceptions to Academic Regulations

Student requests for exceptions to academic requirements must be submitted to the Committee on Academic Standards and Policy via a petition which requires the academic adviser's approval. Petition forms and information about how to complete them are obtained from the Registrar's Office. Exceptions which are under the jurisdiction of the committee include:

a. Acceleration

If a student wishes to complete her/his degree requirements in less than the normal four years, she/he must present a petition outlining her/his plan to the committee. To accelerate, an average of C or higher is required at the time the petition is presented.

b. Degree requirements or course prerequisite waivers

c. Grade appeals

d. Overloading

Enrollment for more than 18.5 hours of credit in a semester requires the committee's permission. A petition must be filed during the previous semester or, at the latest, not later than the end of the second week of the semester during which the student wishes to take an overload. Students who enroll for more than 18.5 hours of credit must pay additional tuition for each

credit hour or fraction above that number. Average load is 15-16 credits/semester.

e. Senior year in residence

Permission is occasionally given to students to complete their Hood degree by taking some of their last 30 hours of credit at another institution. Such requests are considered only for reasons which are, essentially, beyond the student's control (e.g., departure to follow one's spouse to another place of residence).

f. Study elsewhere, other than during the senior year.

After becoming a Hood student, students who wish to take some of their first three years of work elsewhere, whether during the academic year or during a summer session, must obtain the prior permission of the committee. This requirement includes those students who wish to enroll in the Undergraduate Language Program of the Council on International Educational Exchange at the University of Seville, Spain, and any other programs including study in a foreign country. Information concerning language programs can be obtained from the chairperson of the Department of Foreign Languages and Literatures.

3. Independent Study

- a. Course work in which a plan for independent study is followed is offered by most of the departments. The plans for this work vary, but they usually involve directed readings, conferences with the instructor, and reports or examinations. These arrangements permit students to exercise a greater amount of freedom in planning their time or in concentrating on a special aspect of the course or of their major subject.
- b. While there are opportunities for independent study in relation to much of the regular program, certain courses have been designated especially as independent study opportunities, open in most cases with the permission of the instructor or the department, and offered primarily to seniors. Regular independent study bears the number 375. A form, naming the instructor and the proposed topic, must be filed with the Registrar no later than the second week of a semester.
- c. Students are now limited to no more than 12 hours of Independent Study in their Hood programs, and not more than 1/4 of the total hours taken in the major field may be done in Independent Study.

- d. Another opportunity to earn credit by independent study is provided in connection with courses designated by "X" in regular departmental offerings. The procedures followed for this type are:
1. Students may do independent study of the "X" type only in a course in which they are currently registered. A student who is enrolled in the second semester of a year's course may work on a topic growing out of the first semester's work in the course even though she or he earns the credit in the second semester.
  2. All students are eligible for independent study of this type, but no student may register for more than one credit of such independent study in any one semester.
  3. Registration for independent study in connection with "X" courses must take place within six weeks after the opening of the semester. Students may register for the X credit only with the permission of the instructor, the chairperson of the department in which the course is offered, and the student's adviser. The registration number is the departmental course number with 80 as the section suffix.

4. The Interdepartmental Major

The student who wishes to pursue an individually- structured major composed of courses from two or more disciplines may do so with the approval of the Academic Standards and Policy Committee.

The student must select as an adviser a faculty member who will work out a program with her/him and who is competent in at least one of the subject areas involved. The adviser serves as chairperson of the Program Advisory Committee for the student. Other members of the committee should be faculty representatives from each department involved in the proposed program. The committee must have at least three members.

For further information about the Interdepartmental Major, please consult the current *Hood College Catalog*.

5. Minors, proposed—criteria for

For a listing of current minors and college requirements for the minor, please consult the current *Hood College Catalog*.

Faculty wishing to propose a minor should keep the following criteria in mind:

All proposed minors must:

- Support the College Missions

- Consist of a minimum of fifteen and a maximum of twenty-one credits of coursework forming a coherent program
- Allow students to study a body of knowledge in some depth
- Provide a sequence of courses which encourages at least one of the following:
  - general knowledge of a specific discipline
  - greater depth of study in one aspect of a discipline
  - study in an area not currently offered as a major
  - interdisciplinary study of an area of knowledge
- Be appropriate for non-majors

Priority will be given to proposals for minors which:

- Provide opportunities not available through existing majors
- Effectively use existing resources
- Encourage interdisciplinary study
- Offer innovative and challenging combinations of courses
- Promote a liberal education

Each minor will be approved for a period of five years, after which the faculty teaching in the minors, the appropriate academic department(s) and the Curriculum committee will evaluate its continuing effectiveness.

The grouping of courses in a minor may be identical to a concentration. However, a concentration is elected by students within a major, while a minor is elected by students majoring in another field.

## 6. Student Records, Confidentiality of

In accordance with the Family Educational Rights and Privacy Act of 1974, unless they have written permission from the students involved, no student at Hood has the right of access to other students' records.\*

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.

Students may not file materials in other students' folders (e.g., advising folders and others that contain educational 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.]

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 Dean of Students.

## 7. Academic Grievance Procedures

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

## II. Continued Professional Growth

Faculty members are expected to become engaged in scholarly or creative activities which may include writing, research, concerts, exhibits, workshops, consulting, continued education, professional organizations, and educational travel. Often these activities may be possible through support from the following sources, A - D:

### A. McCardell/Board of Associates Professional Development Program

#### 1. General Information

- a. The McCardell/Board of Associates' Professional Development Program is sponsored by the Hood College Board of Associates to provide financial support to the full-time equivalent faculty and staff for the purpose or purposes of professional development, research, or curriculum development.
- b. The program is funded by contributions made by the Board of Associates. McCardell Grant recipients receive a stipend of \$2500; they may request additional support not to exceed \$1000. The number of awards made each year depends upon the availability of funds and the quality of proposals received. Hood College and the Board of Associates reserve the right to make no award if no acceptable applications are received.

#### 2. Eligibility

All full-time equivalent Hood College faculty and staff are eligible to apply.

#### 3. Process and Criteria for Selection

- a. Applications must be submitted to the Provost.
- b. The Faculty Development Committee will review faculty proposals and, in consultation with the Provost, will forward its recommendations to the McCardell Professional Development Grants Committee of the Board of Associates. The Committee will review those applications recommended by

the Faculty Development Committee and recommend awards to the President of Hood College. The President will announce the awards.

- c. The following criteria will be taken into consideration in the selection process:
  - 1. the quality of the proposal;
  - 2. the relationship of the proposal to the College's immediate and long-range goals;
  - 3. the relationship of the proposal to the applicant's immediate and long-range goals;
  - 4. the quality of the applicant's service to Hood College;
  - 5. the applicant's potential for service to Hood College.
- d. The Committee on Associates' Professional Development Program of the Board of Associates reserves the right to negotiate the amount of a grant.

#### 4. Application Procedures

- a. Application instructions and forms for McCardell/Board of Associates Professional Development grants are distributed to the faculty at the beginning of each academic year and are available from the Provost's office.
- b. Since the reviewers may not have the specialized knowledge of the applicant's field of study, the applicant should write a focused and well-organized description of the proposed study in non-technical language and address the proposal to those within and outside the field of study. Reviewers will be interested in the proposal not only as an immediate contribution to learning in a particular field, but also as a contribution to the advancement of Hood College. The proposal should follow the instructions on the application form.

#### 5. Terms of the Board of Associates' Professional Development Program

If selected to receive a Board of Associates' grant, an applicant must attend the spring Board of Associates meeting to meet the Associates. The recipient will submit a written report on the use of the grant by September 30 of the following fall semester. In addition, recipients of Board of Associates' grants must agree to return to Hood for at least one year following the grant.

### B. Faculty Conference and Development Fund

Faculty members who plan to attend professional meetings may apply for partial or full reimbursement for their expenses from a "conference fund" which is administered by the Provost. The Faculty Development Committee advises the Provost about guidelines for annual expenditures of this fund. Faculty members may request up to \$1000 per academic year.

### C. Grant Writing

The Academic Grants Officer serves as the coordinator for 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 good proposal.

#### 1. General Policy

- a. Hood College encourages faculty to seek support for research and programs which may lead to increased basic knowledge, improved methods of instruction and equipment, or better services in accordance with the institution's mission and long-range plans.
- b. Many agencies and foundations have specific purposes and at times specify programs they wish to support. Hood, through the Academic Grants Officer, makes those opportunities known to the Hood community through grants newsletters.
- c. The initiative and responsibility for writing and submitting proposals should originate with the faculty member. Hood provides support to encourage and to assist in the preparation of proposals through the Academic Grants Officer, who reviews each institutional grant, ensuring that each adheres to College and agency and/or foundation requirements. Proposals may not be submitted without an appropriate review and authorizing signatures.

#### 2. Operating Procedures

- a. At least four weeks before a grant is due, the Project Director submits the Hood College Grants Authorization form, which includes a summary of the proposal, the budget information, and the signatures of the Project Director, the Department Chair, the Academic Grants Officer, and the Vice President of Academic Affairs to the Academic Grants Officer.
- b. The Project Director writes a first draft in accordance with the agency or foundation guidelines and works with the Academic Grants Officer on edits and on the budget.

- c. The Vice President of Academic Affairs signs the cover sheet or letter of transmittal.

### III. Service to the College

#### A. Academic Advising

Faculty members serve as academic advisers to both undergraduate and graduate students. The academic adviser plays an important role as a "significant other" for the student in a non-classroom setting. The expectations for the academic adviser are as follows:

- get to know each advisee by being familiar with the student's folder and talking with the student
- help the advisee with transition from high school to college
- be knowledgeable about course offerings, internships, student services, and College regulations
- discuss with the advisee career and life goals
- consult with the advisee when she/he is having academic difficulties
- assist advisee in selecting courses and complete program each fall and spring
- encourage advisee to become involved in co-curricular aspects of the College, i.e., organizations, publications, cultural events
- encourage advisees to discuss progress periodically throughout the semester and call advisees in periodically to discuss her/his progress
- provide counseling to advisee in withdrawing from or adding courses; give approval for such changes
- attend occasional meetings/workshops for faculty development in academic advising

#### B. Services on Committees

Faculty members are expected to serve actively on College committees, either elective or appointive. Section Two outlines the standing committees. In addition, there are often *ad hoc* committees.

#### C. Other service to the College

Faculty members are asked to serve as advisers to many student organizations and are asked to attend several student functions during the year.

Faculty members also provide service to the College by greeting and interviewing prospective students, and by talking with prospective students at Alumnae Admissions receptions.

Service to the College may also take the form of service or special activity in the community.