
Bowdoin College

Faculty Handbook

2020-21

The *Faculty Handbook* contains information of interest to members of the faculty. The regulations in Section IV concerning appointment, reappointment, tenure, and promotion have been adopted by the Faculty under Section 7.2 of the By-Laws of Bowdoin College and are subject to change.

Additional information concerning degree requirements and student academic conduct may be found in the *College Catalogue* and the [Student Handbook](#). Policies applicable to all College employees, including faculty, have generally been omitted from this Handbook; for the most current version of these policies, consult the [Employee Handbook](#) or contact the [Human Resources](#) office. The Faculty, Student, and Employee Handbooks and updates, announcements and other resources are available on the [College website](#).

This edition incorporates changes adopted through August 2020.

Faculty Handbook 2020-21

Contents

Preamble.....	1
I. Professional Activity and Faculty Development.....	1
A. Professional Activities and Responsibilities.....	1
B. Sabbatic Leave Policy and Procedures	2
C. Leaves of Absence for Research, Scholarship, and Artistic Work	5
D. Ethical Standards of Research	5
E. Human Subjects Research Policy	9
F. Animal Subjects Research Policy	10
G. Intellectual Property Policy.....	10
H. Leaves of Absence for Illness and Disability, or Meeting Familial Responsibilities.....	11
I. Parental Leave Policy for Faculty.....	11
II. Equal Opportunity and Affirmative Action in Employment	14
III. Free Speech and Human Rights in the Academic Community	15
A. Freedom of Speech and Political Activity	15
B. Human Rights in the Bowdoin Community.....	15
IV. Policies and Procedures Governing Appointment, Reappointment, Promotion, Tenure, and Faculty Evaluation.....	16
A. General Criteria for Appointment, Reappointment, Tenure, and Promotion.	16
B. Appointment at the Rank of Instructor or Assistant Professor	16
C. Reappointment of Tenure-track Faculty	18
D. Notice of Non-reappointment	23
E. Promotion to Associate Professor with Tenure.....	24
F. Promotion to the Rank of Professor.....	30
G. Appeals of Reappointment, Promotion and Tenure Decisions	32
H. Appointment of Persons Outside the Bowdoin Faculty at the Rank of Associate Professor or Professor	35
I. Visiting, Part-time, and Special Faculty Appointments.....	36
J. Policy on Shared Appointments.....	37
K. Continuing Evaluation: Goals and Procedures	40
L. Termination of Appointment for Cause.....	41
M. Grievance and Review Procedures	41
V. Conduct of Instruction.....	46
A. Attendance	46
B. Class Meetings.....	47

C. Advising.....	47
D. Examinations	47
E. Grades	48
F. Academic Honesty	50
G. Approval of Courses to Be Offered for Credit.....	50
H. Limitations on Course Enrollment.....	52
I. Minimum Enrollment Required for the Offering of Courses	53
J. Auditing a Course	53
K. Faculty Regulations Concerning the Scheduling of Classes.....	54
L. Administration and Use of the Bowdoin Course Questionnaires	55
M. First-Year Writing Seminars.....	57
VI. Outline of Faculty Governance	59
A. Faculty Meeting	59
B. Committees	61
C. Faculty Governance Committees	63
D. Curricular Committees.....	65
E. Resources Committees.....	66
F. Appeals, Grievances and Misconduct Committees.....	69
G. Oversight: College Life Committees	71
I. Working Groups	78
J. Trustee Committees with Faculty Representation	78
K. Voting Procedures.....	81
Appendix A: The Academic Honor Code and Social Code.....	82
Appendix B. College Code of Conduct.....	87
Appendix C. Intellectual Property Policy	87
Appendix D. Information Technology Policy Overview.....	96
Appendix E. Environmental Mission Statement.....	98
Appendix F. Human Subjects Research Policy	99
Appendix G. Animal Subjects Research Policy.....	105
Appendix H. Institutional Biosafety Committee Charter	108
Appendix I. Title IX Policy	112
Appendix J. Freedom from Discrimination, Harassment, Sexual Misconduct and Gender Based Violence Policy.....	130
Appendix K. Lecturer and Senior Lecturer Appointments	131

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Preamble

Bowdoin College is dedicated to undergraduate education. Accordingly, a high standard of teaching (including consultation outside the classroom and active participation in advising) is essential. Faculty members are also expected to be involved in their field outside the College, making scholarly, artistic, or other contributions which are recognized by the larger professional community. Each faculty member is further expected to participate in the intellectual and artistic life of the College community as well as to share in the work of the academic departments and in college governance by accepting appropriate administrative responsibilities, committee memberships and other duties that are essential to the life of the institution. As members of an inclusive learning community, Bowdoin faculty are expected to uphold appropriate standards of respectful and professional interaction with all members of the campus community.

I. Professional Activity and Faculty Development

A. Professional Activities and Responsibilities

The college's legitimate interest in and concern with the commitment of faculty time can be expressed in terms of three principles (see Preamble). The first principle is that the faculty's primary responsibility is to teach. This includes adequate time allocated to course preparation and to advising students in the teacher's course and independent study programs. The second principle is that faculty should be engaged in professional and intellectual activities beyond the classroom and teaching. The third principle is that faculty must exercise corporate responsibility for themselves, the curriculum, and other areas of College life by active participation and leadership in academic departments (including rotation of departmental chairs), on faculty committees, and in meetings of the faculty. In a residential college, faculty also fulfill non-teaching responsibilities to students by advising them about curricular choices and post baccalaureate studies, and by participating in the intellectual and artistic life of the College. Each of these expectations – regarding teaching, scholarly and artistic work, and contributions to the College community – serves as a basis for evaluation of faculty for reappointment, tenure, promotion, and merit salary increases.

The College encourages and expects faculty to engage in scholarly or artistic activities, especially those which complement their work for students and the College and also contribute to the larger professional community. It also recognizes that scholarly or artistic activity may conflict with faculty members' other responsibilities to the College. It is the responsibility of each faculty member not to undertake a level of such activity that significantly conflicts with his or her teaching, collegial, or advisory functions, or to undertake a level of non-professional, "outside" work which inhibits either these or the pursuit of scholarly or artistic interests.

Faculty members are expected to meet all classes as scheduled by the Registrar's Office. In the case of a conflict between a scheduled class and some other professional activity, such as attendance at a conference, it is the faculty member's responsibility to inform students and his or her department chair well in advance and to arrange either appropriate alternative activities or make-up sessions for missed classes. Those who find it necessary, under extraordinary circumstances, to be absent from more than two classes in any one course during a semester should receive approval from the Dean for Academic Affairs.

The College encourages and expects faculty to serve as mentors to colleagues at all ranks and across the College. It recognizes that such faculty mentoring is integral to active participation in the life of the College.¹

It is the responsibility of all faculty members to be available for College obligations throughout the working week during the academic year--from fall semester orientation through scheduled classes, reading and examination periods and Commencement--to fulfill their responsibilities fully and avoid placing undue burdens on their colleagues. Faculty members are expected to arrange their personal schedules to be available for the full range of obligations on campus. If unusual personal circumstances require a different pattern of availability over an extended period of time, faculty members should make arrangements in advance with their department chair and the Dean for Academic Affairs.

Faculty members wishing to teach courses at other institutions during the academic year should consult with their department chair and obtain approval from the Dean for Academic Affairs.

The Dean for Academic Affairs has been instructed by the faculty to take all such matters into consideration when determining annual salary increases and/or in recommending that a faculty member seek promotion to a higher rank.

B. Sabbatic Leave Policy and Procedures

The College provides three types of sabbatic leaves for tenure-track and tenured faculty, coordinated with the various stages of the career, in support of the continued development of faculty. Assistant Professors are eligible for a pre-tenure leave, ordinarily taken in the fourth year of service, following a successful reappointment. Newly tenured members of the faculty who have been promoted from Assistant to Associate Professor are eligible for a post-tenure leave ordinarily taken in the second year in rank at Associate Professor and normally upon the completion of no fewer than seven years of employment at the College.² Tenured members of the faculty with the rank of Professor or Associate Professor are eligible for a sabbatic leave of absence

¹ This paragraph was recommended by CAPT and approved by the faculty in October 2019 (19-9-7).

² The post-tenure sabbatical was recommended by the faculty and approved by the Board of Trustees 8 May 2009 (09-3-4). This sabbatical provision is available to faculty tenured on or after July 1, 2010.

following the completion of ten³ semesters of full-time service since the previous leave funded by the College.

A sabbatical is one semester of leave at full pay or one year of leave at half pay. Faculty on year-long leaves may supplement their salary with internal or external sources of funding, up to their regular, full-time rate.

1. Purpose

The purpose of this provision is to make available to members of the faculty opportunities to pursue scholarly, artistic, and professional activities related to their development as teachers and scholars or artists. Therefore, sabbatic leave may not be used ordinarily to teach at other institutions. Should special opportunities arise for some teaching during a sabbatic leave which might have particular benefit for a faculty member, approval for accepting such opportunities must be obtained in advance from the Dean for Academic Affairs.

The College's sabbatic leave program is intended to provide opportunities for continued professional growth for the benefit of both the faculty member and the institution. Faculty members are therefore normally expected to return to teach at the College following the sabbatic.

2. Eligibility⁴

Pre-tenure Leave for Assistant Professors. Assistant Professors who are in their third year of service to the College may apply for a sabbatic leave of absence pursuant to the By-laws of the College. Approval of such a leave will be contingent upon reappointment. The junior leave will normally be taken in the fourth year. A candidate for tenure may normally postpone the tenure review by no more than one year as a result of a pre-tenure sabbatic or leave of absence for research, scholarship or artistic work, including leave taken prior to reappointment.⁵

Post-tenure Leave for Associate Professors. Upon promotion to Associate Professor, faculty members may apply for a post-tenure leave, normally to be taken in the second year of tenure. Eligibility for a post-tenure leave is based on successful promotion. Additionally, the faculty member is expected to have completed at least three years of teaching since the junior leave and to have been employed by the College for no fewer than seven years; exceptions require the approval of the Dean for Academic Affairs.

Sabbaticals. Eligibility to apply for a sabbatic leave other than the pre-tenure leave or post-tenure leave is determined by the number of semesters of full-time teaching; ten semesters of full-time teaching constitutes the basic requirement to be met. For faculty who were tenured before July 1, 2010, service toward

³ The number of semesters between sabbaticals was reduced from twelve to ten by approval of the Board of Trustees 8 May 2009 and went into effect for tenured faculty beginning July 1, 2011.

⁴ Revised per (00-2-3), approved by the faculty 6 March 2000 and (09-3-4) approved 8 May 2009.

⁵ Revised per (03-5-4), approved by the faculty 19 May 2003.

sabbatical eligibility begins to accrue following the pre-tenure leave.⁶ Leaves of absence from the College, whether spent in teaching or research activities, will not count as service to the College in determining eligibility for future sabbatic leaves. At least three years of teaching at the College should intervene between a leave of absence and a sabbatic leave; exceptions require the approval of the Dean for Academic Affairs.

The granting of a sabbatic leave will depend upon the necessary period of teaching, an evaluation of the prospects for the successful completion of the sabbatic leave activities and the value of those activities for the faculty member and the College. Consideration will also be given to the leave pattern in the department.

If a faculty member defers or advances a sabbatical at the request of the College, doing so will have no negative effect on the faculty member's eligibility for a subsequent sabbatical. A faculty member may accrue no more than twenty semesters of service toward sabbatical eligibility (the equivalent of a one-year sabbatical at full pay).

3. Procedure

During each academic year, the Dean for Academic Affairs will determine which members of the faculty will be eligible, on the basis of the number of semesters taught, for a sabbatic leave during the academic year two years beyond a current academic year. The Dean for Academic Affairs will notify Assistant Professors of their eligibility for pre-tenure leave at the time at which reappointment in the rank of Assistant Professor is offered. The Dean for Academic Affairs will notify newly tenured Associate Professors of their eligibility for a post-tenure leave following a successful promotion. The Dean will then inform those members of the faculty about their prospective eligibility and invite discussions of possible sabbatic leave plans among the faculty member, department and the Dean for Academic Affairs.

The faculty member shall develop a plan for sabbatic leave activities. The plan should describe the relation of the planned activities to previous research and scholarly or artistic work, professional development, and teaching and course development in the future. Requests for sabbatic leave should normally be made in writing to the Dean no later than October 1 of the academic year preceding the year in which the leave would take place.

The Dean will consult with the relevant department chair and/or program director, evaluate the leave plan, and may consult with the Governance and Faculty Affairs Committee in determining approval for the leave. The Dean will review annually sabbatic leaves and their activities with the Governance and Faculty Affairs Committee and with the Academic Affairs Committee of the Trustees.

⁶ Revised per (09-3-4), approved 8 May 2009.

Within three months of returning from sabbatical, the faculty member shall provide a report to the Dean for Academic Affairs on the activities undertaken during the sabbatical.

C. Leaves of Absence for Research, Scholarship, and Artistic Work⁷

1. The College encourages members of the faculty to seek funds from government agencies and foundations in support of leaves of absence for the pursuit of scholarly research or artistic work. Ordinarily, leaves of absence without pay are for one semester or one year. Applications may be made to the Faculty Development Committee for support of leaves to extend one-semester leaves to a full year or to provide support for those otherwise ineligible for a sabbatic leave. Requests for all leaves of absence should normally be made in writing to the Dean no later than October 1 of the academic year preceding the year in which the leave would take place.
2. In considering approval for leaves of absence, the Dean for Academic Affairs will consult with the department chair and/or program director and consider the needs of the individual, the department and the College. Ordinarily, the College requires three years of teaching between leaves of absence, including sabbatic leaves.
3. Leaves of absence for research and scholarship or artistic work may postpone a tenure or reappointment review as described in Section IV.C.1 and Section IV.E.3. However, such leaves normally will postpone the tenure review by no more than one year.

D. Ethical Standards of Research

An underlying principle of all research is the quest for truth. The credibility of research must be above reproach if the public trust is to be maintained. Any compromise of the ethical standards required for conducting research cannot be condoned. While breaches in such standards are rare, these must be dealt with promptly and fairly by all parties in order to preserve the integrity of the research community and of this college.

1. Definitions

The following definitions are from the federal [Office of Research Integrity](#) (ORI):

Research misconduct means fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results.

⁷ Revised per (00-2-3), approved by the faculty 6 March 2000.

- a. Fabrication is making up data or results and recording or reporting them.
- b. Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.
- c. Plagiarism is the appropriation of another person's ideas, processes, results, or words without giving appropriate credit.
- d. Research misconduct does not include honest error or differences of opinion.

Of particular relevance to the College's review of research protocols are the following ORI definitions:

Findings: a significant departure from accepted practices of the relevant research community.

Misconduct: committed knowingly, intentionally, and/or recklessly.

Misconduct in research can also involve any of the following:

- a) Fraudulent or improper practice in conducting scholarly research or reporting the results of such research, including plagiarism, intentional falsification or fabrication of data, intentional misrepresentation of data collection and analysis, or other practices that seriously deviate from those that are commonly accepted within the research community for proposing, conducting or reporting research. This does not include honest error or honest differences in interpretations or judgments of data.
- b) Misappropriation of research funds, including but not limited to diversion of such funds to personal or non-college use.
- c) Retaliation of any kind against a person who, in good faith, reports or provides information about suspected or alleged misconduct.

In the following text, "complainant" means a person who, in good faith, makes an allegation of misconduct in research. "Respondent" means the person against whom an allegation of misconduct in research is directed, or the person who is the subject of the inquiry or investigation. There can be more than one respondent and complainant in any inquiry or investigation.

2. Allegation

Allegations of misconduct in research on the part of a faculty member or other employee of the College should be reported in writing to the Research Integrity Officer (RIO) who will treat any allegation impartially and confidentially, protecting to the maximum extent possible the privacy of those who in good faith report apparent misconduct. If the RIO determines that the concern is indeed one of possible misconduct in research, s/he will initiate a process which will consist of an initial inquiry, followed by an investigation, if warranted.

3. Inquiry

An inquiry is a preliminary evaluation of available evidence and testimony that attempts to determine whether an allegation or other evidence of misconduct has sufficient substance to warrant an investigation. Its purpose is not to reach a final determination of whether misconduct occurred or who was responsible.

The RIO will assign a committee, consisting of three members, at least one of whom shall be drawn from the Institutional Research Board to conduct an initial inquiry into the allegations. The RIO will meet with the respondent to discuss the allegations and the procedures of the inquiry as set forth below, and will notify the respondent of the committee membership. If the respondent submits a written objection within five calendar days to any of the persons appointed to the inquiry committee, the RIO may replace the challenged person with a qualified substitute. At the time the RIO meets with the respondent, all data, records and materials relevant to the inquiry will be preserved and secured in the interest of protecting the respondent as well as the College. Every attempt will be made to do this in a way that will minimize disruption to the research program.

Once the membership of the inquiry committee has been finalized, the inquiry will involve interviewing the complainant, respondent, and key witnesses and examining the relevant research records and materials. The inquiry shall be completed within 60 calendar days, unless circumstances clearly require a longer period. At the conclusion of the inquiry, the committee will present a written report to the RIO which states what evidence was reviewed, summarizes relevant interviews, and includes the conclusions of the inquiry as to whether an investigation is warranted. If the inquiry takes longer than 60 days to complete, the record of the inquiry shall include documentation of the reasons for exceeding the 60-day period. The respondent(s) will be given a copy of the report of inquiry and will be provided with an opportunity to comment on the report. To the maximum extent possible, the inquiry committee will provide confidential treatment to the affected individual(s).

Should the RIO, based on the report from the committee, conclude that further investigation is not justified, detailed documentation of the inquiry shall be maintained for three years to permit later assessment of that conclusion.

If the conclusions of the inquiry determine that a formal investigation is warranted, such an investigation will be initiated within 30 days.

Interim administrative actions, as appropriate to the allegations, may be taken at any time prior to the completion of the inquiry or investigation if such actions are necessary to protect the welfare of human or animal subjects of research or to prevent the inappropriate use of funds.

4. Investigation

An investigation is a formal examination and evaluation of relevant facts to determine whether misconduct has taken place, and if so, to assess its gravity and propose what action should be taken. During the investigation, additional

instances of possible misconduct may be identified that would justify broadening the scope beyond the initial allegations. The RIO will appoint an investigative committee of three to five members who have the appropriate expertise to examine the evidence, interview the witnesses, and conduct the investigation. Committee members may be from within or outside the Bowdoin community, and must have no real or apparent conflicts of interest with respect to the respondent(s) or the case in question.

At the time the investigative body is appointed, the RIO shall inform in writing the respondent(s) and any co-investigator in the affected research effort that an investigation is to be conducted. This statement shall include information on the focus of the investigation and the composition of the investigation committee, and shall inform those being investigated of the opportunity to defend their conduct and provide comments and other relevant information to the investigative body. If the respondent submits a written objection to any of the persons appointed to the investigation committee, the RIO may decide to replace the challenged person with a qualified substitute. The RIO shall inform the Chair of the department of each affected individual that an investigation is under way. The RIO shall also inform any agency sponsoring the research if such action is required by the agency.

The investigation normally will include examination of all documentation including, but not necessarily limited to, email, electronic files, relevant research data materials, proposals, publications, correspondence, memoranda, and notes of telephone calls. Whenever possible, interviews will be conducted of all individuals involved either in making the allegation or against whom the allegation is made, as well as other individuals who might have information regarding key aspects of the allegations. All interviews will be transcribed or recorded. Complete summaries of these interviews will be prepared, provided to the interviewed party for comment or revision, and included as part of the investigatory file. All parties involved in the investigation shall strive to maintain confidentiality of information.

5. Outcome of Investigation

Within 120 days of being appointed, the committee shall complete its investigation and shall submit its findings of fact and its recommendations to the RIO. Should the committee determine that the respondent(s) is (are) not guilty of any misconduct and that the allegation should be dismissed, all participants in the investigation shall be so informed in writing by the RIO. Efforts will be made to repair any damage, as a result of the allegation and investigation, to the reputation of the person(s) alleged to have engaged in misconduct.

If the investigative committee finds that the allegations are substantiated and that misconduct has occurred, the RIO will determine what sanctions to impose or what further disciplinary procedures should be undertaken. The RIO will consider such factors as how serious the misconduct was, whether it was deliberate or merely careless, and whether it was an isolated event or part of a pattern. Any agency sponsoring the research will be informed of the findings of the investigation, and publishers and editors of journals shall be informed if

manuscripts produced from fraudulent research have been submitted or published. If the RIO determines that the misconduct is serious enough to warrant termination of appointment for cause, the procedure found in Section IV.L, “Termination of Appointment for Cause,” will be followed.

The Office of the Dean for Academic Affairs will maintain all records pertaining to the investigation for a minimum of three years.

6. Termination of Employment Prior to Completing Inquiry or Investigation

The termination of institutional employment of the respondent, by resignation or otherwise, after an allegation of possible misconduct in research has been reported, will not preclude or terminate the misconduct procedures. If the respondent, without admitting to the misconduct, elects to resign prior to the initiation of an inquiry, but after an allegation has been reported, or during any inquiry or investigation, the inquiry or investigation will proceed. If the respondent refuses to participate in the process after resignation, the committee will use its best efforts to reach a conclusion concerning the allegations, noting in its report the respondent’s failure to cooperate, and the effect on its review of all the evidence.

7. Institutional Reporting Obligations

All specific requirements concerning timing, reporting, documentation, and confidentiality as described by the Office of Research Integrity regulations will be met. The guidelines for these organizations are on file in the [Office of Sponsored Research](#).

Faculty and appropriate administrative staff will be informed on an annual basis of these policies and procedures and the importance of compliance.

E. Human Subjects Research Policy

Bowdoin College is required to assure the federal government that the welfare, rights, and privacy (where applicable) of human study subjects are being safeguarded. All research involving human subjects, such as surveys, interviews, and focus groups, must be submitted for Institutional Review Board (IRB) approval. The IRB ensures compliance with all applicable Federal and State laws/regulations and conducts an ethical evaluation of human research activities including initial, continuation, and modification reviews, unanticipated problems, and alleged noncompliance. The responsibilities of the IRB are determined by federal mandates ([The Common Rule](#) and subparts B, C, and D of the HHS regulations at 45 CFR Part 46) for institutions that receive federal funds to support research.

Researchers must submit their protocols *at least three weeks in advance* of the next scheduled IRB meeting to insure review at that meeting. Researchers should *allow three weeks for appropriate review*, even for projects not requiring full committee review (including modifications or continuing reviews of existing protocols). Protocols

will not be reviewed until all application components have been received. Research may not begin before it is approved.

Please refer to Appendix F of this *Faculty Handbook* for the complete Human Subjects Research Policy.

F. Animal Subjects Research Policy

Bowdoin College has filed a written Assurance with the Office of Laboratory Animal Welfare, Office of the Director, National Institutes of Health, in accordance with the Guide for the Care and Use of Laboratory Animals 2011. This document assures that the College will comply with the Public Health Service Policy on Humane Care and Use of Laboratory Animals and applies to all research, research training, experimentation, biological testing, and related activities, regardless of their funding source. The Institutional Animal Care and Use Committee (IACUC) has been established to evaluate all such activities.

Any faculty member, staff member, student, or guest of the College who is planning to participate in a research, teaching or training activity using live animals must undergo training in the care and use of research animals. Specifically, personnel should be trained in the recognition and alleviation of animal pain and distress as well as in the conduct of any specific animal and experimental procedures. Anyone handling live animals must first complete training. In addition to trainings offered by Bowdoin staff, complementary online training is also available at no cost through the [Collaborative Institutional Training Initiative](#). Protocols for all activities involving live vertebrates and cephalopods conducted under the auspices of the College must be submitted to the IACUC for approval. Documentation of training must be submitted to the IACUC before a protocol will be reviewed.

The researcher or instructor is required to wait for approval from the IACUC prior to initiation of the research or teaching activity. Formal approval of the protocol must also be obtained before acquiring or housing any laboratory animals.

Please refer to Appendix G of this *Faculty Handbook* for the complete Animal Subjects Research Policy.

G. Intellectual Property Policy⁸

The current Intellectual Property Policy, which was developed by the former Faculty Affairs Committee, endorsed by the Faculty in May 2006, and approved by the Board of Trustees in February 2007, replaces the College's former Patent Policy and addresses the ownership of intellectual property created by faculty, staff, and students. This Intellectual Property (IP) Policy defines and clarifies the central principles of intellectual property at Bowdoin, answers important questions of ownership, and sets

⁸ Endorsed by the faculty May 2006 (06-4-2) and approved by the Board of Trustees 9 February 2007.

up effective and efficient procedures for the resolution of questions about IP ownership in the future.

Bowdoin's IP Policy recognizes and comports with the common law and traditions of intellectual property ownership at colleges and universities. The majority of the works of community members fall within clear categories: in most cases, "traditional scholarly work" is owned by the creator, and "work made for hire" is owned by the College. These terms are defined and discussed in further detail in the complete text of the IP Policy (see Appendix C). For cases that may not be clear, section IV of this document sets out specific procedures for determining the allocation of ownership rights.

H. Leaves of Absence for Illness and Disability, or Meeting Familial Responsibilities

The College's [Medical Absences and Leave Policy for Faculty](#) provides information about the types of leave available for benefits-eligible faculty and requirements for use of these leave programs. Benefits-eligible faculty members include those appointed on at least a half-time basis during the academic year, but do not include adjunct faculty.

I. Parental Leave Policy for Faculty⁹

Paid parental leave (of up to 4 weeks) is available to all employees who have been employed by the College for at least one year of continuous service in a benefits-eligible position at the time they have a child(ren) born or placed for adoption. Given the nature and timing of the teaching responsibilities of the faculty, the paid parental leave options described above can be challenging, both for the individual faculty member and for the College. Accordingly, it is possible for eligible faculty to take paid parental leave in a variety of alternative forms, each of which is designed to provide a reduction in teaching and/or other responsibilities that is comparable to 4 weeks at full time, but is packaged in ways that are compatible with the semester teaching cycle. With the approval of the Dean, it is possible for a faculty member to begin a parental leave of absence prior to birth/adoption if the birth/adoption is expected early in the semester. The paid parental leave options for faculty are outlined below.

1. Course Reduction

- a) Faculty and lecturers in ongoing or tenure-track appointments with one year of service at the College who have primary or coequal responsibility for the care of a newborn or a newly placed child are eligible for a two-course reduction in teaching load with no reduction in base salary or benefits. In the case of faculty who are parents of the same child, the course reduction may be shared; however, the total reduction in teaching load may not exceed two

⁹ Parental leave policy for faculty approved by the faculty 7 May 2007 (07-5-3). This section also includes a summary of parental leave benefits for all employees.

courses per birth or adoption event. Faculty members may take the total two-course reduction during the semester in which the birth or adoption occurs, during the semester following the birth or adoption, or may spread the two-course reduction over those two semesters (i.e., one course reduction in each semester). In the case of departments which have a variance from the normal four-course load per year, it is anticipated that the two-course reduction will provide complete release from teaching if taken in a single semester. For tenure-track faculty or lecturers with on-going appointments in their first year, a two-course reduction may be granted by the Dean for Academic Affairs in consultation with the relevant department chair or program director. Faculty on visiting appointments and post-docs are not eligible for paid course reduction.

- b) In the semester(s) in which the course reduction is taken, a faculty member is expected to continue with non-teaching responsibilities to the department and College such as advising, committee assignments, and independent studies or honors projects. Departments will be responsible for providing whatever coverage of these duties might be necessary if the faculty member is unable to perform them for a short period of time.
- c) A faculty member should notify the Office of the Dean for Academic Affairs of a birth or adoption event with as much advance notice as feasible. The Dean's office will meet with the faculty member and then consult with department chairs and/or program directors. The specific distribution of the two-course reduction must be approved by the Dean in consultation with the faculty member and department chairs and department chairs and/or program directors.
- d) A faculty member receiving a course reduction affirms him-herself to be the primary or coequal caregiver of the child during the time of the course reduction. Course reductions are only available to faculty in the role of primary or coequal caregivers.
- e) Faculty who are not primary or coequal caregivers may request exemption from non-teaching duties for the semester in which her or his child is born/adopted or the following semester, upon timely notification of the Dean's Office of an anticipated birth or adoption. Departments will be responsible for providing whatever coverage of these duties might be necessary.
- f) Other paid and unpaid leave time is available to eligible mothers and fathers following childbirth or adoption, based on College and federal policies (see [Family Medical Leave Policy](#) for eligibility requirements and additional information). The paid Parental Leave options for faculty outlined above run concurrently with the provisions of FMLA.
- g) For birth mothers, when leave is needed for medical reasons during pregnancy, childbirth, and postpartum, the College's [Medical Absences and Leave Policy for Faculty](#) applies. As with any other short-term medical event, the expectation is that departments or programs will cover classes in such instances without additional resources from the College. A medical leave begins when a doctor determines that the mother is unable to work and extends for up to 6 weeks past the date the child is born (pending any medical complications). During this time the mother is required to initiate a Short Term Disability claim. Human Resources will assist with this process.

- h) The birth or adoption of a child is a “[qualified event](#)” which allows parents to add a child to their health plan. Parents must do so within 31 days of the birth of the child by completing a new benefits enrollment form available in Human Resources.

2. Extension of the Tenure Probationary Period

- a) Any faculty member who becomes a parent through birth or adoption, regardless of whether s/he takes a parental leave, will receive an extension of the tenure probationary period for a period equal to a parental leave (one semester) for each birth or adoption event. The faculty member should notify the Dean for Academic Affairs in the semester of the birth or adoption event, at which time the tenure probationary period will be officially extended. Because the tenure process at Bowdoin is on an annual calendar, each such one-semester extension will round to an additional year on the tenure clock. This automatic extension of the tenure probationary period does not preclude a faculty member from seeking earlier consideration for tenure (*i.e.*, any time before the tenure clock expires).
- b) A standard letter will be placed in the file of a faculty member whose tenure probationary period is extended because of a birth or adoption event, and included in the materials for reappointment and tenure. The letter will outline the policy on extension of the tenure probationary period for a parental leave and state that the criteria for review and the expectations for research and teaching are identical for all faculty members at the conclusion of the tenure probationary period.

II. Equal Opportunity and Affirmative Action in Employment

As a coeducational institution with a longstanding commitment to the education of a diverse student body, Bowdoin College is dedicated to the principles of equal opportunity and non-discrimination. The College recognizes that an excellent liberal arts education should include multicultural and pluralistic perspectives inside and outside the classroom. A faculty and staff of men and women from various cultures and ethnic and racial groups immeasurably contribute to the quality of the educational experience.

Bowdoin College complies with applicable provisions of federal and state laws that prohibit unlawful discrimination in employment, admission, or access to its educational or extracurricular programs, activities, or facilities based on race, color, ethnicity, ancestry and national origin, religion, sex, sexual orientation, gender identity and/or expression, age, marital status, place of birth, genetic predisposition, veteran status, or against qualified individuals with physical or mental disabilities on the basis of disability, or any other legally protected statuses.

The College's commitment also includes practicing standards of fairness in defining positions, implementing the recruiting and hiring process, and conducting reviews for reappointment and tenure. The candidates Bowdoin selects will meet the College's high standards, and Bowdoin will not be influenced by criteria irrelevant to its educational goals.

As a multicultural campus community, respect for the rights of all and for the differences among us is essential to Bowdoin. As an employer committed to diversity, the College seeks and welcomes applications from candidates from a range of cultural experiences and backgrounds and from those who can demonstrate a commitment to diversity.

The Dean for Academic Affairs is responsible for ensuring that faculty excellence and diversity receive a consistently high priority in recruitment. The Dean's office serves as a resource for departments in their efforts to attract diverse pools of candidates. Although departments have the major responsibility for defining positions, for recruiting and hiring, and for conducting reviews for reappointment and tenure, the Dean for Academic Affairs and the Affirmative Action Officer will regularly review their processes and procedures and monitor their success in creating a pluralistic and multicultural environment. Annually, the Dean for Academic Affairs, after consultation with the Affirmative Action Officer, will prepare a report on faculty hiring and retention for the President and for the Committee on Appointments, Promotion, and Tenure.

III. Free Speech and Human Rights in the Academic Community

A. Freedom of Speech and Political Activity

Free speech is a constitutional right in a democratic society and a cornerstone of intellectual life at Bowdoin. Members of the college community are encouraged to express their views on all matters including controversial, political issues in the public domain. Preservation of freedom of speech is a primary task of the College; the right to express both popular and unpopular views is to be protected. The College furthers this end best by serving as a forum where ideas may be debated and discussed. When taking public positions members of the college community should make an effort in good faith to avoid the appearance of speaking for Bowdoin.

B. Human Rights in the Bowdoin Community

The students and faculty of Bowdoin College belong to a community of scholars dedicated to the principles of free inquiry and free expression. The College is also a community of men and women whose pursuit of knowledge and whose social relations should rest upon the ethical foundations of a free and humane society: tolerance, honesty and civility. An institution of higher learning, devoted in large part to the examination of human values, can realize its goals only when each of its members recognizes the dignity and worth of every other member, and when the community as a whole is willing to declare intolerable any act or statement that constitutes or results in the harassment or intimidation of another human being. Every student and faculty member at Bowdoin must maintain toward every other student and faculty member an unqualified respect for those rights that transcend differences of race, sex, or any other distinctions irrelevant to human dignity. When violations of those rights occur, Bowdoin will assume its responsibility to protect the members of the college community from discrimination and intimidation.

IV. Policies and Procedures Governing Appointment, Reappointment, Promotion, Tenure, and Faculty Evaluation¹⁰

A. General Criteria for Appointment, Reappointment, Tenure, and Promotion

The instructional faculty of the College consists of (1) Professors, Associate Professors, Assistant Professors, and Instructors appointed to regular full-time or part-time tenured or tenure-track positions; (2) all individuals on non-tenure track, renewable contracts, who regularly teach courses for credit in the College curriculum and whose primary affiliation is with Bowdoin College; and (3) all persons who hold visiting teaching appointments for the duration of their appointment at Bowdoin College. All instructional faculty will be reviewed by the College using the following criteria as appropriate to their rank and position:

1. To evaluate teaching, the reviewers will consider factors such as: knowledge and enthusiasm for the subject; organization of courses and subject matter; capacity to challenge students; ability to present abstract ideas and theories clearly; effectiveness to engage the class through lectures, discussions, or laboratories; encouragement of students to think independently; accessibility to students; fairness in examinations and grading.
2. The nature of scholarly or artistic engagement varies according to the field of the candidate. Engagement may take the form of research, writing, publication, or creative work and exhibition. To evaluate engagement, reviewers will consider factors such as: progress towards publication, exhibition, or production of work; development of a program of scholarly or artistic work beyond that carried out before coming to Bowdoin; participation in meetings of learned societies or other forms of professional scholarly communication.
3. Contributions to the College community include effective participation in college, departmental, and program committees as well as such activities as lectures, exhibits or performances for members of the College community; arrangement of visiting lectures, concerts, and exhibits; advising of student organizations; and myriad other activities that aid in faculty and college governance and enhance the intellectual and artistic life of the community.

B. Appointment at the Rank of Instructor or Assistant Professor¹¹

Responsibility for initial faculty appointments, reappointments and promotions within the untenured ranks rests with the President of the College. This responsibility is normally delegated by the President to the Dean for Academic Affairs. The Dean for Academic Affairs is regularly advised by the Committee on Appointments, Promotion and Tenure.

¹⁰ See (08-4-4 a, b, and c) approved by the faculty 5 May 2008 pertaining to Parts A-E of this section.

¹¹ See (99-12-3), (00-2-3), and (00-3-1), approved by the faculty 6 March 2000. For procedures on shared appointments, see Section IV.J. of this *Handbook*.

1. Initial Appointment

- a) Non-tenured appointments are normally made at the rank of instructor or assistant professor, appointment to the rank of assistant professor being contingent upon the completion of all requirements for a doctorate or its professional equivalent (see Section IV.B.1.c below). If work on a doctorate is completed during an instructorship, promotion to the rank of assistant professor is automatic following award of the degree, within the term of that person's current appointment.
- b) The College expects that instructors will normally complete the requirements for the doctorate by September 1 of the third year. Failure to earn the doctorate or its professional equivalent within this time will result in non-reappointment. In exceptional circumstances and with the concurrence of the department, the Dean for Academic Affairs may grant an extension of the deadline until June 30 of the third year of the appointment.
- c) The Dean for Academic Affairs, in consultation with the appropriate academic department chair, will determine at the time of appointment, or during an appointment, whether or not an individual has achieved the professional equivalent of a doctorate. The possession of a terminal degree in a field which does not offer the doctorate, as well as teaching, professional distinction and experience in an academic field, are among the factors to be weighed in the determination of professional equivalency.

2. Progress Towards Tenure

The College has a normal tenure-probationary period of six years for Assistant Professors. This probationary period includes time at the College at the rank of Instructor. For tenure-track faculty normal progress towards tenure occurs in two stages:

- a four-year initial contract, in the third year of which a reappointment review is conducted.
- a three-year subsequent contract as Assistant Professor, in the second year of which a tenure review occurs.

In each case, the final year of the contract serves as a terminal year in the event of an unsuccessful reappointment or tenure review.

For faculty who defer their initial appointments, the tenure probationary period does not begin until the semester in which teaching at Bowdoin commences. A tenure-track faculty member may extend the tenure probationary period for leaves of absence for illness, disability, childbirth, and meeting familial responsibilities, as well as for research and scholarship or artistic work. Extensions to the tenure-probationary period for approved leaves do not increase the expectations of candidates' accomplishments in teaching, scholarship or service to the College. Sabbaticals and leaves of absence for research, scholarship, or artistic work will normally extend the tenure probationary period by no more than one year, whether taken before or after reappointment. The

tenure probationary period may be extended, in total, for no more than three years, with extensions to each of the contracts within the tenure probationary period limited to no more than two years. Thus, the reappointment review may take place no later than the fifth year after initial appointment. A tenure review should occur no later than the ninth year after the initial appointment to a tenure track position, except under rare circumstances and only with approval of the Dean for Academic Affairs.

C. Reappointment of Tenure-track Faculty¹²

1. Criteria and procedures

Reappointment decisions are based upon an evaluation of teaching, scholarly, or artistic engagement and contributions to the College community. While all three criteria are considered significant, two are of paramount importance at the time of reappointment. Candidates for reappointment will be expected to have shown sufficient strength as teachers and promise as scholars or artists to justify reappointment leading to a tenure decision. This means that, while non-tenured faculty members will be judged in part on their contributions to the College community, including college, departmental and program committees, they should not become immersed in institutional functions at the expense of either their teaching or their scholarly or artistic work.

The standards and procedures of evaluation will be explained to all finalists for a tenure-track position, will serve as the basis upon which the successful applicant is evaluated in the reappointment review, and will not be changed for the individual. Exceptions to the procedures will be made when the Dean for Academic Affairs, with the advice of the Committee on Appointments, Promotions and Tenure and the chair of the department or program, determines that the standard procedures are insufficient for evaluation in a particular discipline or interdisciplinary program.

Faculty members hold appointments either singly in a department or program or jointly in a department and program. Faculty members who hold joint appointments have a primary appointment in either a department or program, which will be indicated in the letter of appointment. The nature of the appointment determines the composition of the review committee for reappointment and tenure as outlined below. Ideally, review committees consisting of faculty outside of the candidate's department/program will be appointed at the time of a candidate's appointment. This review committee will serve until the candidate's tenure review but if additional faculty are tenured in the candidate's department or program before the reappointment review, they will be added to the review committee. The chair of the department or program at the time of a candidate's reappointment normally will chair the review committee.

¹² Submission procedures updated 1 July 2018 with the implementation of an electronic dossier system.

- a) For candidates whose appointments are in a single department or program with two or more tenured members, all tenured members of the department or program at the time of the candidate's reappointment normally will evaluate the candidate. In departments or programs that have or will have fewer than two tenured members at the time of a candidate's reappointment, the Dean for Academic Affairs will appoint a review committee consisting of the tenured member of the department or program and at least one member of the Faculty from outside of the candidate's department or program.
- b) For candidates with joint appointments whose primary appointment is in a department, all tenured members of the department at the time of the candidate's reappointment normally will evaluate the candidate. In addition, the Dean for Academic Affairs will appoint at least two tenured faculty members who teach in the relevant program and who are not members of the candidate's department to serve on the review committee. When possible, one of the program's representatives will be the individual serving as director of the program during the candidate's first year of employment and one will be the director of the program at the time of reappointment.
- c) For candidates with joint appointments whose primary appointment is in a program, all tenured members of the program at the time of the candidate's reappointment normally will evaluate the candidate. In addition, the Dean for Academic Affairs will appoint at least two tenured faculty members who teach in the relevant department and who are not members of the candidate's program to serve on the review committee. When possible, one of the department's representatives will be the individual serving as chair of the department during the candidate's first year of employment and one will be the chair of the department at the time of reappointment.

Above are standard compositions of review committees for reappointment. On occasion with respect to joint appointments between departments and programs, the Dean for Academic Affairs, in consultation with the chair of the department or director of the program may determine that a review committee whose membership varies from the above models would be more appropriate. In these cases, the Dean for Academic Affairs will appoint the review committee upon consultation with CAPT.

In the fall semester of the first year of the initial four-year appointment, the candidate, the chair of the review committee, the Dean or Associate Dean for Academic Affairs/Affirmative Action Officer will meet to confirm all parties' understandings of institutional reappointment procedures.

At the end of the second semester of the first year of the initial four-year appointment, the candidate, the chair of the review committee, and at least one other tenured member of the department or program will meet to discuss the candidate's progress in teaching and scholarly or artistic work, and to exchange views of the candidate's long-term teaching and scholarly or artistic goals and the means of effecting those goals. A letter addressed to the candidate summarizing this discussion will be written by the review committee chair, a copy given to the candidate and a copy placed in the candidate's file in the department or program.

In addition, a copy should be sent to the office of the Dean for Academic Affairs. Departments or programs and candidates are expected¹³ to hold such meetings annually each subsequent year until the point of the tenure decision.

Reappointment reviews normally commence in the fall of the third year of appointment. Leaves for scholarship or artistic work, as well as leaves for illness, disability, childbirth, and meeting familial responsibilities allow for an extension of the period before reappointment review. Each birth or adoption of a child provides an extension of one year, even if a parental leave is not taken. Extensions based on leaves of all kinds usually will not exceed the total time taken for all such leaves, except when an additional semester is needed to allow the review to begin during the fall semester. Arrangements for extensions normally must be made with the Dean for Academic Affairs at the time a leave is requested. The initial appointment and reappointment review may be extended for no more than two years.

2. Evaluation materials

Early in the fall of the candidate's third year of appointment, in preparation for the reappointment review, the candidate and the chair of the candidate's review committee shall prepare a dossier consisting of the following materials.

- a) The candidate for reappointment will provide the following items by November 15 (note earlier deadline for item vii below)¹⁴:
 - (i) A self-evaluative statement covering teaching, scholarship or artistic work (achieved and planned) and service.
 - (ii) A curriculum vitae.
 - (iii) All syllabi and a sample of other course materials (e.g. assignments, exams) used during the semesters the candidate has been teaching at the College, including the semester of the review.
 - (iv) Evidence of scholarly or artistic engagement (e.g. publications, works produced, works exhibited, works in progress, reviews of works, papers presented).
 - (v) Other materials the candidate considers relevant.
 - (vi) All Bowdoin Course Questionnaire reports for courses taught since appointment to the tenure track. Candidates who taught at Bowdoin on non-tenure track appointments may choose to submit forms from

¹³ A change from "encouraged" to "expected" was recommended by CAPT and approved by the faculty 28 October 2019 (19-9-7).

¹⁴ Clarification recommended by CAPT in February 2020 and approved by the faculty 18 May 2020 (20-3-3).

semesters prior to their tenure-track appointment; failure to do so will not jeopardize the evaluation.

- (vii) By August 1, the names with current email addresses (if known) of students they have supported, mentored, or advised at Bowdoin who might or might not have been enrolled in their courses; these students will be invited to respond to a retrospective questionnaire on the faculty member's support, mentoring, or advising. This list is optional; non-submission of a list will not reflect negatively in the review process.¹⁵

(viii) Departments may require the submission of their separate departmental forms for courses taught at Bowdoin since appointment to the tenure track. Candidates who taught at Bowdoin on non-tenure track appointments may choose to submit forms from semesters prior to their tenure-track appointment; failure to do so will not jeopardize the evaluation.

- b) The chair of the review committee and the dean's office will provide the following materials:

- (i) The letter summarizing the discussion that took place at the end of the first year of the appointment (dean's office).
- (ii) Separate departmental student opinion forms if used and kept by the department rather than the candidate (review committee). Candidates who taught at Bowdoin on non-tenure track appointments may choose whether forms from semesters prior to their tenure-track appointment are included; failure to do so will not jeopardize the evaluation.
- (iii) Letters solicited from a sample of the candidate's students (review committee). The sample will consist of students chosen from all courses taught by the candidate while at Bowdoin approximately in proportion to their enrollments, according to a method prescribed by the Committee on Appointments, Promotion and Tenure.¹⁶
- (iv) Feedback solicited from students supported, mentored, or advised by the candidate and invited to respond to a questionnaire on these forms of support. This evidence is optional for the candidate and is intended to supplement other aspects of the teaching portfolio, providing a more complete picture of the candidate's teaching practices in support of student learning.¹⁷

Departments and programs may consider their observations of departmental colloquia or other presentations made by the candidate.

¹⁵ Addition recommended by CAPT and approved by the faculty 18 May 2020 (20-3-3).

¹⁶ See (01-4-3), approved by the faculty 7 March 2001.

¹⁷ Addition recommended by CAPT and approved by the faculty 18 May 2020 (20-3-3).

3. Formal procedure
 - a) The tenured members of the department, program, or review committee appointed by the Dean for Academic Affairs, will meet to consider whether the candidate should be offered reappointment to the Bowdoin faculty. They will consider the candidate's performance as a faculty member in light of the evaluation criteria outlined above in IV.A and on the basis of the materials of the dossier described above in IV.C.2.a.i-vii.
 - b) The chair of the review committee will discuss the department's, program's, or committee's evaluation with the Affirmative Action Officer/Associate Dean for Academic Affairs before submitting it to the Dean for Academic Affairs and the candidate to ensure that procedures have been followed.
 - c) The chair of the review committee will then communicate the evaluation in writing to the candidate and to the Dean for Academic Affairs, normally before January 15. The evaluation will include a formal recommendation for reappointment or non-reappointment. This evaluation should be in accordance with the three criteria established in Section IV.A and IV.C.1 and should indicate the kinds and sources of information used, as specified in Section IV.C.2. The evaluation sent to the Dean for Academic Affairs should be accompanied by all the materials considered in the review process.
 - d) The evaluation forwarded to the candidate and the Dean for Academic Affairs will be signed by all tenured members concurring in it, and any dissent will be indicated. A dissenting opinion may also be submitted to the Dean, signed by any tenured member of the department, program, or committee who wishes to do so, and is also made available to the candidate at the same time.¹⁸
 - e) The candidate may discuss the evaluation with any member of the department, program, or committee who contributed to it.
 - f) The Dean for Academic Affairs will make the decision regarding reappointment. The Dean will submit his or her decision regarding reappointment in writing to the candidate normally before March 1.
4. In the event that a faculty member is appointed to a position leading to a tenure review after a period of employment in a nonrenewable position, the appointing department will, soon after the appointment, provide the Dean for Academic Affairs and the faculty member with an evaluation equivalent to the evaluation for reappointment.
5. A positive evaluation does not necessarily imply reappointment, since changes in the curricular needs of the department or the College might make reappointment inadvisable.

¹⁸ Clarified by the Committee on Appointment, Promotion and Tenure and the Dean for Academic Affairs 1 July 2018.

D. Notice of Non-reappointment

If the College has stipulated that an appointment is renewable in a letter of appointment and does not intend to reappoint a faculty member, notice will be given as follows:

1. No later than March 1 of the first academic year of service, if the appointment expires at the end of that academic year; or, if an appointment terminates during an academic year, at least three months in advance of its termination;
2. No later than December 15 of the second academic year of service, if the appointment expires at the end of that academic year;
3. At least twelve months before the expiration of an appointment if the person has served two or more years in the College.

E. Promotion to Associate Professor with Tenure¹⁹

1. Promotion to the rank and title of associate professor or professor normally confers tenure. Any appointment or promotion that confers tenure must be approved by the Board of Trustees. Provisional appointments of persons outside the Bowdoin faculty to the position of associate professor or professor may be made without tenure for a period not to exceed three years. See also Section IV.H below.
2. According to the By-Laws of the College, tenure exists as a safeguard to academic freedom and may be terminated only for reasons of gross neglect of duty, serious misconduct, or physical or mental incapacity. The tenure decision is usually an extension of the review procedures for reappointment discussed above. Tenure decisions are based upon an evaluation of teaching, scholarly or artistic engagement and contributions to the College community. While all three criteria are considered significant, two are of paramount importance: candidates for tenure will be expected to have excelled in their teaching and to have achieved a level of professional distinction recognized by members of their guild outside the College. This means that, while non-tenured faculty members will be judged in part on their contributions to the College community, those contributions, however great, will not override teaching and scholarly/artistic records that fall short of the required excellence and distinction.
 - a) As in the case of reappointment, at least two tenured members of the faculty will evaluate a candidate for promotion to the rank of associate professor, with tenure. For faculty appointed only in a department or program, normally all tenured members of the department or program would serve on the tenure review committee, with a possible exception of faculty on leave if they are unable to fully participate in the review. In departments or programs which have fewer than two tenured members, the committee which served as the reappointment review committee will serve as the review committee for promotion with a substitute or substitutes named, if needed, by the Dean for Academic Affairs in consultation with the Chair of the Committee on Appointments, Promotion and Tenure.²⁰

In the case of joint appointments, the review committee that served at the reappointment stage will evaluate a candidate for promotion to the rank of associate professor, with tenure. A substitute or substitutes will be named, if needed, by the Dean for Academic Affairs in consultation with the Chair of the Committee on Appointments, Promotion and Tenure. The current director of the program will be added to the committee if he/she is not already a member.

In all cases, the Dean for Academic Affairs will provide to the candidate and the review committee written confirmation of the membership of the review committee before it begins its review of the candidate in the fall of the tenure

¹⁹ Submission procedures updated 1 July 2018 with the implementation of an electronic dossier system.

²⁰ Clarifications recommended by CAPT and approved by the faculty 2 March 2020 (20-1-5).

review year.²¹

- b) Promotions to tenured rank are made on the basis of merit considered in relation to the overall educational needs of the College. Although there is no official maximum tenure ratio, either in the College as a whole or within a given department or program, the recommendation for tenure by the Committee on Appointments, Promotion and Tenure will be influenced by such particular circumstances as curricular and other institutional needs.
3. Recommendations for promotion to tenured rank are normally made during the fall of a faculty member's sixth year of service to the College. The assembly of materials for review leading to the necessary recommendations will usually begin during the spring of the faculty member's fifth year of service to the College.

The period of service leading to a tenure review may be shortened in recognition of unusual scholarly or artistic and teaching distinction. The tenure probationary period may be extended for leaves of absence for illness, disability, childbirth, and meeting familial responsibilities, as well as for research and scholarship or artistic work. Extensions to the tenure probationary period for approved leaves do not increase the expectations of candidates' accomplishments in teaching, scholarship or service to the College. Sabbaticals and leaves of absence for research, scholarship or artistic work will normally extend the tenure probationary period by no more than one year, whether taken before or after reappointment.²² The tenure probationary period may be extended, in total, for no more than three years, with extension to the period between reappointment and the tenure review limited to no more than two years. A tenure review should occur no later than the ninth year after the initial appointment to a tenure track position, except under rare circumstances and only with approval of the Dean for Academic Affairs. Extensions based on leaves of all kinds usually will not exceed the total time taken for all such leaves, except when an additional semester is needed to allow the review to begin during the fall semester. Requests for extensions normally must be made with the Dean for Academic Affairs.

- a) At the time set for a tenure decision, a faculty member will be considered for tenure at the College by the Committee on Appointments, Promotion and Tenure, whether or not the person has been recommended for tenure by the department. The procedure will be as follows:
 - (i) The Dean for Academic Affairs solicits a confidential evaluation of the candidate's actual and potential professional achievement from experts who are in the candidate's field of specialization but who are not members of the College. The Dean for Academic Affairs asks both the candidate and the review committee to suggest persons from whom evaluations will be sought. Names of potential reviewers will be submitted by the review committee and the candidate so that six reviewers can be selected. The candidate will submit the names and information about potential reviewers to the Dean and the review

²¹ Clarification recommended by CAPT and approved by the faculty 2 March 2020 (20-1-5).

²² See (00-2-3), approved by the faculty 6 March 2000.

committee by April 15 (this and other deadlines may be extended only under unusual circumstances) of the spring semester prior to the review year. The review committee will review the candidate's list and submit a separate list of potential reviewers by April 20 of the spring semester prior to the review year. By July 1 of that year, all scholarly or artistic work to be reviewed should be submitted for sharing with reviewers, who will be asked to complete their reviews in writing by September 1 of the academic year in which the tenure review will be conducted. Reviews of a candidate's scholarly or artistic work provided by external reviewers will be made available to the review committee.²³

- (ii) The Dean for Academic Affairs invites the candidate to submit by July 15, the names with current email addresses (if known) of up to 10 students they have supported, mentored, or advised at Bowdoin who might or might not have been enrolled in their courses; these students will be invited to respond to a retrospective questionnaire on the faculty member's support, mentoring, or advising. This list is optional; non-submission of a list will not reflect negatively in the review process.²⁴
- (iii) The Dean for Academic Affairs invites the candidate to submit materials for the confidential use of the review committee, the Committee on Appointments, Promotion and Tenure, the Dean for Academic Affairs, the President of the College, and the Academic Affairs Committee of the Trustees. These materials should be submitted by September 15 and should contain the same types of materials expected at reappointment:
 - A self-evaluative statement covering teaching, scholarship, or artistic work (achieved and planned) and service.
 - A curriculum vitae.
 - All syllabi and a sample of other course materials (e.g. assignments, exams) used during the semesters the candidate has been teaching at the College, including the semester of the review.
 - Evidence of scholarly or artistic engagement (e.g. publications, works produced, works exhibited, works in progress, reviews of works, papers presented).
 - Other materials the candidate considers relevant.
 - Candidates for tenure must scan and submit all College Student Opinion Forms and numeric summary data along with all Bowdoin Course Questionnaire reports for courses they have taught at Bowdoin since appointment to the tenure track. Candidates who

²³ Clarifications recommended by CAPT and approved by the faculty on 2 March 2020 (20-1-5).

²⁴ Addition recommended by CAPT and approved by the faculty on 18 May 2020 (20-3-3).

taught at Bowdoin on non-tenure track appointments may choose to submit forms from semesters prior to their tenure-track appointment; failure to do so will not jeopardize the evaluation.

- Departments may require the submission of their separate departmental forms for courses taught at Bowdoin since appointment to the tenure track. Candidates who taught at Bowdoin on non-tenure track appointments may choose to submit forms from semesters prior to their tenure-track appointment; failure to do so will not jeopardize the evaluation.

The candidate's review committee chair will review materials submitted by the candidate, as well as updated materials similar to those submitted during the reappointment review:

- The letter summarizing the discussion that took place at the end of the first year of the appointment and the reappointment letter.
- Separate departmental student opinion forms if used and kept by the department rather than the candidate. Candidates who taught at Bowdoin on non-tenure track appointments may choose whether forms from semesters prior to their tenure-track appointment are included; failure to do so will not jeopardize the evaluation.
- Departments and programs may consider their observations of departmental colloquia or other presentations made by the candidate.

For tenure and promotion reviews, the review committee will have access to the letters and questionnaires²⁵ solicited by the chair of the Committee on Appointments, Promotion and Tenure from a sample of the candidate's students as described below (IV.E.3.b.vi and IV.E.3.b.vii). The review committee will not solicit student letters on their own. The Dean for Academic Affairs is available for advice and meets with the candidate during the spring of the fifth year to discuss the procedures and the preparation of the review materials.

- (iv) By September 15 of the tenure review year, the candidate and the review committee will each submit to the Dean for Academic Affairs the names of three present or former Bowdoin faculty members outside the candidate's department, or in the case of a joint appointment outside the candidate's department and program, who are judged to be qualified to comment on the candidate's contributions to the College. These might include those who have worked closely with the candidate on College committees. Letters from these faculty members will be solicited by the Chair of the Committee on Appointments, Promotion and Tenure.

²⁵ Clarification recommended by CAPT and approved by the faculty 18 May 2020 (20-3-3).

- (v) The chair of the candidate's review committee submits to the Dean for Academic Affairs by October 15 of the tenure review year a written evaluation of the candidate as determined by the review committee. This evaluation should be in accordance with the three criteria established in Sections IV.A and IV.E.2, and the Preamble should indicate the kinds and general sources of information used, and should be accompanied by the dossier assembled by the review committee, including the packet of materials submitted by the candidate. The evaluation is signed by all members of the review committee who concur with it and any dissent will be indicated. The review committee evaluation and recommendation is made available to the candidate by October 15, at the time the letter is sent to the Dean. A dissenting opinion may also be submitted to the Dean, signed by any member of the review committee who wishes to do so, and is also made available to the candidate at the same time.^{26 27}
- b) The Committee on Appointments, Promotion and Tenure will then meet to review and discuss in detail all of the materials submitted and collected. These will include:
 - (i) The department's or committee's letter or letters.
 - (ii) The materials reviewed by the department or committee, including the materials submitted by the candidate.
 - (iii) Evaluative statements on file from the time of reappointment.
 - (iv) Letters from the reviewers of the candidate's scholarly or artistic work.
 - (v) Letters from members of the Bowdoin faculty who wish to comment on the candidate's fitness for tenure as well as those letters that have been individually solicited by the chair of the Committee on Appointments, Promotion and Tenure.
 - (vi) Letters from a single sample of students enrolled in the candidate's courses and independent studies over the previous five years. These letters will be solicited by the chair of the Committee on Appointments, Promotion and Tenure according to a method prescribed by the Committee and copies will be shared with the department or review committee.²⁸
 - (viii) Feedback solicited from students supported, mentored, or advised by the candidate and invited to respond to a questionnaire on these forms of support. This evidence is optional for the candidate and is intended to supplement other aspects of the teaching portfolio, providing a more

²⁶ Clarified by the Committee on Appointment, Promotion and Tenure and the Dean for Academic Affairs 1 July 2018.

²⁷ Clarifications recommended by CAPT and approved by the faculty 2 March 2020 (20-1-5).

²⁸ See (01-4-3), approved by the faculty 7 May 2001.

complete picture of the candidate's teaching practices in support of student learning.²⁹

- (ix) A departmental roster showing the terms of appointment for all members of the department, or in the case of a joint appointment, departmental and program rosters.
- c) The procedure followed by the Committee on Appointments, Promotion and Tenure will be as follows:
 - (i) The Committee on Appointments, Promotion and Tenure and the Dean for Academic Affairs first meet to make a preliminary review of each case to evaluate if further information is required. At any point before Step iii below, the Committee may request further information through follow-up letters or meetings with the candidate and/or department. Both the candidate and the department or review committee may request a meeting with the Committee. If concerns arise that could lead to a negative decision, the Committee shall invite the candidate to discuss its concerns.
 - (ii) The Committee, the Dean for Academic Affairs and the President meet to discuss issues and concerns of each case.
 - (iii) The Committee meets with the Dean for Academic Affairs present and reaches a final recommendation.
 - (iv) The recommendation of the Committee on Appointments, Promotion and Tenure, in response to all the information made available to it, is submitted in writing to the Dean for Academic Affairs by the chair of the Committee, by December 1 or as soon thereafter as possible.
- 4. The Dean for Academic Affairs will inform each candidate for promotion of the recommendation of the Committee on Appointments, Promotion and Tenure, and the reasons therefore, together with the Dean's own recommendation before conveying these recommendations to the President. The President has discretionary authority to recommend or not recommend promotion.
 - a) Promotion to tenured rank may occur only by vote of the Trustees. Such votes are normally taken at the midwinter meeting. If the tenure review process is for any reason delayed beyond December 20, the President's recommendation may not be acted upon until the spring meeting. Promotion will take effect, if voted, at the beginning of the seventh year of service.
 - b) If the promotion is to be recommended, the candidate will be informed as early as possible, and in any event before the recommendation goes to the Trustees' Academic Affairs Committee for review and subsequent recommendation to the Executive Committee and the Trustees' general meeting.

²⁹ Addition recommended by CAPT and approved by the faculty 18 May 2020 (20-3-3).

- c) If the promotion is not to be recommended to the Trustees and their committees, or if the Trustees fail to vote promotion, the candidate will be notified as early as possible and (if the review process has been delayed) no later than June 1 of the sixth year that the appointment will terminate at the end of the seventh year.
- 5. At any stage in the tenure process, until a final recommendation by the President, the candidate may request review of the procedures used at the previous stage. In the case of a procedural violation, a new review will take place at the stage in which the violation was committed.

In the case of alleged discrimination or infringement of academic freedom, the candidate can submit a description of the alleged offense along with any pertinent documents, including a personal statement, to the committee or individual involved in the next stage of the review process. The candidate's statements will remain a part of the candidate's file throughout the tenure review.

F. Promotion to the Rank of Professor³⁰

The College expects that associate professors will serve in rank for a period of six (6) years to be eligible for promotion to the rank of professor. Promotion to the rank of associate professor with tenure does not necessarily imply further promotion. Promotion to the rank of professor will be based on evaluation of teaching, scholarly and artistic engagement, and contributions to the College community since the time of the tenure review. Although tenured faculty have a particular obligation to assume their fair share of the responsibility for the governance and intellectual and artistic life of the College, such contributions do not substitute for the primary criteria for promotion – continuing excellence in teaching and in scholarly or artistic work.

Associate professors may be considered for promotion to the rank of professor sooner than the normal period of time in recognition of unusual scholarly and teaching distinction.

In departments which have fewer than two faculty members in the rank of professor, the Dean for Academic Affairs will appoint one or two professors, as needed, from those in that rank at the College to serve as evaluators. Professors will be appointed in consultation with the Chair of the Committee on Appointments, Promotion and Tenure.

The procedures to be followed and materials collected for review for promotion to the rank of professor are similar to those for promotion to the rank of associate professor. Reviewing subcommittees consist, however, of Professors in both the department and the Committee on Appointments, Promotion and Tenure.³¹

³⁰ Submission procedures updated 1 July 2018 with the implementation of an electronic dossier system.

³¹ See (01-4-3), approved by the faculty 7 May 2001.

Recommendations for promotion to the rank of full professor are usually made in the spring of the faculty member's sixth year as associate professor. The assembling of materials for review leading to the necessary recommendations will usually begin during the fall of the faculty member's sixth year of service as associate professor. Eligible candidates must inform the Dean for Academic Affairs office of their intent to undergo review by September 1 of that year.

Information about potential reviewers of written material should be submitted to the Dean for Academic Affairs by October 1 (this and other deadlines may be extended under unusual circumstances) of the fall term prior to the review semester. By November 1 of the fall term, copies of the materials to be reviewed should be submitted to the Dean for mailing to reviewers, who will be asked to complete their reviews in writing by January 15 of the academic year in which the review will be conducted.

The Dean for Academic Affairs invites candidates to submit, by November 1, the names with current email addresses (if known) of up to 10 students they have supported, mentored, or advised at Bowdoin who might or might not have been enrolled in their courses; these students will be invited to respond to a retrospective questionnaire on the faculty member's support, mentoring, or advising. This list is optional; non-submission of a list will not reflect negatively in the review process.³²

The candidate will provide the department and the Dean for Academic Affairs with a self-evaluative statement and other materials of relevance by January 15 of the review semester. Reviews of a candidate's scholarly or artistic work provided by external reviewers will be made available to the professors in the department at their request.

The department evaluation and recommendation will be made available both to the candidate and to the Dean for Academic Affairs by February 20.

The subcommittee on promotions of the Committee on Appointments, Promotion and Tenure will then meet to review and discuss in detail all of the materials submitted and collected. These will include:

1. The department's or committee's letter or letters.
2. The materials reviewed by the department or committee, including the materials submitted by the candidate.
3. Evaluative statements on file from the time of tenure, including the tenure recommendation letters from the department; the Committee on Appointments, Promotion and Tenure; and the Dean.
4. Letters from the reviewers of the candidate's scholarly or artistic work.
5. Letters from members of the Bowdoin faculty who wish to comment on the candidate's fitness for promotion as well as those letters that have been

³² Addition recommended by CAPT and approved by the faculty 18 May 2020 (20-3-3).

individually solicited by the chair of the Committee on Appointments, Promotion and Tenure.

6. Letters from a single sample of students enrolled in the candidate's courses and independent studies over the previous five years. These letters will be solicited by the chair of the Committee on Appointments, Promotion and Tenure according to a method prescribed by the Committee and copies will be shared with the department or review committee.³³
7. Feedback solicited from students supported, mentored, or advised by the candidate and invited to respond to a questionnaire on these forms of support. This evidence is optional for the candidate and is intended to supplement other aspects of the teaching portfolio, providing a more complete picture of the candidate's teaching practices in support of student learning.³⁴
8. A departmental roster showing the terms of appointment for all members of the department, or in the case of a joint appointment, departmental and program rosters.

No later than April 15, the Dean for Academic Affairs will inform each candidate for promotion of the recommendation of the subcommittee on promotions, and the reasons therefore, together with the Dean's own recommendation before conveying these recommendations to the President. The President has discretionary authority to authorize or not authorize promotion.

G. Appeals of Reappointment, Promotion and Tenure Decisions

1. The Faculty Appeals and Grievances Committee

Composition of the Faculty Appeals and Grievances Committee

The Faculty Appeals and Grievances Committee (hereafter, the Faculty Appeals Committee) shall consist of six members of the teaching faculty elected by ballot of the Faculty. There shall be three tenured full professors and three tenured associate professors, with at least one at the associate rank holding tenure for no more than five years, and no more than one member from any one department. No one shall serve concurrently on the Faculty Appeals Committee and on the Committee on Appointments, Promotion and Tenure. The term of service shall be three years. The chair shall be chosen at the beginning of each academic year by and from among the elected members of the Committee.

In the event of an appeal, a three-member Investigative Committee shall be chosen by the chair from the members of the committee; ideally, this committee will be composed of faculty from both ranks.

³³ See (01-4-3), approved by the faculty 7 May 2001.

³⁴ Addition recommended by CAPT and approved by the faculty 18 May 2020 (20-3-3).

A member of the Committee who is the appellant, who is a member of the appellant's department, or who participated directly in the decision under appeal shall be disqualified from appointment to the Investigative Committee.

Time Limitations for Filing an Appeal

Any appeal by a faculty member who was denied reappointment, tenure or promotion must be made in writing to the chair of the Faculty Appeals Committee within 60 days after written notification of the final decision.

2. Grounds for an Appeal

A candidate for reappointment, tenure or promotion, may lodge an appeal and request an investigation on the basis of alleged discrimination or violation of academic freedom, or inadequate consideration, as defined below. A written appeal documenting the alleged irregularities must be filed with the Faculty Appeals Committee within 60 days of notification of the negative decision of the Dean for Academic Affairs, in cases of reappointment, or of the President, in cases of tenure or promotion. In conducting investigations the committee will be guided by the Faculty Handbook (Sections III.A and B) and by the following definitions adapted from the American Association of University Professors' 1940 Statement of Principles on Academic Freedom and Tenure and its 1971 Statement on Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments.

a) Non-Discrimination

Faculty are entitled to protection against discrimination on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, gender identity and/or expression, age, marital status, place of birth, veteran status or against qualified individuals with disabilities on the basis of disability.

b) Academic Freedom

- (i) Teachers are entitled to full freedom in discussing their subjects in the classroom, in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- (ii) College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but shall make every effort to indicate that they do not speak for the institution.

c) Adequate Consideration

The term "adequate consideration" refers to procedural rather than substantive issues. A lack of adequate consideration occurs when a decision is arrived at as a result of any of the following: a failure to seek out and

consider all available evidence bearing on the relevant performance of the candidate; inadequate deliberation over the import of the evidence in the light of the relevant standards; reliance on irrelevant and improper standards; or a failure to exercise professional academic judgment. In determining whether there was inadequate consideration, the Investigative Committee will not substitute its own judgment on the merits of the case for that of the members of the department, the Committee on Appointments, Promotion and Tenure, or the administration.

3. Procedures

a) Petition for Review Alleging Discrimination or a Violation of Academic Freedom

Insofar as the petition for review alleges discrimination or a violation of academic freedom, the functions of the Investigative Committee shall be the following:

- (i) To determine whether discrimination or a violation of academic freedom was a determining factor in the decision.
- (ii) Ordinarily, when there is a finding of discrimination or violation of academic freedom, the Investigative Committee will recommend that the review of the matter be returned for reconsideration to the next stage in the decision process beyond the stage where discrimination or the violation of academic freedom took place. Reconsideration shall take account of the Investigative Committee's report.
- (iii) To communicate its finding, and, if appropriate, its recommendation in writing to the President, and the Dean for Academic Affairs in cases of reappointment, and the appellant.

The authority to act on any such finding or recommendation resides with the President or the Dean. In the event that the President or the Dean for Academic Affairs (in cases of reappointment) decides to reject the recommendation of the Committee, he or she shall provide in writing the reason for his or her action to the Investigative Committee and the appellant, and the Investigative Committee shall have an opportunity to reply.

b) Petition for Review Alleging Inadequate Consideration

Insofar as the petition for review alleges inadequate consideration, the functions of the Investigative Committee shall be the following:

- (i) To determine whether the decision was the result of inadequate consideration at any stage of the candidate's review.
- (ii) Ordinarily, when there is a finding of inadequate consideration, the Investigative Committee will recommend that the review of the matter

be returned for reconsideration to the stage in the decision process where the inadequate consideration first took place. Reconsideration shall take account of the Investigative Committee's report.

- (iii) To communicate its finding, and, if appropriate, its recommendation in writing to the President, and the Dean for Academic Affairs in cases of reappointment, and the appellant. The authority to act on any such finding or recommendation resides with the President or the Dean. In the event that the President or the Dean for Academic Affairs (in cases of reappointment) decides to reject the recommendation of the Committee, he or she shall provide in writing the reason for his or her action to the Investigative Committee and the appellant, and the Investigative Committee shall have an opportunity to reply.
- 4. The work of an Investigative Committee shall be completed as expeditiously as possible.
- 5. The procedures are fact-finding in nature, not adversarial, and are intended to give the committee as much flexibility as it believes is appropriate to the case. The committee will determine the nature and scope of the investigation, including individuals to be interviewed (if any) and documents to be considered.
- 6. The Director of Academic Budget and Operations is the staff person to contact for administrative needs during this process. Outside counsel may be made available if requested.

H. Appointment of Persons Outside the Bowdoin Faculty at the Rank of Associate Professor or Professor

Appointments of persons outside the Bowdoin faculty at the rank of associate professor or professor are unusual, but are sometimes made in order to strengthen departments or to develop new curricular programs. Individuals appointed at these ranks will normally have earned them at other institutions. Such appointments are expected to provide the Faculty with experience and distinction in the areas of teaching, scholarship or artistic work, and leadership in the academic community. As for all faculty, tenure is conferred only by vote of the Trustees upon the recommendation of the President.

For initial appointment at the rank of associate professor or professor, a dossier will be compiled which contains information appropriate to a tenure review and describes the applicant's teaching, scholarly or artistic engagement, and service to the institution of prior employment. The dossier should be complete and thorough, comparable to the dossiers prepared by candidates for tenure within the Bowdoin faculty. In specific, the dossier should include evaluations of the applicant's teaching at the institution of prior employment and a formal written review of the applicant's scholarly or artistic engagement by outside reviewers. Before an offer of appointment is made, the dossier will be reviewed and recommendations made by the department, the Committee on Appointments, Promotion and Tenure, the Dean for Academic Affairs, and the President.

If tenure is to become effective at the beginning of an appointment, consideration of appointment at the rank of associate professor or professor and review and recommendation for tenure will be carried out simultaneously.

If an initial appointment is made without tenure (for a period not to exceed three years), a recommendation to the Trustees regarding tenure will be made prior to September 1 of the final year of the appointment. The procedure to be followed will be the same as that for all candidates for tenure.

I. Visiting, Part-time, and Special Faculty Appointments³⁵

1. Appointments

Appointments to give courses for credit are made only to those people who have been approved by the Administration and the relevant department or program. The teaching of any person so appointed will be reviewed periodically if he or she continues teaching at the college beyond his or her initial appointment.

Persons holding appointments other than full-time, tenure-track appointments will fall into one of the following categories:

- a) Tenurable appointments. Part-time, tenure-track appointments. All procedures and standards employed in full-time tenure-track appointments will normally be maintained. Persons holding such appointments will be reviewed for reappointment and promotion according to the same schedule, procedures, and expectations as apply to full-time tenure-track appointments.
- b) Visiting appointments. Usually full-time appointments for specified short-term periods. These positions may be renewed provided that a review of the candidate's work (by the department and the Dean for Academic Affairs) and the needs of the college indicate the appropriateness of such renewal. Faculty in this category undertake usual extra-classroom work such as independent studies and other departmental duties.
- c) Special appointments
 - (i) Lecturers and Senior Lecturers.³⁶ At least half-time on an ongoing basis. Faculty in this category undertake usual extra-classroom work, including committee work, but on a pro-rata basis. Details on appointment and reappointment of lecturers may be found in Appendix K.

³⁵ See FAC memorandum dated 3 March 2000, approved by the faculty 3 April 2000.

³⁶ A model of review tied to the two levels of Lecturer was adopted by the Dean's office after consultation with the Faculty Affairs Committee and the Committee on Appointments, Promotion and Tenure (CAPT) in 2003-04. This was amended in 2014-15 following consultation with CAPT and GFA in 2013-14. Further clarifications were made in 2015-16.

- (ii) Adjunct appointments. One course a year on a regular basis or one-time-only basis. Hiring is on a per-course basis. Normal title is Adjunct Lecturer. In special cases, owing to a person's experience, the Dean may adjust the title to Adjunct Professor, Adjunct Associate Professor, Adjunct Assistant Professor, or Adjunct Instructor.
- (iii) Postdoctoral Teaching Fellows. Postdoctoral fellows form an important part of our faculty, allowing Bowdoin to offer new classes in emerging fields or new sub-disciplines. The Office of the Dean for Academic Affairs works closely with academic departments and programs to provide support for postdoctoral fellows by fostering research, mentoring teaching, and helping them prepare for academic employment following their time at Bowdoin.

Postdoctoral fellows have a reduced teaching load, depending on the nature and funding source of the position, as outlined in the letter of appointment.

- (iv) Specific appointments. Full or part-time. Persons offering courses on an ongoing basis whose specialties at the College merit specific titles (e.g., Director of the Bowdoin Chorus, Writer-In-Residence).

All Special Appointments may be renewed, provided that a review of the candidate's work (by the department and the Dean for Academic Affairs) and the needs of the College indicate the appropriateness of such renewal.

2. The Review Process: Review procedures appropriate to the type of appointment will be established by the Dean's office in consultation with the department or program and discussed with the Committee on Appointments, Promotion and Tenure. If reappointment is anticipated at the time of initial appointment, these procedures will be explained to the appointee at that time.

J. Policy on Shared Appointments³⁷

1. Shared appointment within a specific department or program at the time of hiring
 - a) A single tenure-line position may be shared by two people. Because both people in such shared appointments must individually meet the criteria of an advertised position, and because departments must be willing to work with the administrative complexities that a shared appointment may bring, it is anticipated that such appointments will be relatively rare. The process outlined below applies to tenure-track faculty at the time of hire.
 - b) Applicants for a tenure-track position who wish to be considered for a shared appointment should inform the College before any on-campus interviews have occurred. Applicants may choose to indicate a desire for their

³⁷ Partner Accommodation Policy approved by the Faculty 7 May 2007 (07-5-4).

applications to be considered both individually or jointly at the time of submission, or may request consideration of a shared position upon being invited for interview.

- c) Upon due consideration of the applicant pool, if the academic department or program determines that each individual who has applied to share a position meets the college's criteria for hiring independently, the department or program may propose a shared appointment to the Dean's Office.
- d) The shared appointment will normally consist of 1.5 FTE, with each partner carrying .75 load and salary. It is expected that each would normally teach in both semesters of the academic year and participate in the administrative and service loads of the department and the College. In recognition of the .75 FTE status of the position, faculty members holding shared appointments may request exemption from committee service for one year in every four. Expectations for mentoring of honors students and independent studies should likewise be prorated. If one partner becomes chair or program director, he/she will move to full-time status and accrue the compensation associated with such service; the remaining partner will normally move to .5 FTE during this period.
- e) Each faculty member in a shared tenure-track appointment is eligible for the rights and privileges of a full-time citizen of the College and is to be treated as a regular faculty member by the College. Each will have a full vote in faculty and departmental meetings, full professional benefits, and normal sabbatical benefits. Although the College and the hiring department will endeavor to provide individual office and research space for both individuals, sharing of such space may be necessary.
- f) Should another tenure-track appointment become available within the relevant departments, those holding shared appointments will have no particular claim on the positions.
- g) Reappointment and tenure reviews of each member will be done independently and decisions will be reached for each individual separately. No special restrictions or benefits related to the timing of tenure review and sabbatical leaves are associated with shared positions; the tenure procedure and timing for each individual in a shared appointment follows the procedures applicable to all members of the Faculty outlined in Section IV. If an individual holding a shared appointment is denied reappointment or tenure, he or she will be given the normal terminal year and a single, full-time contract will be offered to the remaining individual. Similarly, if an individual holding a shared appointment leaves the College for any reason, the other individual sharing the appointment will have the option of accepting a single full-time contract. In the case of one member of a shared appointment leaving, the line reverts from 1.5 FTE to 1.0 FTE.
- h) While the additional .5 FTE associated with a shared appointment may be seen as partial leave proofing for a department where appropriate, the additional FTE resides in the department only for the tenure of the shared appointment,

and will not be replaced if either faculty member leaves the College for any reason. However, during the tenure of the shared appointment, departmental requests for reauthorization of positions will not be negatively impacted by the additional FTE created by the shared appointment.

2. Shared Appointment across Departments or Programs

- a) At the time of appointment, a candidate may ask to explore a possible shared position that crosses departments or programs. On receipt of the partner/spouse's dossier, the Dean's office will share the materials with the appropriate department(s) or program(s). The departments or programs will review the partner's materials and will decide if they are interested in pursuing a shared appointment. Candidates and Departments should recognize that the sharing of appointments across departments or programs requires particular care and will only be possible in exceptional circumstances in which both departments believe such an appointment will clearly advance the curricular priorities of the College and in which each individual independently meets the hiring standards of the College.
- b) The relevant department(s) or programs(s) will make a recommendation to the Office of the Dean for Academic Affairs regarding the relevance of the spouse/partner's field of study to the needs of the curriculum as well as the spouse/partner's qualifications to fill those needs.
- c) In response to departmental recommendations, the Dean will make a determination about whether a hire in the spouse/partner's field serves the best interests of the College. In such cases, when the candidate for the advertised position is hired, the spouse or partner may be offered a position for three years as a lecturer during the consideration of a shared position.
- d) Such lecturer appointments for spouses/partners will be considered as partial leave-proofing positions, where appropriate.
- e) After one year, but before the end of the initial 3-year appointment, the couple may apply for a 1.5 FTE shared appointment in which the originally hired partner will continue full time and the sharing partner be appointed at half-time. After consultation with the relevant departments or programs, the Curriculum and Educational Policy Committee (CEP), and the Committee on Appointments, Promotion and Tenure (CAPT), the Dean will approve or disapprove the creation of a shared tenure-line appointment and, following established procedures, including approval by the President, appoint the spouse or partner to a .5 FTE tenure-track position.
- f) Upon appointment, all procedures related to the shared position follow those outlined for shared positions within a department (see Section 1. e.-h. above), with the exception that the full-time tenure line remains associated with the department in which the original hire was made.

3. Conversion of an existing tenure-track appointment to a shared appointment
 - a) On rare occasions, a full-time, tenure-line appointment may be converted to a shared appointment upon application by the faculty member and his or her spouse or partner. This is done upon recommendation of the department(s) or program(s) involved and with the approval of the Dean for Academic Affairs and the President. While such a conversion is possible regardless of rank, it is normally expected that both participants are not yet tenured and will be subject to the normal tenure process. In the case of one or both holding tenured rank, the recommendation will also involve evaluation by CAPT.
 - b) When a member of the Faculty desires to explore a possible shared position, he/she should make a formal request to the Dean for Academic Affairs. Such requests should be made no later than September 15 of the academic year in which the request is to be considered. The Dean's office will request the dossier of the partner/spouse, which should be provided no later than October 15. The dossier should include a *curriculum vitae*, scholarly or creative work, and evidence of teaching experience. No fewer than three confidential letters of recommendation should be sent directly to the Dean. These materials will be shared with the appropriate department(s) or program(s). The departments or programs will review the partner's materials and will decide if they are interested in pursuing a shared appointment. As appropriate, they may request an interview, talk or presentation, and teaching demonstration. Such shared appointments can be considered within the same departments or programs or across departments and programs.
 - c) The relevant department(s) or programs(s) will make a recommendation to the Dean's office regarding the relevance of the spouse/partner's field of study to the needs of the curriculum as well as the spouse/partner's qualifications to fill those needs. The Dean's office will make a determination whether a hire in the spouse/partner's field is in the best interests of the College.
 - d) If a position is converted to a shared position within a single department, the provisions outlined in Section 1. d.-h. apply. For a shared position across departments, provisions 2. e.-f. apply.

K. Continuing Evaluation: Goals and Procedures

Each year the Dean for Academic Affairs asks members to fill out a self-reporting form describing courses taught, students advised, research published, artistic works shown or performed, works in progress, other activities as scholars or artists, contributions to the intellectual and artistic life of the College, leadership and participation in College and departmental governance, and similar matters. These reports provide information which is helpful to the Dean in understanding and appraising the goals set by the faculty for themselves, the achievement of such goals, and the allocation of faculty time and effort among various activities. In so doing they afford a partial basis for determining annual salary increments.

For non-tenured faculty this self-reporting system provides information which becomes part of the person's file or dossier leading up to decisions concerning promotion and/or reappointment.

For tenured faculty the system contributes--when taken over a period of years--to judgments concerning the nature of goals set, the degree of success in meeting such goals, and, in general, the contributions of the faculty member to the College and to his or her profession. It is the policy of the Dean to review such matters in detail with each tenured member of the Faculty typically once every five years. Such reviews are normally initiated in conjunction with sabbatical eligibility. Information concerning the quality of teaching, as well as research, is sought as an integral part of this review process. The main purpose of the review is to provide an opportunity for both the faculty member and the Dean to consider several years' work in the light of longer term objectives, and to seek ways in which both faculty and institutional interests can be furthered. Salary adjustments reflect the results of such periodic review, subject in the case of negative findings, to review by the appropriate subcommittee of the Committee on Appointments, Promotion and Tenure.

L. Termination of Appointment for Cause

A faculty member whose termination for cause is under consideration is entitled to a hearing before the Committee on Appointments, Promotion and Tenure. Cause, as defined in the By-Laws of the College, is limited to gross neglect of duty, serious misconduct, or physical or mental incapacity. At that hearing the faculty member will be permitted to be represented by counsel. A full stenographic record of the hearing will be kept. The Committee on Appointments, Promotion and Tenure after considering the case will report its opinion, with a statement of its reasons, to the President. In the case of an untenured faculty member, the President will take the final action. In the case of a tenured faculty member, the President will refer the matter, together with his/her own recommendation, to the Trustees for final action. The provisions of this section do not pertain to terminations resulting from reappointment, tenure or promotion decisions.

M. Grievance and Review Procedures

The procedures set forth in this document are intended to ensure fair and equitable treatment of officers of instruction. An individual who feels that he/she has grounds for a grievance should first attempt to resolve the matter through informal discussions with those involved. Assistance and advice can be sought from the Dean for Academic Affairs, the department chair, or other members of the Faculty with the understanding that the matter is to be kept confidential. If no satisfactory resolution of the matter can be reached, the individual may file a grievance. Grievances which charge unfair treatment, including any form of discrimination or harassment including sexual harassment, shall be filed with the Faculty Appeals and Grievances Committee. The provisions of this section do not apply to appeals of reappointment, promotion and

tenure decisions, which are governed by the provisions of Section IV.G. Cases of harassment between faculty shall be filed with the Faculty Appeals and Grievances Committee or with Human Resources. Cases of harassment between faculty and staff or students must be handled through Human Resources. See the Freedom from Discrimination, Harassment, Sexual Misconduct and Gender Based Violence Policy in the Employee Handbook and in Appendix J.

Procedures

The Grievant can choose to file either an informal or formal grievance. The differences between these two procedures are discussed below.

These procedures shall be followed by all participants in the Grievance Procedure and the basic elements may not be changed except by vote of the Faculty. The chair of the Faculty Appeals Committee shall have the power to decide issues not specifically covered by these procedures provided that the Faculty Appeals Committee is notified of such decisions.

The Nature of Academic Proceedings

A grievance filed by a member of the Bowdoin College faculty against other faculty member(s) or member(s) of the administration will set in motion a process that will occur in an academic, rather than a judicial, setting.

While a grievant and those against whom a grievance has been lodged may wish to consult an attorney and/or may wish to have an attorney assist them in preparation for the process, the Faculty Appeals Committee will deal directly only with members of the Bowdoin faculty and other individuals the Faculty Appeals Committee chooses to consult. Attorneys may be present at the grievance hearing but only as observers.

Informal Grievances

Members of the Faculty are entitled to raise an informal grievance by filing a statement of the specific grievance with the committee and sending a copy of the grievance to the person(s) against whom the grievance is lodged. The chair of the Faculty Appeals Committee will set a date for a meeting.

At the meeting both the grievant and those against whom the grievance has been lodged will discuss the grievance with the Faculty Appeals Committee. At the conclusion of the meeting, the Faculty Appeals Committee will write a letter to those concerned in which the committee states its view of the merit of the grievance and makes whatever recommendation it feels is appropriate. The committee will send a copy of the letter to the Dean for Academic Affairs and the President for their information.

Since this will be an informal grievance, no attorneys will be involved. Informal grievances can be filed at any time during the academic year.

The grievant, having elected to file an informal grievance, will be precluded from later filing a formal grievance (as described below) on the same grounds since the committee will already have become involved and will have stated its view of the merits of the grievance.

If a member of the Faculty is uncertain about whether to file an informal or formal grievance, a consultation with the chair of the Faculty Appeals Committee is advised.

The Formal Grievance Petition

1. A person filing a formal grievance will begin the process by filing a Grievance Petition with the chair of the Faculty Appeals Committee. The grievant will send a copy of the Petition to every member of the committee and to every person against whom the grievance is being lodged.
2. The Grievance Petition must list specific charges and the name(s) of the individual(s) against whom each charge is lodged.
3. The Grievance Petition shall include relevant information and documents available to the grievant which support the charges: e.g., copies of letters, witness statements and other relevant material.
4. Should the Grievance Petition charge any member of the Faculty Appeals Committee, such individual(s) shall be excused from all further meetings of the committee relating to the grievance.
5. In order to assure adequate time for the grievance to be followed, given the nature of academic calendars, and to ensure that the membership of the Faculty Appeals Committee remains the same throughout the process, the committee will normally receive Grievance Petitions from September 1 to March 1.
6. Only in very unusual circumstances will the Faculty Appeals Committee agree to receive Grievance Petitions outside the September 1 - March 1 dates and only then if there are compelling reasons to decide the case more quickly than is provided by these procedures. The decision as to whether or not to accept such a Petition will rest solely with the Faculty Appeals Committee.

If such an “emergency” Grievance Petition is accepted by the Faculty Appeals Committee, the chair of the Faculty Appeals Committee may establish a shortened timetable.

Request for Clarification of the Charges

The Faculty Appeals Committee shall examine the Petition and within 10 working days of the filing, the Faculty Appeals Committee may ask the grievant to clarify or make more specific any charges it finds unclear. A copy of such a request, if one is made, shall be sent to the grievant and to those against whom the grievance has been filed.

The grievant shall have 5 working days to respond to the request. The written response shall be given to each member of the Faculty Appeals Committee and to those against whom the grievance has been lodged.

The Response to the Grievance Petition

Within 15 working days of receipt of the clarified charges (or within 30 days of receipt of the initial filing of the Grievance Petition if no clarifications have been requested) those against whom the grievance has been lodged may file a Response to the Grievance Petition.

1. The written Response will be filed with the Chair of the Faculty Appeals Committee and a copy will be sent to each member of the committee. At the same time a copy of the Response shall be sent to the grievant.
2. The Response should answer all the charges in the Petition for Grievance.
3. The Response should include relevant information and documents available to those against whom the grievance has been lodged which supports the defense against the charges. Like the Petition for Grievance, the Response should include copies of letters, witness statements, documents, etc. which support the position of those against whom the grievance has been lodged.

The Grievant's Reply

Within 5 days of receiving the Response, the grievant will file a Reply. The Reply will acknowledge receipt of the Response and will either note that the grievant intends to proceed with the Petition as filed OR will note that one or more of the original charges will be dropped. No new charges may be added.

Copies of the Reply must be given to every member of the Faculty Appeals Committee and to each of those against whom the grievance has been lodged.

The Hearing

Within 10 days of receiving the Response to the Grievance Petition, the Chair of the Faculty Appeals Committee shall set a date for the Hearing. All parties will be consulted as to a convenient Hearing date, but the decision as to the date will rest ultimately with the Chair of the Faculty Appeals Committee. The date selected must occur within 30 days after receipt of the Response to the Petition for Grievance unless the Faculty Appeals Committee, by a 2/3 vote, agrees to a later date.

Prior to the Hearing members of the Faculty Appeals Committee may examine other college documents and interview whatever people they deem necessary to prepare for the Hearing. In such cases, the grievant and those against whom the grievance has been lodged will be notified as to what documents and which individuals the Committee may be examining.

The Chair of the Faculty Appeals Committee shall serve as the Chair for the Hearing and all rulings of the Chair shall be binding. Those who may be present throughout the Hearing and who may participate shall be members of the Faculty Appeals Committee, the grievant and those against whom a grievance has been lodged. Non-participating observers may include attorneys for the grievant, attorneys for those against whom the grievance has been lodged and college counsel. No other individuals may attend the Hearing.

If, however, anyone intends to have an attorney present as an observer, the committee and all other parties to the grievance must be so notified at least 7 days prior to the date of the Hearing in order that others may also elect to have legal counsel present.

The grievant and those against whom the grievance has been lodged will be allowed to make opening and closing statements if they desire. All questions will be asked solely by members of the Faculty Appeals Committee. No party shall be put under oath. No verbatim transcript shall be kept.

The purpose of the Hearing shall be for members of the Faculty Appeals Committee to ask whatever questions may be necessary to clarify the arguments contained in the Petition for Grievance, the Clarification of the Charges, the Response to the petition for grievance, and the Grievant's Reply.

Final Arguments

The grievant and those against whom a grievance has been lodged may file written Final Arguments with the Faculty Appeals Committee within 7 days from the end of the Hearing. Copies of the Final Arguments will be sent to each member of the committee and to all the parties to the grievance.

The Faculty Appeals Committee may consult additional documents or individuals if they deem it necessary and will so notify the grievant and those against whom the grievance has been lodged.

The Report

The Faculty Appeals Committee shall issue a written Report to the President with its findings on each charge and make such recommendations as it deems appropriate. A copy of this Report will be sent to the grievant and those against whom the grievance has been lodged.

In addition, a copy of all documents submitted to the Faculty Appeals Committee will be appended to the Report to the President, including the Grievance Petition, the Request for Clarification of the Charges (if such a request has been made), the Response to the Grievance Petition, the Grievant's Reply, and the Final Arguments (if they have been submitted).

The Faculty Appeals Committee shall reach its decision in a timely manner, usually within 3 weeks of the end of the Hearing.

Appeal

Within 30 days of the issuance of the Report, parties to the grievance may appeal the Faculty Appeals Committee decision to the President.

V. Conduct of Instruction

A. Attendance³⁸

Students should place the highest priority on their academic work. Extra-curricular activities are also crucial to the College's purpose of developing the individual talents and abilities of its students. Faculty, students, coaches, administrators and staff share responsibility for creating an environment wherein curricular and extra-curricular activities are appropriately balanced. In cases where academic and extra-curricular activities conflict, students are expected to place highest priority on academic activities. These guidelines are intended to clarify responsibilities regarding class attendance and the scheduling of courses and extra-curricular activities.

At the beginning of each semester, instructors will make clear to students the attendance regulations of each course. All required meetings outside of the regular course meeting times, such as film screenings, field trips, etc., should also be made clear at the beginning of the semester. It is expected that activities such as timed midsemester examinations should normally occur during the regular scheduled class time. Extra classes and/or special events, scheduled after the beginning of the semester, which conflict with the meeting times of other scheduled activities should not be mandatory.

In their scheduling, all extra-curricular groups should make every effort to minimize missed classes. No activities shall be scheduled during the reading period or during the exam period. Students are responsible for all course material missed due to any absence from any academic activity.

In recognizing the educational value of extra-curricular pursuits, faculty members are encouraged to make reasonable accommodations to students when conflicts arise. It is expected that students will approach faculty in a timely and responsible fashion to discuss these situations. Faculty are under no obligation to make any exceptions. As a reference, traditionally students have been allowed to miss no more than three hours of a single class in any semester.

With regard to post-season athletic competition and other extra-curricular events that arise from the achievements of students during the semester, the College recognizes that these are unique and special opportunities. However, while cooperation is encouraged, faculty are under no obligation. The athletic department or other supervising department is expected to help in these situations. For example, coaches or administrators may be asked to proctor exams. The Office of the Dean of Students will consider approving incompletes on a case-by-case basis.

³⁸ See (98-12-2), adopted 1 February 1999.

B. Class Meetings³⁹

1. Classes must be held at the times scheduled by the Office of the Registrar.
2. All classes start and end at their scheduled times to permit students to get to their next classes.

C. Advising

Continuing faculty serve as both pre-major and major advisors. Beginning in their second year at Bowdoin, faculty members with ongoing appointments will be trained in the advising process and assigned pre-major advisees. Major advisees are assigned and managed within the department or program. Extensive resources and support are offered to faculty advisors. The primary goals of a successful advising partnership should be to: 1) promote engagement with a liberal education; 2) provide opportunities for structured discussions about students' academic goals and curricular choices as well as encourage students to reflect upon their goals and choices; and 3) foster connections beyond this partnership that include other students, faculty, and staff.

Advising duties begin during new student orientation. All advisors are expected to attend these events and be available to their advisees throughout the academic year. See further information at: <https://www.bowdoin.edu/registrar/faculty/advising/index.html>.

D. Examinations⁴⁰

1. Hourly Examinations
 - a) No student is required to take more than three hour examinations in one day. By the same token, a maximum of three hour examinations is not considered unreasonable, and a student may not be excused from an examination on the grounds that he or she has three on one day. If a student has more than three examinations on one day the Office of the Dean of Students will make the necessary arrangements.
 - b) A faculty member has the option to require an excuse from the Office of the Dean of Students before giving a make-up of an hour examination.⁴¹

³⁹ Updated June 2018 in accordance with the new course time block schedule implemented in Fall 2018.

⁴⁰ Updated June 2018 in accordance with the new final examination time block schedule implemented in Fall 2018.

⁴¹ Sections IIA3 and IIA4 of (83-2-4) as amended by the faculty 9 March 1987.

2. Religious Holidays

No student is required to take an examination or fulfill other scheduled course requirements on recognized religious holidays. Instructors are encouraged to avoid scheduling examinations on recognized major religious holidays. Students are expected to declare their intention to observe religious holidays at the beginning of the semester. A list of religious holidays will be provided each year by the Senior Vice President and Dean for Student Affairs.

3. Final Examinations and Projects⁴²

- a) Formal examinations must be given according to the schedule published each semester by the Office of the Registrar.
- b) No examinations may be given nor extra classes scheduled during Reading Period.
- c) A student with three final examinations in two days may reschedule one for a date mutually agreeable to the student and the instructor. To initiate this change during final exams only, students must obtain an Examination Rescheduling Form from the Office of the Registrar at least two weeks in advance of the conflicting exams. Other changes may be made for emergencies or for educational desirability, but only with approval of the Office of the Dean of Students.
- d) All academic work, except for final examinations, final papers, final lab reports, and final projects, is due on or before the last day of classes; although instructors may set earlier deadlines, they may not set later deadlines. No final academic work, including final examinations, final papers, final lab reports, and final projects, may be turned in after 5:00 p.m. on the last day of the final examination period without an approved grade of 'Incomplete' in place.
- e) Faculty assigning final projects in lieu of final examinations should align the due date for projects with the published date/time for their final exam.

E. Grades

1. Instructors are expected to inform classes of the basis for determining final course grades within the first two weeks of the semester.
2. Faculty members must be prepared to comment on the progress of first year students by mid-semester.
3. No semester or final grade reported to the Office of the Registrar is changed (unless it is a clerical error) except by vote of the Recording Committee on

⁴² Revised per 2-23-98 memo to faculty from Calendar Committee, and faculty vote of 18 May 1998.

recommendation of the instructor. Recorded grades cannot be changed on the basis of additional student work without prior approval of the Recording Committee.

4. Course grades are defined as follows: A, the student has mastered the material of the course and has demonstrated exceptional critical skills and originality; B, the student has demonstrated a thorough and above average understanding of the material of the course; C, the student has demonstrated a thorough and satisfactory understanding of the material of the course; D, the student has demonstrated a marginally satisfactory understanding of the basic material of the course (only a limited number of D grades may be counted toward the requirements for graduation); F, the student has not demonstrated a satisfactory understanding of the basic material of the course.⁴³
5. Grades in regular courses are recorded as A, A-,B+,B,B-,C+,C,C-,D, Credit, or Fail.⁴⁴ Grades in courses carried on a Credit/D/Fail basis are recorded as Credit, D, or Fail.⁴⁵ Via the College's student information system, Polaris, the Office of the Registrar informs instructors of students enrolled on such a basis on class lists.
6. Most departments require that all courses taken to satisfy requirements of the major or minor be taken for regular letter grades. Courses taken to fulfill the College's first-year writing seminar requirement must be graded with regular letter grades, and courses satisfying distribution and division requirements must also be taken for regular letter grades (unless CR, D, and F are the only grades given for the course). An independent study, collaborative study, or honors project must be graded with regular letter grades.⁴⁶ No course may be changed from graded to Credit/D/Fail or vice versa after the sixth week of classes.⁴⁷ If a student chooses the Credit/D/Fail option, a grade of Credit is given if the student produces work at the level of C- or above, a grade of D is given if the student produces work at a D level, and a grade of F is given otherwise. Students will receive course credit for work produced at the Credit or D level.
7. In all cases of failing grades, instructors are asked to fill out an electronic failure card commenting briefly on the causes of failure. Cards should be submitted when grades are submitted or before.
9. Students who receive a grade of D or F in a course may retake the course; both courses and both grades will appear on the transcript. However, only one course credit will be given for successful completion of a given course. For grades recorded prior to Fall 2013, only the first grade earned in a repeated course is counted in a student's GPA; beginning with grades recorded for Fall 2013, all grades earned in repeated courses are counted in a student's GPA.⁴⁸ Most

⁴³ Grade definitions, see (97-2-3), approved by the faculty 3 February 1997.

⁴⁴ Plus/minus grades (02-3-2), approved by the faculty 1 April 2002.

⁴⁵ Faculty vote 2 February 2004.

⁴⁶ See (07-12-4) adopted by the faculty 4 February 2008.

⁴⁷ Faculty vote 3 May 2004.

⁴⁸ Revised per Recording Committee recommendation (see 12-10-4).

departments will not accept as prerequisites, or as satisfying the requirements of the major, courses for which a grade of D has been given; questions should be referred directly to the department chair.⁴⁹

10. A grade of INC (Incomplete) may be given to a student who through illness or other extenuating circumstances has failed to fulfill the requirements of a course. Excuses are granted by the instructor and the Dean of Students acting jointly in response to a request initiated by the student. At the time an Incomplete is agreed upon by the Dean and the instructor, a date shall be set by which all unfinished work must be turned in by the student to the instructor. In no case will this be beyond the end of the second week of the following semester. The instructor must submit a final grade within two weeks of this date. If the course work is not completed within the specified time limit, the Incomplete will be changed to Fail. Any exceptions to this rule will require approval of the Recording Committee.
11. In Independent Study and Honors courses that will continue beyond one semester, instructors have the option of submitting at the end of each semester, except the last, a grade of S (for Satisfactory) in place of a regular grade. Regular grades shall be submitted at the end of the final semester and shall become the grades for the previous semester of independent study.⁵⁰

All grades and failure cards are due shortly after the examination period at a date specified by the Office of the Registrar. Spring semester grades for seniors are due in advance of those for remaining students.

F. Academic Honesty⁵¹

All homework, laboratory work, and exams are conducted under the Bowdoin Academic Honor Code. Instructors, especially those in introductory courses, are urged to make every effort to make clear to their students just what constitutes dishonesty in their course work. A web resource for students is available at: [Academic Honesty](#).⁵² Violations of the Honor Code are to be reported to the Associate Dean of Student Affairs and Community Standards.

G. Approval of Courses to Be Offered for Credit

The Faculty requires that all courses offered for degree credit should be approved by the Faculty after review and recommendation by the Curriculum and Educational Policy Committee (CEP).

⁴⁹ Faculty vote 6 April 1992.

⁵⁰ Faculty vote 6 April 1998 (98-4-2, as amended).

⁵¹ See Appendix A for the complete text of the Academic Honor Code and Social Code.

⁵² Developed by the 2010-11 Working Group on Academic Honesty and Citation.

New course and course revision proposals are considered by the Curriculum Implementation Committee (CIC),⁵³ which is chaired by the Associate Dean for Academic Affairs and supported by the Registrar. After a review of new course proposals, the CIC presents its recommendations to the Curriculum and Educational Policy Committee, which may either recommend or not recommend course approval to the full faculty. In some cases, the committee may return course proposals to departments with questions or requests for revision. In some cases, the committee may recommend approval of a course on a “one time only” basis. All course proposals require the endorsement of the chair of the offering department(s) or program(s), along with the chairs of any departments or programs that are asked to cross-list the course.

Instructors are encouraged to submit proposals as early as possible and no later than early September (for Spring courses) and early February (for Fall courses).⁵⁴ The only exception to this practice occurs for Fall courses taught by new faculty who are hired too late in the academic year to present courses for CEP consideration before the end of the Spring term.

Changes in course titles and *minor* changes in course descriptions do not require review by CEP. However, review is required in all the following cases:

1. All new courses, including first-year writing seminars.
2. Substantial revisions of existing courses. Substantial revisions include (but are not limited to) changes in:
 - a) The principal subject-matter (e.g., the historical field or the geographical region covered by the course).
 - b) The type of course (e.g., from a broad survey course to a more specialized course).
 - c) The level of the course (e.g., from a 1000-level course to a 3000-level course).
 - d) The methodology of the course.
3. A repeat offering of a course previously approved as “one time only.”
4. *All* changes in prerequisites for courses and changes to enrollment restrictions and preferences (e.g., majors only).
5. Requests for non-standard class-size limits.

Course proposal and revision forms may be obtained from the [Registrar's website](#).

⁵³ See (08-2-4) adopted by the faculty 4 February 2008.

⁵⁴ Timeline updated by the Curriculum Implementation Committee (CIC) in September 2019.

H. Limitations on Course Enrollment⁵⁵

Course enrollment limits at Bowdoin are not set by individual faculty members but rather are established by faculty policy. Departments have the discretion to continue with or set higher standard limits. If Departments desire to set lower than standard limits for any course, they must have CEP approval as noted below.

1. *Standard limits.* Departments may, at their discretion, impose limits on course enrollment equal to or greater than the following *standard limits* approved by the Committee on Curriculum and Educational Policy.

Standard Limit

First-Year Writing Seminars 1000-1049	16
Course numbers 1050-1099	50
Course numbers 1100-1999	50
Course numbers 2000-2999	35
Course numbers 3000-3999	departmental discretion

2. *Alternative limits.* Exceptions to the standard enrollment limits may be allowed only with specific, prior approval of the CEP.

Procedure for approval of limits. Departments or programs must petition CIC for authorization to impose lower limits. CIC will review the petition and bring it to CEP. Courses that are offered with multiple sections are required to maintain consistent enrollment caps across sections. Departmental requests are expected to show that certain conditions were satisfied, whose intent is to mitigate the impact of the lower limits on student access to courses.

The primary justification for a lower limit should be pedagogical and should relate to the specific limit proposed. Because the College must balance maintaining student access to courses with the potential benefits of smaller courses, the CEP will view the case for lower limits as significantly strengthened if one of the following is true:

- a) a department rearranges its course offerings so as to add a section or sections of the course during the same academic year, thereby at least maintaining the total number of places in all sections of the course offered during the year, and without diminishing the number of places available in all courses offered at this level; or
- b) a department can show that there is likely to be enough space available in other courses (or in additional sections of the same course) to meet the educational needs of students who might be excluded as a result of the reduced limit.

⁵⁵ See (03-3-2), approved by the faculty 3 February 2003.

I. Minimum Enrollment Required for the Offering of Courses⁵⁶

With the exceptions listed below (and others that may be authorized by the dean), courses with a preregistration of fewer than *five* students should normally be canceled by the department and replaced with a course likely to attract a larger enrollment, such as a first-year writing seminar or an additional section of an over-subscribed course.

Exceptions include:

1. Fall semester courses in which first-year students are likely to enroll.
2. Courses necessary to sustain language curricula.
3. Courses whose subject matter makes the course necessary for sustaining a viable major.
4. Courses which, if eliminated, would leave majors with too little opportunity for advanced work in the discipline.
5. Courses being offered for the first time or by instructors in the first year of a tenure-track appointment.

J. Auditing a Course

Bowdoin courses are intended for Bowdoin students, but the College is happy to extend, as a privilege, the opportunity for Bowdoin alumni, students, College employees, community members, and Friends of Bowdoin to audit courses with permission from the instructor. The College policy on auditing courses may be found here: <https://www.bowdoin.edu/registrar/services/auditing.html>. People wishing to audit a class should be aware of the following:

1. There is no record kept and no grade given for an audited class. Auditors will not appear on regular class lists and will not be counted in the official enrollment. They will be included on a class email list if they are receiving electronic services (see below).
2. Auditors may elect whether or not to receive electronic services from the College. These services include things such as access to e-reserves and electronic course materials, and inclusion on the class email list. A fee of \$50 per course is normally charged for this service. This fee is waived for Bowdoin employees, students, and alumni; high school students; and students from Bates, Colby, the Maine College of Art, and USM. Friends of Bowdoin pay a reduced fee of \$30. Electronic services will cease on the tenth day of the month following the last day of classes (January 10 or June 10).
3. Procedure for Requesting Electronic Services:
 - a) The auditor picks up a form in the Office of the Registrar (Jewett Hall) or accesses it online at <https://www.bowdoin.edu/registrar/pdf/audit/auditform.pdf> and fills it in.

⁵⁶ See (98-12-1), approved by the faculty 1 February 1999.

- b) The auditor asks the instructor to sign the form.
 - c) The auditor returns the form to the Office of the Registrar in Jewett Hall (no sooner than the first day of classes) and pays the fee. A Friend of Bowdoin must show an ID card to pay the reduced fee. The Office of the Registrar will give the auditor a username, password, and instructions for accessing electronic course materials. The auditor account will become active 24 hours later.
 - d) If the auditor experiences any problems accessing electronic course materials, s/he should call the Information Technology Service Desk at 725-3030.
4. An auditor who chooses not to receive electronic services only has to obtain verbal permission from the instructor to audit a course.
 5. Auditors may check out non-electronic library reserves with a College ID or a Guest Borrower card. See the Library's [Services for Guests](#) if appropriate.
 6. The final decision about the appropriateness of admitting an auditor and about the character of course participation appropriate for an auditor rests with the faculty member. Auditors are generally not permitted in over-enrolled courses and are not allowed to attend first-year writing seminars. The College reserves the right to limit the number of courses audited by any one person, to limit the total number of auditors on campus at a particular time, and to change this policy.
 7. Beginning with the Spring 2009 semester, teaching assistants and tutors are no longer entered as auditors for a course. A course instructor who wishes to request access to electronic course materials for a teaching assistant or tutor should submit the [TA/Tutor Blackboard Access Request form](#). Questions about or problems with this process should be directed to the IT Service Desk at x3030.

K. Faculty Regulations Concerning the Scheduling of Classes⁵⁷

1. **Distribution of courses over available meeting times.** The Faculty has established a guideline to improve student access to courses by encouraging departments to spread classes evenly across the class day and week. Certain time blocks have been designated as “underutilized,” and departments are expected to schedule a minimum number of classes in each of these slots, the number depending on the total number of class sections to be offered in that department in a semester. In general, “underutilized slots” are those class meeting times that tend to be underused; these slots will be identified specifically by the Registrar in the class scheduling materials provided to department chairs in preparation for each semester. The guideline is as follows:

⁵⁷ Updated June 2018 in accordance with the new course time block schedule implemented in Fall 2018.

- Departments offering fewer than 8 sections overall in a semester should schedule at least 2 sections in an underutilized slot
 - Departments offering 8-11 sections overall in a semester should schedule at least 3 sections in underutilized slots
 - Departments offering 12-15 sections overall in a semester should schedule at least 4 sections in underutilized slots
 - Departments offering more than 16-19 sections overall in a semester should schedule at least 5 sections in underutilized slots
 - Departments offering more than 20-23 sections overall in a semester should schedule at least 6 sections in underutilized slots
 - Departments offering more than 24 sections overall in a semester should schedule at least 7 sections in underutilized slots
2. **Common hour.** The hour on Fridays from 3:00 - 4:00 p.m. is reserved as unscheduled time. No classes, sections or laboratories may be scheduled during the Common Hour, whether or not a campus-wide event is scheduled for that time. The only exception is the 1:15 - 4:10 p.m. lab-only block.

L. Administration and Use of the Bowdoin Course Questionnaires⁵⁸

Administration of Bowdoin Course Questionnaires

All courses and labs are required to use Bowdoin Course Questionnaires (BCQs) to collect student feedback on courses and instructors at the end of every semester. BCQs are administered through an online tool, with oversight by the Dean for Academic Affairs office. Procedures for this process may be found here: [BCQ Procedures](#).

Summary and Dissemination of Data

Results from each semester's BCQs are made available online after the deadline for grade submission for that semester. Instructors will access their individual BCQ results and reports through the BCQ tab in Blackboard. Reports from previous semesters will remain in this BCQ tab indefinitely.

Faculty and Lab Instructors will see two formats of reports for each course (the Individual Student Responses Report, showing BCQs sequentially, and the Question and Course Report, summarizing responses by question)⁵⁹. Quantitative summaries include averages and frequencies of the scores for each question.

⁵⁸ Previously called Student Opinion Forms. These procedures were adopted by the faculty 20 May 2002 (02-5-8) and revised with the transition to online Bowdoin Course Questionnaires, after consultation with the Governance and Faculty Affairs Committee in Spring 2016.

⁵⁹ A third report format, the Semester Aggregate Summary, was discontinued in July 2020.

Instructors may view, download, or print their own reports but are encouraged to be mindful of confidentiality. BCQ reports are also made available to the instructor's department chair/program director, the Dean and Associate Deans for Academic Affairs, and (during the course of a review for tenure or promotion) the Committee on Appointment, Promotion and Tenure.

BCQ reports are made available to Department Chairs and Program Directors each semester in order to provide information that can assist them in monitoring the curriculum and be helpful in collegial efforts to improve teaching. Chairs and Directors will have access to BCQ reports of courses offered in or cross-listed with interdisciplinary programs and of specific courses that are explicitly required for an interdisciplinary major. These reports should prompt chairs and directors to initiate discussions with individual faculty members about their teaching and to seek out further information, when needed, to provide pedagogical support to colleagues. Through their Blackboard portal, Chairs and Directors will access departmental reports containing average scores and will have access to detailed reports on individual faculty whose courses were taught in or cross-listed in their department/program.⁶⁰

Use of Information

BCQ reports provide only one source of information for evaluating the quality of a faculty member's teaching. Other sources of information include, for example, course materials and syllabi, self-assessments of teaching, and retrospective reviews of teaching by past students, or peer visits. Further, the Faculty has made clear that for evaluation purposes, the statistical information from these forms should only be used in combination with the written comments.

The Dean and departments/programs (or in the case of joint appointments, review committees) will use BCQ reports as part of the review process for making reappointment, tenure, and promotion decisions. BCQ reports may be used in periodic reviews of tenured professors. The Dean will also use this information in making merit pay decisions.

Ideally, the student responses that these reports summarize will help to prompt discussions of pedagogy. It is the particular responsibility of Chairs and Directors to initiate such discussions when they perceive, based on BCQs or other information, that there may be problems in a course or courses.

Instructor Response

After reviewing his or her own BCQ reports, the instructor may write in a timely manner to the Dean and Department Chair/Program Director indicating any special circumstances that may have affected student feedback on either the course or the instructor.

⁶⁰ Change in access to detailed reports recommended by CAPT and approved by the faculty 28 October 2019 (19-9-7).

M. First-Year Writing Seminars⁶¹⁶²

First-Year Writing Seminars (FYWS)

Students are required to complete one First-Year Writing Seminar; this will normally be completed by the end of the first semester and must be completed by the end of the second semester in college. These courses are taught by faculty from across the College. They introduce Bowdoin students to college-level writing by engaging with broad questions related to particular fields of study. The seminars give ample attention to formulating questions, using evidence, and developing arguments, while providing opportunities for writing and revision. Faculty who teach FYWS courses will provide frequent and timely feedback on writing throughout the semester.

Course Content

- First-Year Writing Seminars balance significant intellectual work with instruction in writing as a process, introducing first-year college students to a range of modes of writing while instructing students how to make evidence-based arguments.
- First-Year Writing Seminars address broader questions and topics emerging from a field of study even when they focus on narrowly defined texts, archives, critical problems, and practices.

Emphasis on Writing as a Process

- First-Year Writing Seminars will devote significant attention to writing processes, revision strategies and critical reading skills.
- First-Year Writing Seminars require at least 4 writing assignments, distributed over the semester. Seminars will build opportunities for drafting and revising written work into the course structure.
- Best practices suggest that faculty should meet with students outside of class to discuss written work.
- In order to ensure that students receive timely feedback on their writing early in the semester, faculty must return a graded assignment with feedback by the end of the fourth week. Instructors will provide detailed comments on matters of structure, grammar, and style, as well as content.

Introduction to Information Sources

- First-Year Writing Seminars will provide students with an introduction to critical evaluation of source materials. Each FYWS has a dedicated research librarian who will work with faculty to meet their particular needs in addressing information literacy. Course goals in relation to information sources may be satisfied by one of several models including but not limited to: a session with a librarian during class time; an

⁶¹ See 10-2-5) adopted by the faculty 1 March 2010, which replaces (00-5-2) of May 2000.

⁶² Recommended by CEP and approved by the faculty 27 January 2020 (19-12-4).

additional class session, outside scheduled class time; and/or an exercise designed and led by the professor.

Introduction to Academic Integrity

- First-Year Writing Seminars will introduce first-year students to Bowdoin's Academic Honor and Social Code. Faculty will work to demonstrate ethical practices within the discipline, ranging from citation of sources and proper attribution of ideas and theories to modes of ethical collaboration.

In order to achieve best practices for First-Year Writing Seminars and greater equity for all first-year students who are required to take a seminar, faculty will:

- Submit course proposals for First-Year Writing Seminars to CIC, demonstrating how each course fulfills the principles listed above.
- Participate in one FYWS workshop before offering the course for the first time.
- Join ongoing conversations with a learning community of FYWS teachers during the semester in which the FYWS is offered in order to draw on shared knowledge and experience.
- Share assignments and syllabi with the Director of Writing and Rhetoric.

VI. Outline of Faculty Governance⁶³

A. Faculty Meeting⁶⁴

1. The President of the College calls the Faculty to meet regularly during the academic year.
 - a. Faculty of the College⁶⁵ are expected to participate fully in faculty meetings.
 - b. Non-student observers, including officers of administration of the college and non-voting faculty, may attend faculty meeting. Student members of faculty committees and reporters from student publications may also attend but are required to notify the moderator of their presence. Unless directly invited by the moderator, observers do not speak during faculty meeting.
 - c. Regular faculty meetings are normally scheduled on the first Mondays of months when classes are in session and on the first and third Mondays in May.
 - d. Special faculty meetings may be called when deemed necessary by the President in consultation with the Committee on Governance and Faculty Affairs (GFA). When possible, ten days notice will be given when scheduling special faculty meetings.
2. The Committee on Governance and Faculty Affairs, together with the Dean for Academic Affairs and the President, sets the Agenda for faculty meeting. Members of the college community may propose agenda items to the Committee on Governance and Faculty Affairs. The Committee normally meets to consider agenda items two weeks in advance of the upcoming faculty meeting.
 - a. Faculty committees in the course of their work may develop initiatives that require faculty approval for their implementation. In the early stages, these initiatives can be proposed as agenda items for discussion, and may later take the form of motions for action.
 - b. Individual members of the Faculty of the College may propose motions for faculty action.
 - c. Individuals or committees may propose reports on works-in-progress.
 - d. Individual members of the full college community may propose topics for open discussion with the Faculty on issues of cross-campus concern.
3. The President's Office is responsible for distribution of the agenda.

⁶³ See (08-2-4) approved by the faculty 4 February 2008.

⁶⁴ See (04-12-2), discussed by faculty 6 December 2004.

⁶⁵ Defined in Section 6.

- a. The Chair of the Committee on Governance and Faculty Affairs provides a copy of the agenda to the President's Office. Supporting documents (including the minutes from the last faculty meeting and the text of any motions for action included on the agenda) are gathered in the President's Office in preparation for circulation. All documents to be distributed with the agenda should be submitted to the President's Office one week before the date of the faculty meeting to which they pertain.
 - b. The agenda and supporting documents are distributed electronically at least one business day before the faculty meeting.
- 4. The business of faculty meeting is supervised by the faculty officers.
 - a. Moderator – The Faculty Moderator is a member of the elected Committee on Governance and Faculty Affairs chosen by that committee to preside at faculty meeting.
 - b. Parliamentarian – The Faculty Parliamentarian is appointed by the Committee on Governance and Faculty Affairs to advise the Moderator concerning the conduct of faculty meeting.
 - c. Clerk – A staff member is appointed to take minutes at faculty meetings.⁶⁶
- 5. Overall conduct of faculty meeting is guided by Roberts' Rules of Order with the following special rules adapted for Bowdoin College.
 - a. The Faculty of the College is a deliberative body: as such, it does not allow absentee ballots, proxy voting or on-line voting on faculty meeting motions.
 - b. Substantive motions are those motions judged by the moderator to set new policy or to significantly modify existing policy. Motions concerned with the conduct of faculty meeting are procedural motions. Examples of procedural motions include motions to postpone or reconsider and the motion to adjourn.
 - c. Substantive motions are not proposed and voted on at the same meeting.
 - d. Substantive motions are not voted on after 5:30 unless the Committee on Governance and Faculty Affairs has notified faculty at least one week before the meeting that the substantive business of the meeting can be expected to extend beyond 5:30. Advance notice of extended business may be given in the distributed agenda or by special written communication to the Faculty.
 - e. If a motion to call the question is approved, those who voted against the call the question motion are given one more opportunity to speak about the original motion before the assembly votes on the original motion.

⁶⁶ By faculty vote 10 September 2010.

- f. A summary of the Parliamentary Rules for Motions, based upon Roberts' Rules of Order, is distributed with the agenda.
 - g. The faculty meeting is adjourned by the moderator calling for a motion from the floor to adjourn the meeting.⁶⁷
6. Voting Eligibility
- a. The right to vote at meetings of the Faculty is granted to certain members of the college community by the Board of Trustees. The group of community members with these rights constitutes the *Faculty of the College*, and is charged with prescribing regulations for the functioning of the college consistent with the College Charter and Bylaws.
 - b. As stated in the bylaws, "The President, Deans, Professors, Associate Professors, Assistant Professors, Instructors and such administrative officers and other persons as the Trustees may specifically designate shall constitute the Faculty of the College."
 - c. Visiting Professors, Visiting Associate Professors and Visiting Assistant Professors have the same voting privileges as permanent faculty of the same rank. As such, they have the right to vote in faculty meeting.
 - d. For voting purposes, the Committee on Governance and Faculty Affairs recognizes as Instructors those individuals who are employed on a half-time basis (or more) for the full academic year and have primary teaching responsibility for one full credit (or more) during that period. Instructors may divide their teaching in half-credit courses over one or two semesters.

B. Committees

Recognizing that it is in both Bowdoin's and its faculty's best interests that faculty members play a significant role in the governance of the College, and that faculty participation in governance occurs primarily through the work of committees on which faculty members serve, in 1994 the Bowdoin faculty unanimously adopted the following resolution concerning committee service:

Resolved that one of the obligations of membership in the Bowdoin faculty is active participation in the governance of the College, and that faculty members share that obligation equally. Therefore, it is further resolved that appointment, nomination, and election to committees should be accepted by faculty members as part of that obligation, and that such acceptance should be taken for granted unless a faculty member provides compelling reasons to the contrary in writing to the Committee on Governance.

⁶⁷ This procedure replaced the former role of Senior Wrangler by faculty vote 9 November 2015 (15-10-3).

In 2007, the faculty approved a revised committee structure and charged the Committee on Governance and Faculty Affairs (GFA) with responsibility for apportioning the committee work of the College across committees and among individual faculty equitably and efficiently, with the aims of engaging as many faculty as possible in shared governance, of making each faculty member's committee service clearly meaningful, and of ensuring that over time all faculty can experience a reasonable balance between teaching, scholarship, and service. It is also GFA's task to ensure that conflicts of interest between departmental and College-wide obligations are minimized.

Committee work is organized under the following rubric (* indicates elected committees):

Faculty Governance Committees

Committee on Governance and Faculty Affairs (GFA)*

Committee on Appointments, Promotion, and Tenure (CAPT)*

Curricular Committees

Curriculum and Educational Policy Committee (CEP)

Curriculum Implementation Committee (CIC)

Recording Committee

Resources Committees

Faculty Development Committee (FDC)

Lectures and Concerts Committee (L&C)

Student Fellowships Committee (SFC)

Appeals, Grievances, and Misconduct Committees

Faculty Appeals and Grievances Committee*

Judicial Board and Student Sexual Assault and Misconduct Board

Student Appeals Committee

Oversight: College Life Committees

Accessibility Task Force

Advisory Committee for an Inclusive Community (ACIC)

Benefits Advisory Committee

Bias Incident Group

Bowdoin College Museum of Art Advisory Council

Committee for Faculty Diversity and Inclusion

Council of Mentors

Library Committee

Oversight: Research and Safety Issues

Chemical Hygiene Committee

Institutional Animal Care and Use Committee (IACUC)

Institutional Biosafety Committee (IBC)

Institutional Review Board (IRB)

Radiation Safety Committee

Working Groups as appointed by GFA

Trustee Committees with Faculty Representation

To ensure the equitable rotation of faculty members through committees, the following guidelines apply:

1. GFA will keep longitudinal records of individual faculty service as a basis for monitoring the equitable distribution of workload across the faculty.

2. Concurrent service on all the elected committees, CEP, and CIC is prohibited. If a member of CEP or CIC is elected to CAPT or GFA, for example, he or she steps down from the appointed committee.
3. Department Chairs and Program Directors are excluded from CAPT, normally ineligible for election to GFA and normally exempt from CEP and CIC. Members of CAPT, GFA, CEP, and CIC who become Department Chairs or Program Directors may choose to step down before completion of their term.⁶⁸
4. Faculty who have served a full term on CAPT or GFA are normally ineligible for election to CAPT or GFA during the first two years of teaching after the completed term.
5. A full term of service on CAPT or GFA is normally not followed immediately by service on CEP or CIC.
6. Department Chairs and Program Directors are normally not asked to chair the Faculty Development, Student Fellowship, and Recording Committees.
7. No faculty member is normally asked to chair two different committees in successive years.
8. Election slates shall include a note about each candidate's committee service for the previous three years.
9. First year and adjunct faculty are not expected to serve on elected or appointed committees.
10. Every election or appointment is for a full term unless specifically designated otherwise by GFA. If a member of a committee leaves the committee before his/her term of service expires, the vacancy will be filled by an election or appointment for a full term, not the balance of the unexpired term. Occasionally GFA may adjust the length of a full term to avoid holding a special, mid-year election or to ensure that the terms of the members of a particular committee are staggered.

The following sections provide descriptions of the committees to which faculty members are elected or appointed and a description of faculty election rules and procedures.

C. Faculty Governance Committees

1. Committee on Governance and Faculty Affairs (GFA)

Purpose: Exercises oversight responsibility for faculty governance. Establishes agenda for faculty meetings. Provides a moderator for faculty meetings from the committee membership. Oversees election and appointment of faculty committees. Ensures equitable distribution of committee workload. Forms working groups when requested and/or necessary, serving as a clearing house for issues brought to the committee's attention from the faculty. Acts in advisory capacity for issues brought to the committee by the Dean or President. Reviews budget and financial priorities and receives reports from the Treasurer. Manages and proposes revisions to the Faculty Handbook. Brings to the faculty for vote issues of policy, and

⁶⁸ Modified by faculty vote 5 March 2012.

advises the President and Dean on issues of direct interest to the faculty including but not limited to: compensation, workload, intellectual property, intellectual freedom, sabbaticals, voting eligibility, family leave, partner accommodations, the evaluation of teaching and professional activities, etc. Represents the faculty at meetings of the Board of Trustees, attends Trustee Executive Committee meetings, and meetings of the Trustee Committee on Admissions, and reports back to GFA and the faculty as a whole as appropriate.

Chair: Appointed tenured faculty member

Members: faculty: six, elected: four tenured to include at least two full professors and at least one associate professor, one from each curricular division (Humanities and Fine Arts, Natural Science and Mathematics, Social and Behavioral Sciences); and two untenured, representing two curricular divisions. Term of service: tenured, 3 years; untenured, 2 years. Exclusions: concurrent members of CAPT, CEP, CIC, and Faculty Appeals.

students: none

ex officio: President; Dean for Academic Affairs

2. Committee on Appointments, Promotion and Tenure (CAPT)

Purpose: Considers recommendations from academic departments regarding the promotion of members of the faculty to the rank of Associate Professor, with tenure, or to the rank of Professor, and for the appointment of individuals from outside the faculty to those ranks. Makes recommendations on promotions to the Dean for Academic Affairs in accord with policies and procedures voted by the faculty and set forth in the Faculty Handbook. Advises the Dean concerning appointments to the faculty and monitors the appointment process.

Chair: one of the three Professors designated by the committee

Members: faculty: five, elected: three professors, one from each curricular division (Humanities and Fine Arts, Natural Science and Mathematics, Social and Behavioral Sciences); two associate professors. No more than one member from any department. Term of service: professors, 3 years; associate professors, 2 years. Exclusions: Department Chairs and Program Directors; faculty in the first year of tenure; concurrent members of GFA, CEP, CIC, and Faculty Appeals.

students: none

ex officio: Dean for Academic Affairs

D. Curricular Committees

1. Curriculum and Educational Policy Committee (CEP)

Purpose: Responsible for broad oversight of the curriculum, and for proposing changes in academic policy and degree requirements for consideration by the faculty. Advises the Dean and the President on allocation of resources, including the assignment and reauthorization of faculty positions. Brings to the faculty proposals about policy including college-wide changes to major/minor requirements, changes to college-wide distribution requirements, and other large-scale curricular policy matters. Represents the faculty on the Trustee Committee on Academic Affairs.
This committee will meet at least once per semester with CIC.
During discussions involving personnel matters, the committee may exclude student members.

Chair: Dean for Academic Affairs

Members: faculty: six, appointed: two from each of the three curricular divisions (Humanities and Fine Arts, Natural Science and Mathematics, and Social and Behavioral Sciences), one tenured and one tenure-track. Term of service: tenured, 3 years; untenured, 2 years. Exclusions: concurrent members of CAPT, CIC, GFA, and Faculty Appeals; and normally Department Chairs and Program Directors.
students: three appointed, one of whom is an alternate.
ex officio: Dean for Academic Affairs, Associate Dean for Academic Affairs, President, and the Registrar

2. Curriculum Implementation Committee (CIC)

Purpose: Oversees curricular implementation, including: approval of all new and revised courses, revisions to individual majors/minors, implementation and evaluation of distribution requirements. Oversees Off-Campus Study curricular issues. Evaluates and approves self-designed majors (with advice on petitions from the Associate Dean for Academic Affairs). Oversees the execution of policies re: grading, honors, transfer of credit and progress towards degree (in consultation with CEP as necessary). Sends a faculty representative to meetings of the Calendar Committee.⁶⁹
Subcommittees may be formed as needed.
This committee will meet at least once per semester with CEP.
During discussions involving personnel matters, the committee may exclude student members.

Chair: Associate Dean for Academic Affairs

⁶⁹ Approved by the faculty on 4 April 2016 (16-3-4)

Members: faculty: six, appointed, two from each of the three curricular divisions (Humanities and Fine Arts, Natural Science and Mathematics, and Social and Behavioral Sciences), of whom at least three are tenured. Term of service: tenured, 3 years; untenured, 2 years. One member should be from a language department to address issues involving language and off-campus study. Exclusions: concurrent members of CAPT, CEP, GFA, and Faculty Appeals; and normally Department Chairs and Program Directors.

students: three, one of whom is an alternate.

ex officio: Associate Dean for Academic Affairs, Registrar, Director of Off-Campus Study, First-Year Writing Seminar Director/Director of Writing and Rhetoric

3. Recording

Purpose: Interprets, applies, and gives guidance on⁷⁰ current academic policies, determines academic standing, reviews petitions re: academic standing, grading options, and transfer credit.

Chair: appointed faculty member

Members: faculty: three, appointed, one from each of the three curricular divisions (Humanities and Fine Arts, Natural Science and Mathematics, and Social and Behavioral Sciences), (for three-year terms). Tenured and tenure-track faculty and visiting faculty, lecturers and senior lecturers on multi-year contracts eligible to serve. Term of service: 3 years.

students: three, one of whom is an alternate

ex officio: Senior Vice President and Dean for Student Affairs, Associate Dean for Academic Affairs (as liaison to CEP and CIC), Registrar, Dean of Students, Faculty Liaison for Advising

E. Resources Committees

1. Faculty Development Committee (FDC)

Purpose: Distributes resources for the support of teaching and research. Organizes and oversees programs for faculty development. Establishes procedures and criteria for awards and publishes them annually to faculty. One member from each subcommittee to advise the Chief Information Officer about applications for Educational Technology grants for special projects. The Committee will have two largely separate subcommittees which will meet separately and/or together as necessary but must meet together at least once a year to

⁷⁰ Modified by faculty vote 5 March 2012.

discuss policy issues regarding faculty support and the development of programs to assist faculty in their teaching and research.

Chair: appointed faculty member

Members: faculty: seven, appointed: at least two from each of the three curricular divisions (Humanities and Fine Arts, Natural Science and Mathematics, and Social and Behavioral Sciences). Tenured and tenure-track faculty and visiting faculty, lecturers and senior lecturers on multi-year contracts eligible to serve. Term of service: 3 years.

students: two plus an alternate on the Teaching Resources Subcommittee only (students do not participate in the evaluation of course development grant applications)

ex officio: Associate Dean for Academic Affairs. Representatives from the Center for Learning and Teaching, the Library, IT, Student Fellowships and Research, and Student Affairs to be invited as needed.

a) Teaching Resources Subcommittee

Purpose: Administers course development grants. Oversees the development of teaching: engaging speakers, organizing workshops, supervising the teaching mentorship program, etc.

Members: faculty: three members of FDC

students: two plus an alternate

ex officio: Associate Dean for Academic Affairs; representatives from the Center for Learning and Teaching, the Library, IT, Student Fellowships and Research, and Student Affairs as necessary.

b) Research Resources Subcommittee

Purpose: Administers faculty research grants and faculty leave supplements.

Members: faculty: four members of FDC, representing each of the curricular divisions

students: none

ex officio: Associate Dean for Academic Affairs; representatives from the Center for Learning and Teaching, the Library, IT, Student Fellowships and Research, and Student Affairs as necessary.

2. Lectures and Concerts Committee

Purpose: Awards funds on the basis of proposals submitted by members of the faculty to support lectures, concerts, exhibitions, and other events relating to the academic and cultural life of the College.

Chair: appointed faculty member

Members: faculty: four,⁷¹ appointed (for three-year terms)

staff: Director of Student Activities and the David Saul Smith Union

students: two

⁷¹ See Motion (19-4-5) adopted by the faculty 29 April 2019.

ex officio: Director of Residential and Student Life, Director of Events and Summer Programs, a member of the Development Staff, Director of Academic Budget and Operations, Curator of the Bowdoin College Museum of Art, Manager of Academic Data Analysis and Technology

3. Student Fellowships Committee⁷²

Purpose: Advises and supports the Director of Student Fellowships and Research in reviewing, commenting upon, and evaluating proposals, interviewing students, and mentoring fellowship candidates. Determines Bowdoin's nominees for external fellowships and makes award decisions for institutional fellowships. Selects the student Commencement and Sarah and James Bowdoin Day speakers, and consults with the Senior Vice President and Dean for Student Affairs to select the Lucien Howe Prize, awarded annually.

Chair: appointed faculty member

Members: faculty: nine, at least one from each division and three from the division of Math and Natural Sciences. Tenured and tenure-track faculty, visiting faculty, lecturers and senior lecturers on multi-year contracts eligible to serve. Term of service: three years

staff: two

students: one, to be consulted for student speakers only

ex officio: Associate Dean for Academic Affairs, Director of Student Fellowships and Research, and two representatives of Student Affairs.

⁷² Established by faculty vote on 4 April 2016 as a restructuring of the former External Student Fellowships Committee and Internal Student Fellowships Committee (16-3-4).

F. Appeals, Grievances and Misconduct Committees

1. Judicial Board⁷³

Purpose:

The Judicial Board hears allegations of violations of the Academic Honor Code and Social Code, although faculty members of the Judicial Board only hear matters involving alleged academic dishonesty. The Judicial Board is charged with determining whether a student has violated the Academic Honor Code. The sanction is determined by the Dean of Students or designee. Judicial Board Hearings can take place at any time during the year, including prior to the start of either semester, and, in the spring, up until Commencement. Hearings are not conducted during reading period or exam period but may occur either before or after. Full details of the hearing processes are outlined under the Judicial Board policies in the Student Handbook.

Chair: Student

Members: faculty: four (for three-year terms)
 staff: none
 students: normally 12-15 but may vary year to year
ex officio: Associate Dean of Student Affairs and Community Standards or designate

There is a required annual information meeting in the fall and hearings as needed.

1a. Student Sexual Misconduct Panel⁷⁴

Purpose: The Student Sexual Misconduct Panel considers the appropriate sanction(s) in cases involving a student respondent who is a Student. The panel is chaired by the Dean of Students or designee and typically includes one student member and one faculty member from the Judicial Board. The Sexual Misconduct Panel can meet at any time during the year, including prior to the start of either semester. Full details of the panel processes are outlined in the Student Handbook.

Chair: Dean of Students

Members: faculty: one member from the Judicial Board
 students: one member from the Judicial Board
 staff: none

2. Faculty Appeals and Grievances Committee

Purpose: Receives and considers appeals regarding decisions of reappointment, tenure, or promotion (see appeals procedure in *Faculty Handbook*). Receives and considers grievances brought by

⁷³ Changes from the Office of the Dean of Students 2020.

⁷⁴ Established in 2020 in response to changes to Title IX.

faculty against other faculty or members of the Administration. (See Grievance section in *Faculty Handbook*.) Receives and considers cases of harassment between faculty (that is, where both grievant and accused are faculty members). Cases of harassment between faculty may also be handled through Human Resources. Cases of harassment between faculty and staff or Administration must be handled through Human Resources. Normally no more than three members of the Appeals and Grievance Committee will hear any single appeal or grievance.

Chair: Chosen at the beginning of each academic year by and from the elected members of the committee

Members: faculty: six, elected: three tenured full professors and three tenured associate professors, with at least one at the associate rank holding tenure for no more than five years;⁷⁵ no more than one from a single department. Exclusions: concurrent members of CAPT, GFA, CEP and CIC; faculty members undergoing review for promotion to full professor. Term of service: three years

students: none

ex officio: none

3. Student Appeals Committee⁷⁶

Purpose: Receives and reviews appeals if the Senior Vice President and Dean for Student Affairs determines a student has provided adequate grounds to consider an appeal from a Judicial Board hearing. The Senior Vice President and Dean for Student Affairs shall convene a panel of members of the Student Appeals Committee to review the appeal. Please refer to the Student Handbook for more information. The Appeals Panel can take meet at any time during the year, including prior to the start of either semester, and, in the spring, up until Commencement. The Panel will not meet during reading period or exam period but may meet either before or after. Full details of the appeal process are outlined in the Student Handbook.

Chair: Senior Vice President and Dean for Student Affairs

Members: faculty: four, appointed (for three-year terms)

students: four plus one alternate

ex officio: Senior Vice President and Dean for Student Affairs

⁷⁵ See motions (11-12-13) and (12-2-6) adopted by the faculty 5 March 2012.

⁷⁶ Changes made in 2020 by the Office of the Dean of Students.

G. Oversight: College Life Committees

1. Accessibility Task Force⁷⁷

Purpose: The Accessibility Task Force, a collaboration of students, faculty, and staff, seeks to fulfill Bowdoin's commitment to accessibility for community members with all types of disabilities, impairments, health conditions, access needs, etc. The task force seeks to identify and eliminate barriers to inclusion for people with disabilities, while ensuring the College fulfills its legal obligations (outlined by the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973).

Includes subgroups on: assistive technology, web accessibility, facilities, public access, communication and training.

Chair: Senior Vice President for Finance and Administration and Treasurer

Members: faculty: three

students: two

staff: Director of the Baldwin Center for Learning and Teaching, Registrar, Legal Officer and Assistant Secretary of the College, Director of the Bowdoin College Library, Technology Integration Specialist, Associate Dean for Academic Affairs, Director of Student Accessibility, Senior Vice President for Inclusion and Diversity, Director of Housing Operations, Maintenance Project Manager & CAD Administrator, Vice President of Human Resources, Workers' Comp and Wellness Administrator, Senior Director of Academic Technology & Consulting, Educational Research Consultant, Associate Director of Communications & Website Manager⁷⁸

2. Advisory Committee for an Inclusive Community⁷⁹

Purpose: Advises offices in charge of supporting the diverse identity groups that constitute our campus community, on matters pertaining to the academic and social experience of students, faculty and staff. Advises primarily on issues related to gender, sexuality, race, ethnicity, and social or geographical origin.

Chair: faculty member

Members: faculty: three

students: four

⁷⁷ Established as a standing committee in May 2018.

⁷⁸ Staff membership revised by the chair in July 2019.

⁷⁹ Established by faculty vote 7 February 2011 as a restructuring of the former Oversight Committees on Multicultural Affairs and Gender and Sexuality Issues. Name changed from Advisory Committee for a Diverse Community to Advisory Committee for an Inclusive Community by faculty vote 23 May 2016 (16-5-8).

staff: three (two administrative, one support)
ex officio: Senior Vice President for Inclusion and Diversity, Associate Dean of Students for Diversity and Inclusion, and Gender, Associate Dean for Academic Affairs, Vice President for Human Resources and Deputy Title IX Coordinator, Director of the Student Center for Multicultural Life, Senior Fellow

3. Benefits Advisory Committee

Purpose: Considers and makes recommendations to the Administration regarding policies governing employee benefits such as retirement health and life insurance, scholarship contributions and other such benefits that the College may provide.
 Chair: Senior Vice President for Finance and Administration and Treasurer
 Members: faculty: two, appointed (for three-year terms)
 staff: four
 students: none
ex officio: Vice President for Human Resources, Assistant Director of Benefits and Absence Management

4. Bias Incident Group

Purpose: Meets at the initiative of the President in response to an incident of bias in any form, whether discrimination, harassment, or other intolerance for the purpose of sharing all facts available at the time and designing a course of action appropriate to the incident.
 Chair: President
 Members: faculty: two (appointed for three-year terms)
 students: two
ex officio: Senior Vice President and Dean for Student Affairs, Associate Dean of Students for Diversity and Inclusion, Director of Safety and Security, Director of the Counseling Service and Wellness Programs, Senior Vice President for Communications and Public Affairs, Senior Fellow, and Associate Vice President for Inclusion and Diversity

5. Bowdoin College Museum of Art Advisory Council

Purpose: The Advisory Council of the Bowdoin College Museum of Art supports the Museum's mission, strategic direction, programmatic goals, and financial well-being. The Advisory Council offers advice and counsel to the Museum Co-Directors on issues pertaining to museum policies and priorities, works to ensure that the Museum follows best practices in its professional activities, helps to create a secure financial structure for the museum's future, and seeks to raise

the quality and diversity of the Museum's collections and enhance their use. The Advisory Council meets twice each academic year.

The Council was formed by the Trustees, and membership is appointed by the President.

- Chair: Museum Co-Directors and one other member of the Council
 Members: No more than 30 members in total
 trustees: at least two
 faculty: three, including at least one from the Department of Art History and Visual Arts at the College
 staff: Dean for Academic Affairs, Senior Vice President for Planning & Alumni Relations or delegate
 students: two (current students or recent alumni)
 ex officio: Museum Co-Directors; Curator

6. Committee for Faculty Diversity and Inclusion⁸⁰

- Purpose: Promotes the hiring and retention of a diverse faculty at Bowdoin by serving as outside members on tenure-track searches, and by undertaking other activities to increase the diversity of the faculty. This committee will remain in existence through June 2020.⁸¹
 Chair: Appointed tenured faculty member
 Members: faculty: five tenured, appointed for two-year terms, at least one from each of the three curricular divisions.
 students: none
 ex officio: Senior Vice President for Inclusion and Diversity⁸²

7. Council of Mentors⁸³

- Purpose: Members of the Council of Mentors serve as trained mentors available to faculty members across the College and are responsible for the facilitation of faculty mentoring on campus. Faculty mentoring provides support across a spectrum of areas including teaching, scholarship, career advancement, student advising and mentoring, departmental citizenship and leadership, navigation of workplace dynamics, and challenges specific to women, faculty of color, and other underrepresented faculty.

⁸⁰ Established as the Faculty Diversity Committee by faculty vote 6 December 2010 as a restructuring of the former Working Group on Faculty Diversity, to remain in existence through June 2015. Authorized to continue through June 2020 by faculty vote 6 April 2015 (15-3-4). Name changed to Committee for Faculty Diversity and Inclusion by faculty vote 23 May 2016 (16-5-8).

⁸¹ See motion (15-4-3) adopted by the faculty 6 April 2015.

⁸² See motion (19-3-4) adopted by the faculty 1 April 2019.

⁸³ Established by faculty vote 28 October 2019 (19-10-4).

Chair: Appointed tenured faculty member

Members: faculty: six tenured, appointed for three-year terms, two from each of the curricular divisions of the College, with at least two full professors and two associate professors.

8. Library Committee

Purpose: Advises the College Librarian regarding library policies, procedures, and the development of the library collection. Informs the faculty about issues relating to the library. Recommends the formation of working groups on issues of broad faculty interest in relation to library and information resources.

Chair: appointed faculty member

Members: faculty: three, appointed (for three-year terms)

students: two

ex officio: College Librarian, IT representative

H. Oversight: Research and Safety Committees

1. Chemical Hygiene Committee

- Purpose:** Reviews and makes recommendations about policies and procedures governing the safe storage, use and disposal of chemicals used in laboratories at the College.
- Chair:** Elected by committee – currently Manager of the Bowdoin Science Center and Laboratory Safety
- Members:** faculty/staff: one faculty or staff member from each of the following departments: Biology; Chemistry (may be filled by Manager of the Bowdoin Science Center and Laboratory Safety); Earth and Oceanographic Science; Physics
 students: none
ex officio: Associate Director of Environmental Health and Safety (Chemical Hygiene Officer)

2. Institutional Animal Care and Use Committee (IACUC)

- Purpose:** Federally mandated for institutions that receive federal funding, the IACUC fulfills the institutional responsibility to ensure the humane use and care of animals used in research. The IACUC will oversee and evaluate the entire animal care and use program, will ensure compliance with the Guide 8th Edition and PHS policy, interpret and implement regulations and support high-quality science and humane animal use.

The IACUC is composed primarily of faculty members, appointed to the committee for three-year terms. The committee reports directly to the Dean for Academic Affairs, who serves as the Institutional Official for matters of animal research. The IACUC membership includes an Attending Veterinarian who serves as a College consultant for animal care concerns. At least one non-College member of the IACUC represents general community interests and perspectives.

IACUC members have an important responsibility to protect the integrity of the research conducted at Bowdoin College by faculty, staff, students, and guests of the College. IACUC members are expected to conduct thorough protocol reviews, understand federal and state regulations, attend convened meetings, disclose conflicts of interest, propose and develop research oversight procedures and policy, complete mandatory training requirements, handle allegations of noncompliance, maintain confidentiality, and make determinations whether Federal reports are required.

- Chair:** Appointed faculty member
Members: (at least five total)

faculty:	at least three, appointed (for three-year terms), including a scientist familiar with lab animal research (vertebrates)
students:	none
staff:	Animal Care Supervisor (non-voting member); Director of Sponsored Research (non-voting member); Biological Safety Officer and/or Member of Facilities
others:	at least two non-Bowdoin members including an attending veterinarian

3. Institutional Biosafety Committee (IBC)

Purpose: Federally mandated for institutions that receive federal funding, the IBC fulfills the institutional responsibility to provide local review and oversight of all forms of research utilizing recombinant DNA and synthetic molecules. The IBC will review recombinant DNA research projects for compliance with the [NIH Guidelines](#).

IBC members have an important responsibility to protect the integrity of the research conducted at Bowdoin College by faculty, staff, students, and guests of the College. IBC members are expected to conduct thorough protocol reviews, understand federal and state regulations, attend convened meetings, disclose conflicts of interest, propose and develop research oversight procedures and policy, complete mandatory training requirements, handle allegations of noncompliance, maintain confidentiality, and make determinations whether Federal reports are required. The IBC charter can be found in Appendix H.

Chair: Appointed faculty member

Members: (at least five total)

faculty:	at least three, appointed (for three-year terms), including and possibly combining: a scientist familiar with recombinant DNA research; a scientist familiar with plant, plant pathogen, or plant pest containment; a scientist familiar with animal containment principles
students:	none
staff:	Animal Care Supervisor (non-voting member); Director of Sponsored Research (non-voting member); Biological Safety Officer and/or Member of Facilities
others:	at least two non-Bowdoin members who have an interest in public health and the conservation of the environment

4. Institutional Review Board (IRB)

Purpose: The IRB ensures that the rights, safety, and welfare of human research subjects are protected; to ensure compliance with all applicable Federal and State laws/regulations; and conduct an ethical evaluation of human research activities including initial,

continuation, and modification reviews, unanticipated problems, and alleged noncompliance. The responsibilities of the IRB are determined by federal mandates ([The Common Rule](#) and [subparts B, C, and D of the HHS regulations at 45 CFR Part 46](#)) for institutions that receive federal funds to support research.

IRB members have an important responsibility to protect the integrity of the human subject research conducted at Bowdoin College by faculty, staff, students, and guests of the College. IRB members will be expected to: conduct thorough protocol reviews, understand federal and state regulations, attend convened meetings, disclose conflicts of interest, propose and develop IRB procedures and policy, complete mandatory training requirements, handle allegations of noncompliance, maintain confidentiality, and make determinations of whether Federal reports are required.

Chair: Appointed faculty member
 Members: (at least five total)
 faculty: at least three, appointed (for three-year terms), including a scientist identified with behavioral/biomedical research and a non-scientist
 students: none
 staff: Director of Sponsored Research (non-voting member)
 others: at least one non-Bowdoin member representing the community interest; others may include social science faculty who use survey tools, a library staff member, other community members

5. Radiation Safety Committee

Purpose: Establishes, reviews and monitors policies and procedures with respect to the appropriate and safe use, care and storage, and disposal of radioactive materials, including equipment containing radioactive sources, x-rays, and lasers at the College.

Chair: faculty member

Members: faculty/staff: three selected from among the science departments (Biology, Chemistry, EOS, and Physics), which will include representatives of departments in which radioactive materials are used, if license is active
 staff: Radiation Support Technician
 students: none
 ex officio: Associate Director of Environmental Health and Safety and Radiation Safety Officer
 other: Authorized Users will not be appointed to the committee, but they will be invited to committee meetings

I. Working Groups

Purpose: To address specific faculty or College issues in a time-limited and targeted way. Working groups may be initiated by requests to GFA from faculty committees, individual faculty members or members of the administration. GFA will normally determine the numbers and charge of these working groups, call for volunteers and appoint faculty members to them. The bulk of the working groups for a given year will be formed at the same time as GFA appoints faculty to the standing committees, but working groups may also be formed at other times in response to immediate concerns or issues. General guidelines for working groups, as well as the charges of current working groups, can be found on the faculty governance webpage.

Members: Various, and may include staff and students as appropriate. Students normally appointed through Bowdoin Student Government but can be appointed directly by GFA. Staff normally appointed through BAS and SSAC but can be directly appointed by GFA.

J. Trustee Committees with Faculty Representation⁸⁴

1. Meetings of the Board of Trustees

The Board of Trustees holds three regular meetings in each year. Two members of the faculty are entitled to be present at each meeting of the Trustees and to participate in the meeting but without the right to vote. These faculty representatives are appointed from among the members of the faculty Committee on Governance and Faculty Affairs.

2. Executive Committee

The Executive Committee of the Trustees, when the Trustees are not in session possesses the powers of the trustees, with some exceptions.

Members: Trustees, President of the College, Chair of the Trustees, and the Chair of each Standing Committee of the trustees, provided that such Chair is also a Trustee.

Representatives:

Faculty:	one representative from among the Committee on Governance and Faculty Affairs
Students:	one representative
Alumni:	one representative of the Alumni Council

⁸⁴ Revised 20 June 2017 with the approval by the Trustees of updated By-Laws of Bowdoin College.

3. Academic Affairs Committee

Purpose: The Academic Affairs Committee shall stay apprised of and offer insight into developments and trends in the theory and practice of higher education, including issues of faculty, curriculum, teaching and learning, museums, libraries, diversity and inclusion, and technology. The Committee provides oversight of the quality of the College's educational program and ensures the integrity of the tenure review process.

Members: A minimum of five Trustees

Representatives:

Faculty: one representative from the faculty Committee on Curriculum and Educational Policy

Students: one representative

4. Beyond Bowdoin Committee

Purpose: The Beyond Bowdoin Committee shall provide oversight and insights into the efforts to most effectively connect alumni with the College and each other through networking, life-long learning opportunities, career planning support, and direct engagement with the College such as admissions, athletics, cultural programs, and others. These programs are built on collaborations between the alumni and development staff and campus colleagues in Academic Affairs, Communications, Student Affairs, Athletics, Career Planning, Admissions, and Information Technology, among others. The effort to foster lifelong connections also includes programs that are driven by stage of life, professional interest, identity, membership in Bowdoin student organizations, academic departments and majors, and geographic location, among many others.

Members: A minimum of five Trustees

Representatives:

Faculty: one representative

Students: one representative

Alumni: one representative of the Alumni Council

5. Committee on Inclusion

Purpose: The Committee on Inclusion shall provide oversight and insight into the work done by each of the Standing Committees of the Trustees on issues of diversity and inclusion with respect to race, ethnicity, economic class, first-generation college attendees, gender, religion, sexuality, and political view, among other dimensions.

Members: One Trustee member of each of the other Standing Committees

Representatives:

Faculty: one representative from the faculty Advisory Committee for an Inclusive Community

Students: one representative

6. Investment Committee

Purpose: The Investment Committee shall establish investment policy and, in conjunction with the Resources Committee, establish spending policy that enables the endowment to provide a meaningful, sustainable flow of funds to support the current academic mission of the College while preserving the purchasing power of the endowment to provide support for future programs. The investment staff works in conjunction with committee members to implement investment policy. The staff oversees the daily operations of the endowment.

Members: A minimum of five Trustees and/or Trustees Emeriti

Representatives:

Faculty: one representative

7. Resources Committee

Purpose: The Resources Committee shall provide oversight and insights on issues of financial resources, debt management, budgeting, physical plant, and fundraising. The Committee offers insights, considers proposals, and makes recommendations to the Trustees concerning the annual operating and capital budgets, new construction and renewal of facilities, the issuance of debt, the annual increases in the comprehensive fee, and the endowment spending policy. The Committee reviews periodic updates to long-range financial projections. The Committee offers insights into the timing, size, and scope of major fundraising initiatives, and where appropriate makes recommendations to the Trustees on these initiatives.

Members: A minimum of five Trustees

Representatives:

Faculty: one representative

Students: one representative

8. Student Experience Committee

Purpose: The Student Experience Committee shall provide oversight and insights on matters of the student experience from prospective applicants to graduation. Areas of attention include issues of the applicant pool, including academic excellence, personal character, and racial, ethnic, and economic diversity, among other dimensions of difference, and financial aid in relation to Bowdoin's financial resources. The Committee considers student academic and

intellectual life, co-curricular and extracurricular experiences, study away and career planning, the development of a campus environment that is inclusive and where honest and respectful discourse and debate are encouraged, and the general physical, psychological, and spiritual well-being of students.

Members: A minimum of five Trustees

Representatives:

Faculty: one representative

Students: one representative

9. Subcommittee on Honors

Purpose: The Subcommittee on Honors shall evaluate and recommend to the Trustees individuals who may receive one of the College's prestigious awards. The Subcommittee identifies, evaluates and recommends candidates for honorary degrees, the Common Good Award, and The Bowdoin Prize. The Subcommittee considers the appropriate naming of facilities.

Members: A minimum of five Trustees

Representatives:

Faculty: two representatives

K. Voting Procedures

1. **Scheduling.** Insofar as is possible, elections to the three elected committees are scheduled to occur concurrently. The elections employ a procedure of approval voting that makes it possible to hold all the elections at the same time with overlapping lists of candidates. The votes for the Committee on Appointments, Promotion and Tenure will be counted first, followed by those for the Committee on Governance and Faculty Affairs. Once a nominee has been elected to the Committee on Appointments, Promotion and Tenure, votes for that candidate will not be counted in the election for the Committee on Governance and Faculty Affairs.
2. **Nominations.** Faculty members are notified of each election and are asked to submit nominations from a list of faculty members eligible to serve on the committee(s) in question. When necessary, the Committee on Governance and Faculty Affairs may add its own nominations in order to balance the slate, taking into account such variables as rank, academic field, and gender.
3. **Elections.** The Committee on Governance and Faculty Affairs sends a ballot to those members of the faculty who are eligible to vote. The approval voting method permits the voter to vote for as many candidates as the voter would like. The Committee on Governance and Faculty Affairs counts the ballots and announces the results.

Appendix A: The Academic Honor Code and Social Code

<https://www.bowdoin.edu/dean-of-students/student-handbook/the-academic-honor-code-and-social-code.html>

Updated August 2020

The success of the Academic Honor Code and Social Code requires the active commitment of the College community.

Bowdoin College expects its students to be responsible for their behavior on and off College premises and to assure the same behavior of their guests. Bowdoin College designates the Office of the Dean of Students to supervise the administration of the Academic Honor Code and Social Code.

Uncompromised intellectual inquiry lies at the heart of a liberal arts education. Integrity is essential in creating an academic environment dedicated to the development of independent modes of learning, analysis, judgment, and expression. Academic dishonesty, in or out of the classroom, is antithetical to the College's institutional values and constitutes a violation of the Academic Honor Code.

The Academic Honor Code plays a central role in the intellectual life at Bowdoin College. Students and faculty are obligated to ensure its success. Since 1964, with revisions in 1977 and 1993, the community pledge of personal academic integrity has formed the basis for academic conduct. The institution assumes that all Bowdoin students possess the attributes implied by intellectual honesty.

The Social Code describes certain rights and responsibilities of Bowdoin College students. The College requires certain standards of behavior on and off College premises to secure the safety of the College community and to ensure that the College remains a center of intellectual engagement. The College has an interest in the character of its students, and both on- and off-campus behavior reflect a student's character and fitness to be a member of the College community.

Individuals who suspect violations of the Academic Honor Code and/or Social Code should not attempt to resolve the issues independently, but should instead refer their concerns to the Office of the Dean of Students. The College reserves the right to impose sanctions on students who violate these codes on and off College premises, including while a student is studying away at a different institution.

Bowdoin College acknowledges its responsibility to conduct student judicial procedures that reflect fundamental fairness. Bowdoin is an educational community; the procedures under the Academic Honor Code and Social Code are intended to support Bowdoin's educational purpose. They are not criminal proceedings and should not be construed as such.

The following sections describe the Academic Honor Code and Social Code.

I. Definition of Terms

Listed below are standard definitions of important terms used in the Academic Honor Code and Social Code:

- A. The “Academic Honor Code” covers student conduct in such activities as classroom and laboratory assignments, examinations, quizzes, papers, and presentations. It applies to work completed for Bowdoin courses as well as courses taken at other institutions, including but not limited to study abroad.
- B. The “Social Code” governs non-academic student conduct occurring both on campus and off campus.
- C. Terms such as “Bowdoin” or “the College” refer to Bowdoin College and its premises.
- D. “Student” includes all persons who are active students, including those on study away and those who are on a leave or suspension.
- E. “Faculty” or “faculty member” means any individual employed by Bowdoin College to conduct formal academic activities.
- F. “College official” refers to any person employed by Bowdoin and not a member of the faculty.
- G. The “Bowdoin community” incorporates all faculty, students, staff, student groups, and officials or other persons employed by the College and its proper ties.
- H. College “premises” comprise all land, buildings, facilities, and other property owned, used, or supervised by Bowdoin, including its student organizations.
- I. “Student judicial procedures” refers to all written and stated policies involved in determining possible infractions and sanctions of College conduct codes.
- J. The “Student Appeals Committee” considers appeals of Judicial Board decisions. The committee is chaired by the Senior Vice President and Dean for Student Affairs and includes faculty members and students.
- K. The terms “shall” and “will” are used in the imperative sense; “may” and “should” are used in the permissive sense.
- L. “Misconduct” refers to student actions that violate the College’s Academic Honor Code and/or Social Code.
- M. “Preponderance of evidence” is the Judicial Board’s decisional standard by which the facts presented must demonstrate that it is more likely than not that a violation has occurred.
- N. As used herein, the term “Senior Vice President and Dean for Student Affairs” includes the Senior Vice President and Dean for Student Affairs or the Senior Vice President and Dean for Student Affairs’ designee.
- O. As used herein, the term “Dean of Students” includes the Dean of Students or the Dean of Students’ designee.

II. Interpretation

- A. The Senior Vice President and Dean for Student Affairs shall interpret questions and resolve any perceived ambiguities about the Academic Honor Code and Social Code.

III. The Pledge

- A. During matriculation, members of the incoming class must acknowledge the pledge that reads: "I have read, understand, and agree to abide by the Academic Honor Code and the Social Code."
- B. Signing of the pledge implies a student's commitment to uphold the principles and rules outlined in the Academic Honor Code and the Social Code.
- C. Students sign the Academic Honor Code and Social Code pledge form, a copy of which is kept in their permanent files in the Office of the Dean of Students. Members of the Judicial Board coordinate the signing of the pledge.
- D. Each time students place their names on examinations, papers, laboratory assignments, and other academic work, they acknowledge their responsibility and commitment to the Academic Honor Code.

IV. Proscribed Conduct

The following sections describe activities constituting breaches of the Academic Honor Code and the Social Code.

12. THE ACADEMIC HONOR CODE

1. "Academic Dishonesty" includes but is not limited to (1) the receiving, giving, or using of any unauthorized assistance on any academic assignments, including but not limited to: quizzes, tests, written assignments, examinations or laboratory assignments; (2) referencing and/or using sources beyond those authorized by the instructor in preparing papers, constructing reports, solving problems or carrying out other academic assignments; (3) inadequate citation of sources; (4) acquisition, without permission, of tests, computer files, or similar material that would give the student an unfair advantage on an assignment or examination; (5) submission of academic work not a student's own original effort; (6) use of the same work for multiple courses without prior knowledge of the receiving instructors; (7) depriving community members of access, including computer access, to library information through intentional monopolization, mutilation, defacing, unauthorized removal of books or other materials from College libraries, or purposeful failure to return library materials on a timely basis; (8) unauthorized altering of academic records (transcripts, grading sheets, Course Registration Cards, etc.); (9) fabrication of research data.
2. A number of Bowdoin College courses employ various kinds of collaborative assignments in several different situations, including homework, laboratory reports, project work, and in-class assignments. When preparing such course work, students must follow the individual instructor's policy on collaboration.
3. It is the obligation of students to be thoroughly familiar with proper citation of sources and to consult with their instructors and refer to authoritative style guides for research papers. Ignorance or carelessness is not a valid excuse for plagiarism.

The Bowdoin College Library website provides information on different [citation style guides](#) and online information about citation and plagiarism can be found on the Judicial Board's [website](#).

Plagiarism is possible with any work performed in any medium and in any scholarly discipline. Plagiarism involves the intentional or negligent use, including by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment in all such scholarly work as essays, examinations, oral/written reports, homework assignments, laboratory reports, computer programs, music scores, choreography, graphic depictions, and visual presentations.

Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in selling of term papers or other academic materials.

13. THE SOCIAL CODE

The following activities, occurring on or off College premises, constitute breaches of the Social Code:

1. Conduct that is unbecoming of a Bowdoin student. Examples include, but are not limited to: lewd or indecent behavior (or sponsorship thereof); physical abuse or assault; threats; intimidation; retaliation; harassment; coercion; behavior or activities that significantly disrupt the educational experience of other students; and other conduct that threatens, instills fear, or infringes upon the rights, dignity, and integrity of any person including through the use of social media or other means of electronic communication.
2. Attempted or actual theft of, or misappropriation of, physical or intellectual property and/or services. Attempted or actual damage to property.
3. Purposely providing false, inaccurate, or misleading information to a College official(s) or faculty member(s).
4. Failure to comply with the reasonable request of a College official(s) or faculty member(s), including a request to identify oneself or honor the terms of a College no-contact agreement/order.
5. Threats or behavior that endanger the health and safety of oneself or others. Examples include, but are not limited to: destroying, misusing, or tampering with fire safety equipment; unauthorized climbing on College buildings and structures; throwing objects out of windows; reckless operation of a motor vehicle; possession of explosives or dangerous chemicals; and possession of firearms, ammunition, or other weapons (unless approved by and safely stored with the Office of Safety and Security).
6. Violation of federal, state, or local statutes.
7. Disruption of the orderly processes of the College, involving obstruction of teaching, research, administration, disciplinary proceedings, or other College activities, including its public-service activities. Actions disruptive to the orderly processes of the College include, but are not limited to:
 - a. Unauthorized entry into, or occupation of a private office, college residence, work area, or a teaching, library, or social facility.
 - b. Failure to abide by the operating regulations of academic and non-academic offices, centers, unions, classrooms, libraries, laboratories, or other College buildings.
 - c. Unauthorized possession, duplication or use of keys or access cards to College premises, or tampering with locks to College buildings.

- d. Conduct that restricts or prevents College employees from performing their duties.
 - e. Excessive or extreme noise, the display of banners/objects, or the throwing of objects that prevents or disrupts the effective execution of a College function or approved activity, including, but not limited to: classes, lectures, meetings, interviews, ceremonies, athletic events, or public functions.
 - f. Failure to be forthcoming and truthful when participating in a disciplinary process.
8. Installing or using any device for listening to, observing, photographing, recording, amplifying, or transmitting sounds or events where the individual/group involved has a reasonable expectation of privacy, without consent of all persons involved. This includes meetings between students and deans involving disciplinary issues or between two or more people that are intended to be confidential. The recording or photographing of a recognized group's proceedings, performances, classes, lectures, programs, workshops, or other similar events without the specific authorization of the sponsoring organization, faculty member, speaker, or other party related to the event is prohibited.
9. Failure to comply with any Bowdoin College policy including, but not limited to, the following specific ones:
- [Bowdoin College Fraternity Membership Policy](#)
 - [Alcohol, Illegal Drug, Drug Abuse, and Smoking Policy](#)
 - [Bowdoin College Noise Ordinance](#)
 - [Bowdoin College Information Technology Use Policy and Copyright Policy](#)
 - [Bowdoin College Residential Life Policies](#)
 - [Bowdoin College Student Sexual Misconduct and Gender-Based Violence Policy](#)
 - [Bowdoin College Hazing Policy](#)
 - [Bowdoin College Non-Discrimination Policy](#)
 - [Bowdoin College Facilities Management Policies](#)
 - [Bowdoin College Weapons Policy](#)

Appendix B. College Code of Conduct

Date: January 2017

The College Code of Conduct includes: the **conflicts of interest policy, acceptance of gifts policy, whistleblower protection standard and reporting of violations.**

CODE OF CONDUCT

As representatives of the College, all employees and members of the Board of Trustees (herein referred to as “representatives of the College”) are expected to conduct themselves in a [professional](#) and ethical manner, maintaining high standards of integrity and the use of good judgment. All representatives of the College are expected to be principled in their business interactions and act in good faith with individuals both inside and outside the campus community. They should act with due recognition of their position of trust and loyalty with respect to the College and its students, research sponsors and donors.

Representatives of the College are expected to comply with all college policies and procedures, laws and regulations, and contractual, grant and other obligations, public or private, and to safeguard College property and funds. Set forth below are additional policies relating to conflicts of interest, acceptance of gifts, "whistleblower" protection, and reporting of violations.

CONFLICTS OF INTEREST

A conflict of interest exists when a representative of the College (or his/her immediate family) engages in a personal activity or has a direct or indirect business interest in a transaction involving Bowdoin College. Examples include decisions to purchase goods, hire a vendor, hire a candidate, or make an investment decision. A conflict of interest may also exist if an employee makes personal use of information acquired through his/her employment at Bowdoin College.

Trustees, faculty, and administrative staff of the College must submit an annual questionnaire in which they are required to report potential conflicts of interest to the Senior Vice President for Finance and Administration & Treasurer that are then reported to the Audit Committee of the Board of Trustees. In addition, any representative of the College is expected to report, on his/her own initiative, any conflict of interest that may significantly affect the College. Examples of conflicts that should be reported include business relationships between the representative (or his/her immediate family) and the College, its suppliers, research sponsors or donors; outside board memberships of the representative (or his/her immediate family) that might affect the College's business dealings or reputation; any outside employment or consulting relationships of the representative that might be of interest to the College; and holding by the representative (or his/her immediate family) of any local political office. For guidelines regarding conflict of interest in relationship to sponsored projects involving research and education please see Bowdoin College Financial Interest Disclosure Policy for Sponsored Projects.

It should be understood that conflicts of interest are not, in and of themselves, wrongful or even disadvantageous. The College maintains relationships and derives support from many people and organizations. This web of relationships inevitably leads to different parties having different interests. It is important, however, that the College be in a position to identify conflicts of interest so that management and the Board can take appropriate steps to assure fair treatment of the College in its business dealings, and to preserve and strengthen those relationships that will advance the College's mission in the future.

It is not possible to list every possible conflict. Ultimately it is the responsibility of each representative of the College to exercise good judgment and avoid (or appropriately disclose) any situation that could appear to be a conflict of interest or raise the appearance of impropriety.

ACCEPTANCE OF GIFTS POLICY

Employees of the College may not solicit, obtain, accept or retain any personal benefit from any supplier, vendor, donor, customer, client, public official, or any individual or organization doing or seeking to do business with the College. For the purposes of this policy, personal benefit includes, but is not limited to, gifts, gratuities, favors, certain travel, services, compensation, use of vacation residences, discounts, special treatment, or anything of monetary value exceeding \$100.00. Reasonable exceptions may include purchase of a business meal, or consumable gifts offered to an entire workgroup during a holiday season, where rejection would damage the spirit in which the gift was offered.

This policy does not prohibit members of the faculty and other employees from receiving honoraria or reimbursement for travel and other expenses from grant agencies, foundations, or other colleges or universities. This policy does not prohibit employees from receiving compensation or per diem payments for service on outside boards of directors. Reasonable exceptions to this acceptance of gift policy may also be granted for activities that further development opportunities and donor relations. Any such exceptions should be reviewed and approved by the Senior Vice President for Development and Alumni Relations.

"WHISTLEBLOWER" PROTECTION STANDARD

The College will take steps to help ensure that any representative of the College who comes forward in good faith to report suspected violations of law, this Code of Conduct or other college policies will be protected from retaliation in employment practices at Bowdoin College.

REPORTING SUSPECTED VIOLATIONS AND CONCERNS

You are encouraged to report violations or concerns about violations of law, this Code of Conduct or college policies that come to your attention. Inappropriate activity can range from clearly illegal activity (such as falsifying data or misusing College funds) to activity that is lawful but unethical (such as purporting to speak on behalf of the College without proper authority).

Any suspected violations of this Code including improper offers or suggestions from a supplier, vendor, or anyone seeking to do business with the College, and any activity that

could be perceived as presenting a serious conflict of interest should be reported anonymously by going to www.ethicspoint.com. Any suspected violations may also be reported to the Senior Vice President for Finance and Administration & Treasurer, or in her/his absence, to any other senior officer or the President. Appropriate cases will be referred to the Audit Committee of the Board of Trustees.

Disciplinary actions for proven violations of this Code, or for improper retaliation against anyone who reports possible violations, will be determined on a case-by-case basis and may include termination of employment. Those who violate this Code may also be subject to civil and criminal charges in some circumstances.

Questions concerning this policy may be directed to the Senior Vice President for Finance and Administration & Treasurer, Bowdoin College, 5600 College Station, Brunswick, Maine 04011, Telephone: 207-725-3242.

Appendix C. Intellectual Property Policy

Adopted by the Board of Trustees February 9, 2007

I. Preface

As part of its basic mission, Bowdoin College encourages the discovery, creation and wide dissemination of knowledge, artistic work, inventions, and educational materials. The most effective way to achieve these ends is to ensure academic freedom among faculty and students. A well-defined policy for the allocation of ownership rights associated with intellectual property will facilitate the creation and dissemination of original work.

This policy addresses the ownership of intellectual property created by faculty, staff, and students. In doing so, it recognizes the common law and traditions of ownership in colleges and universities, as well as the importance of College investments in supporting creative work. This policy is designed to articulate rules that clarify ownership of most intellectual property and to identify and address those exceptional cases where ownership interests may be shared by the creator and the College or where ownership may be uncertain, and to establish procedures for allocating ownership interests and resolving uncertainty over ownership.

II. Scope and Definitions

This policy addresses the determination of ownership of intellectual property rights for inventions and other works developed or created by members of the College community. It applies to all members of the College community, including faculty members, staff, and students of the College. The Policy applies to intellectual property, creations, inventions, advances, discoveries, software, written materials, creative works and other work product conceived or developed in the course of College activities or with College resources, referred to in this Policy as “**IP**.”

The College has an ownership interest in IP if it involves (i) an *identity interest*, (ii) a *functional interest*, or (iii) *substantial use of College resources* (see definitions below). The College, however, will not assert any ownership interest in the case of *traditional scholarly works*. In keeping with the College's goals and consistent with academic practices, these are owned by the creator(s).

“**Traditional scholarly work**” is defined broadly to include pedagogical, literary, artistic, scientific, and creative works created by faculty with or without the assistance of other members of the College community. This includes works related to teaching, such as lecture notes and other course notes (whether in summary or verbatim form, whether privately held by the faculty member or distributed to the class, whether paper or electronic), problem sets, syllabi, and websites for classes, and works related to scholarship, such as journal articles, books, text books, artistic works in any medium, videos, and photos. Patents are not traditional scholarly work. This means that the vast majority of faculty work – which finds traditional scholarly, pedagogical and artistic channels for circulation – is owned exclusively by the faculty member who created it. In contrast, most IP created by non-faculty College employees in the course of their employment is not *traditional scholarly work* and is owned by the College.

This policy is not intended to prohibit the use or creation of open source software or public domain materials under appropriate circumstances, or to interfere with the ability of the author of such materials to comply with applicable restrictions and license conditions.

(i) The College has an “**identity interest**” in works that are integral to, and reflect more directly on, the identity of the College than on the identity of the individual(s) who create them. For example, it

has an *identity interest* in items disseminated beyond the College, such as various catalogues, institutional web pages, alumni bulletins, admissions brochures, and fundraising materials. An *identity interest* also occurs when there is a prominent use of the College's name, or of any image, trademark or logo of the College (See Section VII below). Simply identifying the author of a work as a Bowdoin Professor would not be considered prominent use of the College's name. IP in which the College has an *identity interest* will generally be owned by the College.

(ii) The College has a “**functional interest**” in works that are used to enhance the effective functioning and coordination of ongoing operations. For example, it has a *functional interest* in administrative and personnel procedures, including software, and internal handbooks and reports. IP in which the College has a *functional interest* will be owned by the College.

(iii) “**Substantial use of College resources**” means that the College has provided support with resources of a degree or nature not routinely made available to all faculty and includes special support, either in the form of funding, or the use of facilities or staff. For example, the provision of a lab space, studio, extensive equipment dedicated to the use of a faculty member or extended IT support from a staff member involves the *substantial use of College resources*. However, ordinary use of desktop computers, College libraries and limited secretarial or administrative resources, including routine support from the College's IT department, and provision of offices, do not constitute *substantial use of College resources*. In addition, the College's funding of sabbatical leaves and funding provided through the Faculty Resource Committee are not considered *substantial use of College resources*.

III. Policy for Faculty, Staff, and Students:

A. Faculty:

Faculty members regularly create certain types of *traditional scholarly works*. *Traditional scholarly works* and all the intellectual property rights associated therewith, remain with the creator(s) even when their creation involved *substantial use of College resources*.

Where the College has an *identity* or *functional interest* in the IP, the College will own the rights to the IP. For instance, the College has a *functional interest* in faculty administrative work, e.g., committee reports and departmental records. Similarly, the College will own rights to faculty-created computer software in which it has an *identity* or *functional interest* – for example, an art historic tour of the College's art collection. When faculty members create IP as a contribution to College publications such as the Catalogue or Alumni Magazine, the work is owned by the College because of the *identity* and *functional* interest in the work. The College will not be deemed to have a *functional* or *identity interest* in *traditional scholarly works*.

The College will also have a joint ownership interest in faculty works -- other than *traditional scholarly works* -- that involve *substantial use of College resources*, including substantial use of the work-time and skills of other College employees. In these cases, the faculty member and the College will each have an ownership interest in the IP, and its use and development will be governed by mutual agreement of the creator(s) and the College, under terms to be set forth in a written document as described in Section IV. For example, patentable products that come out of laboratory research at the College involve *substantial use of College resources* and both the creator and the College would have ownership interest in the patent. Another example involves the substantial use of Information Technology (IT) support in the creation of IP that is not a traditional scholarly work. In such cases, the College and the faculty member will each have an ownership interest in a project in which the faculty member provides the content and IT staff create the software (also see III.B.). Faculty should

acknowledge appropriately the creative work of staff in both *traditional scholarly work* and other faculty works.

The terms of any financial or use sharing arrangement between the College and a faculty member will be negotiated under the procedures set out in Section IV. In the case of commercially developed products, the shares will depend, for example, on the development costs and who has undertaken the investment. As a point of reference, many colleges and universities have an arrangement to share income at a proportion of from 50-70% to the institution and 50-30% to the faculty member.

B. Staff:

Although non-faculty staff occasionally create scholarly articles and books, most of their work does not fall in this category and is subject to a legal principle known as the “work made for hire” doctrine, which provides that works created by employees within the scope of their employment belong to the employer. Non-faculty staff will own scholarly articles and books they create. The College, however, will own other IP developed by non-faculty staff in the course of their work at the College, and upon request, the creator will execute a written assignment to the College, acknowledging the College’s ownership of such IP. This result is consistent with the College’s *functional* or *identity interest* in IP developed by non-faculty staff. For example, the College has a *functional interest* in the work of IT staff and in works created by administrative staff to manage the institution. Similarly, the College has an *identity interest* (and perhaps a *functional interest*, too) in works created by the Communications Office and other departments that communicate with constituencies beyond the College community.

When IP other than scholarly articles and books is created by a non-faculty staff member working directly with a faculty member, the College will have an interest in the IP. For example, when an IT staff member develops software in collaboration with or at the request of a faculty member, the College will own that software to the extent it is written by the staff member. The faculty member will have an interest in the IP to the extent he or she was also involved in writing the software. In all cases, faculty and staff members are expected to acknowledge assistance or co-authorship when appropriate.

C. Students:

Literary, scholarly, and artistic works created by students – for example, essays, papers, presentations, works of art, poems, and short stories — will be owned by the students who create them. The College has no *identity* or *functional interest* in other classroom, laboratory, and academic materials generated by students in the instructional process, provided that they are not used for commercial purposes. Commercial use of such materials (for instance, selling a transcript of a lecture) would likely involve a College *identity interest* and the IP of a faculty member, and would require approval by the College and the faculty member).

When the student is employed by the College, IP policies for non-faculty staff will apply. See discussion in Section III.B above. The College will own all rights in IP created by student employees unless the IP is a *traditional scholarly work*, in which case either the faculty member or the student will own the student-created IP, depending on the circumstances. Faculty members are expected to acknowledge assistance or co-authorship when appropriate. Students receiving fellowships for research – for example, Surdna or Coles Fellowships – will not be deemed to be “employed by the College” for the purposes of IP determination.

D. Grants, Sponsored Works and Specially Funded Works:

In the event a grant from a government agency or private sponsor contains terms and conditions governing intellectual property and/or rights to the property, these provisions take precedence over this Policy. College faculty and staff should understand any such provisions before agreeing to a different allocation of rights than set forth in this Policy. The ownership of commissioned work done by faculty for the College will be governed by the contract agreement.

IV. Process for Determination of Ownership of Intellectual Property:

In the vast majority of cases, application of the foregoing principles will be straightforward, and there will be no question about who owns the rights to the IP. In such cases, the party with rights (a faculty member or the College) will decide the uses of the IP and will receive any income associated with it. In some cases, there may be questions about, for example, whether a project involved *substantial use of College resources* or whether a *functional* or *identity interest* is involved (e.g. providing a Bowdoin course to The Teaching Company). Such questions should be addressed to the Dean for Academic Affairs.

A. Reporting:

The uniform application of this Policy requires that the College be made aware of IP created by members of the College community with the use of College resources. Responsibility for reporting the creation of IP rests with the creator. Much of this reporting will be done in the ordinary course of employment, for instance by turning in a draft of an alumni bulletin or administrative report to one's supervisor, or by faculty submitting annually a "Professional Activities Form" to the Dean for Academic Affairs. IT staff will similarly be required to submit a periodic report of all development activities to the College's Chief Information Officer (CIO).

In cases where the IP is a *traditional scholarly work* created by a faculty member, no reporting, other than the annual "Professional Activities Form," is required. Academic work by students in their capacity as students need not be reported to the College unless the student wishes to make a commercial use of the work.

In certain cases, reports will need to be addressed specifically to the Dean for Academic Affairs. Creator(s) should report, as soon as the situation is reasonably clear and before work is well underway, on the production or planned production of any IP that meets one or more of the following conditions:

1. The IP has the potential for involving a *functional* or *identity interest* (unless it is clear to the creator(s) that the IP will be owned by the College).
2. The IP is jointly created by faculty and non-faculty staff (unless it is clear to the creator(s) that the IP will be owned by the College).
3. The creator is uncertain whether the work is *traditional scholarly work* or whether it falls within the "scholarly article or book" exception.
4. The creator intends to seek a patent on or otherwise commercialize the IP, in which case the process of protection or commercialization may involve substantial cost and effort, and the creator may wish the College to consider providing some or all of that support.
5. The creator has any question about ownership or other rights in the IP.

In the case of a group IP project, all those in the group shall be named in the report, and if the report contains an initial proposal for the disposition of rights and proceeds, all members of the group shall

sign. The CIO and other administration officers should also report creative activities and address questions about IP ownership rights to the Dean for Academic Affairs as soon as practical if any question arises, either as a result of required reporting or otherwise.

B. Determination process:

In cases where there is uncertainty over the ownership of or interest in IP, the Dean for Academic Affairs, in consultation with the creator(s), shall make a determination whether the IP involves a *functional* or *identity interest* of the College and whether its creation involves *substantial use of College resources*. The Dean shall also make a determination of whether or not the IP is *traditional scholarly work*. By so doing, the Dean shall make a determination of ownership of the IP and associated intellectual property rights, responsibilities, and use rights of the College and the creator(s), and, if appropriate, how the College will recoup its costs and share in financial gains from the IP. In all cases, the Dean will be guided by the principles set forth in this Policy and the creator(s) will be given an opportunity to explain the situation or proposal and recommend terms for ownership, responsibilities, use rights and financial arrangements.

Should the creator(s) disagree with the Dean's determination, an ad-hoc committee shall be formed and comprised of one individual selected by the Dean for Academic Affairs, one individual selected by the creator(s) and one individual agreed to by the creator(s) and the Dean. The committee shall review the circumstances surrounding the IP, and will make a recommendation to the President who will make the College's final determination.

C. Written Agreement:

After a determination has been made, an agreement shall be put in writing and signed by all parties. The agreement shall contain provisions outlining the allocation of ownership and interests and use rights, responsibilities and a mechanism for the sharing of commercial proceeds, if any.

V. Transfer of Rights to the College:

The College recognizes that even when IP is clearly the property of individuals, those individuals may wish to transfer rights to the College in exchange for help in developing, disseminating or protecting their creations. Requests by members of the College community for such an exchange should be made to the Dean for Academic Affairs and will be addressed on a case-by-case basis.

VI. Time Spent on IP Production Not for the College:

IP developed by a College community member as part of outside employment, or on his or her own time without the use of College resources, is not governed by this Policy, unless it involves an *identity interest* of the College. For instance, a report provided to another organization in a consulting role is IP created through outside employment. (Scholarly work done under a grant to the College is not outside employment, and thus needs to be reported.) Faculty should be guided in accepting any outside employment by the Faculty Handbook statement regarding Professional Activities and Responsibilities. Staff members should be guided by the Conflicts of Interest policy in the Employee Handbook.

VII. Note on College Trademarks and Other Identifiers:

The terms BOWDOIN and BOWDOIN COLLEGE are registered trademarks of the College. In addition, the College possesses trademark rights in various other words and symbols associated with the College, such as the College seal and the sun logo (collectively with the terms BOWDOIN and

BOWDOIN COLLEGE, the “College Trademarks”). No member of the College community may use, or grant permission to any other person or entity to use, any College Trademark without prior written permission from the College. Requests to use any College Trademarks should be directed to the Treasurer’s Office. The College will own trademarks and service marks relating to goods and services developed at the College.

VIII. Application of Policy:

This policy binds the College and the faculty, staff, students and others upon whom it is effective as a condition for participating in the use of Bowdoin funds or facilities. As they relate to work produced while in the College’s employ, the terms of the policy continue to bind individuals whose relationship with the College has ended.

In the transition from the existing policy – where a Patent policy and common law are operative – to this new policy, it will be assumed that this policy will govern any new projects that begin after the date of Trustee approval. The Dean for Academic Affairs should be notified of such projects, and questions about the determination of ownership and interest or the application of the new policy will be resolved using the procedure set forth in Section III, above. Faculty members and non-faculty staff whose projects began before the date of Trustee approval may voluntarily invoke the procedure set out in Section IV above without invoking the substantive principles of this policy. In such cases, the current Patent policy and common law principles will apply unless there is mutual agreement to employ the substance of this policy.

February 2007
with minor updates made July 2019

Appendix D. Information Technology Policy Overview

Technology at Bowdoin College is an essential part of the teaching and learning culture. The College community relies heavily on its extensive Information Technology resources to enable academic and administrative clients to do their research, teach, learn, manage the business of the College, and communicate across campus and around the world.

Bowdoin faculty members are provided with information technology resources and consulting to facilitate their work as scholars and teachers and for the conduct of the business and administration of the College. Technology resources include, but are not restricted to, personal computers, workstations, any associated peripherals and software, networking devices, mobile devices, and telephones. Clients of Bowdoin College network and computer resources have a responsibility to properly use and protect those information resources and to respect the rights of others.

Specific policies and examples highlighted in this summary are not exhaustive. Faculty should review the complete IT policies available on the Bowdoin website at:

<https://www.bowdoin.edu/it/safe-computing/index.html>

Protecting the security of College information and information systems is the responsibility of every member of the college community. Faculty are responsible for knowing and complying with published IT policies and practices including the IT Security Policy. Failure to comply with these policies may result in loss of computing privileges and/or disciplinary action. Faculty are reminded that general College rules governing responsible behavior and all College employee policies (e.g. regarding confidentiality and appropriate use of College resources) also apply to information technology resources.

Passwords and Client IDs

The system of accounts, passwords, and client IDs plays an important role in protecting the files and privacy of all clients. Because clients are responsible for all use made of their account, faculty must take exceptional care to prevent unauthorized use of their account. This includes changing passwords regularly, disabling "automatic" log-ins, and using two-step authentication when available. In almost all cases, it is inappropriate-and potentially dangerous-to allow another person to use network credentials or email accounts and faculty should not knowingly or negligently make their client IDs and passwords available for use by an unauthorized person. Faculty who are found to have knowingly shared authentication information are accountable for any activity that occurs as a result of the shared information and may be subject to disciplinary action. For more details,

see <https://bowdoin.teamdynamix.com/TDClient/1814/Portal/KB/ArticleDet?ID=71639>.

Privacy

The College values and respects the privacy of its staff, faculty, students, and other users, but the intrinsic nature of electronic records places limits on the extent to which the College can guarantee a user's privacy. Despite security protocols, communications over the Internet can be vulnerable to interception and alteration. Consequently the College cannot assure that absolute privacy can be maintained for data that reside on the College network or storage media.

The College classifies data into defined access levels. Data may not be accessed without proper authorization. For more details, see

<https://bowdoin.teamdynamix.com/TDClient/1814/Portal/KB/ArticleDet?ID=71630>.

Out of respect for personal privacy, the College does not routinely examine the individual contents of data or files in client accounts. However, on occasion, circumstances may require an examination of an individual's files or network activity to maintain system security, to administer or maintain system integrity, or in response to legal mandate. In such cases, authorized personnel may examine a client's data without notice. Authorized personnel are those specifically entrusted and approved to conduct such examinations by the Chief Information Officer. In the case of such examinations involving members of the faculty, the Dean for Academic Affairs will be notified before such an examination.

Political, Personal, and Commercial Use

The College is a non-profit, tax-exempt organization and, as such, is subject to specific federal, state, and local laws regarding sources of income, political activities, use of property and similar matters. It also is a contractor with government and other entities and thus must assure proper use of property under its control and allocation of overhead and similar costs.

- **Political Use.** College information resources must not be used for partisan political activities where prohibited by federal, state or other applicable laws, and may be used for other political activities only when in compliance with federal, state and other laws and in compliance with applicable College policies.
- **Personal Use.** College information resources should not be used for personal activities not related to appropriate College functions, except in a purely incidental manner.
- **Commercial Use.** College information resources should not be used for commercial purposes, except in a purely incidental manner or except as permitted under other written policies of the College or with the written approval of a College Officer having the authority to give such approval. Any such commercial use should be properly related to College activities, take into account proper cost allocations for government and other overhead determinations and provide for appropriate reimbursement to the College for taxes and other costs the College may incur by reason of the commercial use. Clients are also reminded that the "EDU" domain on the Internet has rules restricting or prohibiting commercial use, and thus activities not appropriately within the EDU domain and which otherwise are permissible within the College computing resources should use one or more other domains, as appropriate.

For more details,

see <https://bowdoin.teamdynamix.com/TDClient/1814/Portal/KB/ArticleDet?ID=71632>.

Updated June 2020

Appendix E. Environmental Mission Statement

The Bowdoin College community—being mindful of our use of the earth's natural resources, our impact on the environment of coastal Maine, and our responsibilities as members of a leading liberal arts college dedicated to serving the common good—recommit ourselves to environmental awareness and responsibility, and to actions that promote sustainability on campus and in the lives of our graduates.

This reaffirmation by the College of long-held principles comes at a time when the consequences of inaction are no longer abstract or shrouded in uncertainty. Although study and deliberation must continue, our accumulated knowledge about the effects of climate change demands the identification and implementation of effective solutions that will protect the environment while advancing economic development and security here and abroad. It is clear that we must conduct ourselves in a manner that meets our needs today without jeopardizing the ability of future generations to meet their own.

Bowdoin's ongoing efforts on behalf of sustainability and environmental stewardship take place in our classrooms, on campus, in our coastal research facilities, and in the community.

- As an educational institution that has long derived great benefit and much of its identity from the natural beauty of Maine, Bowdoin has a special obligation to challenge its students and faculty to examine, discuss, and debate issues of ecological preservation, social justice, economic viability, and global responsibility. Accordingly, the College will continue to incorporate environmental awareness into the daily lives of students, and will ensure that Bowdoin graduates have the ability, knowledge, and intellectual flexibility to confront these complex issues through effective analysis and the application of creative thought, sound judgment, and ethical action.
- In its daily operations, the College will continue to reduce waste and pollution through conservation, recycling, and other sustainability practices. These efforts will continue to include the investigation and implementation of new technologies and methods aimed at reducing Bowdoin's impact on the environment.
- Bowdoin will also maintain its leadership role in the community by applying research and volunteer effort toward identifying and helping to solve the environmental challenges of Brunswick and Maine.

It is clear that actions taken or dismissed today will define the future condition of our world and society. As educators, scholars, and citizens long dedicated to the common good and privileged to "count Nature a familiar acquaintance," we, the members of the Bowdoin community, pledge ourselves and our efforts to this cause and to a just and sustainable future.

Appendix F. Human Subjects Research Policy

All research involving human subjects must submit an IRB protocol to the IRB for review and approval.

Research is defined as:

a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge (Code of Federal Regulations (CFR) §46.102(l)).

Human subject is defined (CFR §46.102(e)(1)) as:

a living individual about whom a researcher (whether professional or student) conducting research:

- (i) Obtains information or biospecimens through intervention or interaction with the individual, and uses, studies, or analyzes the information or biospecimens; or
- (ii) Obtains, uses, studies, analyzes, or generates identifiable private information or identifiable biospecimens.

Note that *some* scholarly and journalistic activities (e.g., oral history, journalism, biography, literary criticism, legal research, and historical scholarship) are not counted as human subject research, namely when they “focus directly on the specific individuals about whom the information is collected.” (CFR §46.102(l)(1)). When the scholarly or journalistic activity collects and uses information about specific individuals but does not generalize to other individuals, it does not count as human subjects research.

If relevant, researchers should also review the IRB’s [guidance regarding class projects, independent studies and honors projects](#); and [documentaries and ethnographies](#). If you have reviewed this information and are still unsure whether you need to submit an application to the IRB, please contact the IRB Chair.

How Do I Submit an IRB Protocol?

Protocols should be submitted *at least three weeks in advance* of scheduled IRB meetings to give the committee enough time for proper review. Protocols submitted in less time may not be reviewed until the next scheduled meeting. Even for projects not requiring full committee review (including modifications or continuing reviews of existing protocols), the IRB asks for three weeks for appropriate review.

Each research proposal submitted to the IRB shall consist of the following components:

- Human Subject Protocol Application
E-signatures and scanned signatures are accepted
- Proposal, including detailed study plan
- Informed Consent Form

- Copies of all instruments (e.g. questionnaires, surveys, interview scripts) to be used
- Examples of recruiting tools to be used (e.g. letters, fliers, advertisements)
- Evidence of completion of Social & Behavioral Research - Basic/Refresher course for all researchers, collaborators, and faculty sponsor(s) listed.
***Please note that faculty and students must show evidence that training has been completed in the past 3 years. Training certificates must be included for all PIs, collaborators, and faculty sponsors listed, even if they have been previously submitted with another protocol. ***

Please save all of the above components in a *single PDF document* and email it to IRB@bowdoin.edu. Hard copies of applications are no longer required.

For student primary researchers: your faculty sponsor(s) must be included on your submission email. Incomplete submissions will be returned without review.

What are the requirements for Informed Consent?

Researchers involved in human subjects research must, with rare exceptions, conduct an effective informed consent process with each subject of the research. All participants or their legal guardians must understand the nature of the research in order to make a fully informed and voluntary decision to participate.

For any human subjects research that is not deemed exempt from the regulations, consent must normally be obtained in writing, and the regulations are quite explicit about the elements that must be included. (See a template for a written informed consent form [here](#)). See the "What happens after I submit an application?" section below for more information on what research is deemed exempt, and note that a protocol must be submitted to the IRB even if you expect it to be deemed exempt. However, if you think that your research will be deemed exempt, you do not need to include a written consent form as part of your application.

Circumstances under which the requirement of a signed consent form can be waived

For most human subjects research, the process of informed consent must be documented by a written informed consent form approved by the IRB and signed by the subject or the subject's legally authorized representative. (Electronic signatures are acceptable.) The subject is to be given a copy of the written consent form. The IRB may waive the requirement of a signed consent form under any of three sorts of circumstances:

- (i) If the only record linking the subject to the research would be the informed consent form, and if the principal risk of harm would be from breach of confidentiality. Written consent can then be waived, but each subject must be asked whether they want documentation linking them to the study, and their wishes will govern.

- (ii) If the research presents no more than minimal risk and involves no procedures for which written consent is normally required outside the research context (for example, surveys or interviews with extremely low risk).
- (iii) If the subjects are members of a distinct cultural group or community in which signing forms is not the norm, the research presents no more than minimal risk of harm to subjects, and there is an appropriate alternative mechanism for documenting that informed consent was obtained.

In circumstances in which the requirement of signed consent form is waived, the IRB may require the researcher to provide the subjects (or legally authorized representatives) with a written statement regarding the research.

Circumstances under which consent requirements can be waived or altered

The basic principle of respect for persons nearly always demands that research participants give informed consent, even when the subjects do not sign an official form. It is only in rare circumstances that the IRB will approve a waiver or alteration of the requirement that subjects give consent.

Research involving children

For purposes of the regulations, children are people who have not attained legal age for consent to the sort of procedures involved in the research under the applicable law of the jurisdiction in which the research is conducted. For most research, that will mean a cutoff of age 18. For any research involving children, the researcher must obtain consent from the parent or legal guardian (there are rare exceptions in which parental permission is not a reasonable requirement, for example a study of neglected or abused children). *In addition*, the researcher must obtain the *assent* of the children involved in the study, when in the judgment of the IRB the children are capable of providing assent.

Research involving non-English speakers

The consent process should be conducted in language understandable to the subject or the subject's legally authorized representative. Accordingly, written information given to subjects, including consent forms, must be in a language that the subject reads. Such information or consent forms should be presented as part of the IRB application, along with translations into English.

What happens after I submit my protocol application?

The IRB Chair will review applications as they are received. The extent of the review of the project will be based on the following criteria:

- **Exempt Research.** Human subjects research that is nonetheless exempt from IRB review includes the following:

- most research concerning normal educational practices and instructional strategies;
- much research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (unless the subjects are children);
- much research involving benign behavior interventions (those that are brief in duration, harmless, painless, not physically invasive, not likely to have a significant adverse lasting impact on the subjects, and the researcher has no reason to think the subjects will find the interventions offensive or embarrassing);
- much research involving collecting or studying existing data, records, or specimens if these sources are publicly available or if the information is recorded in a way that the subjects cannot be identified.

For details on which human subjects research is exempt from review, see [45 CFR §46.104](#); the above is only a rough summary. If an activity counts as human subject research, then it is up to the IRB to determine whether the research is exempt from review. Even if an researcher expects that a project will be exempt from research, it must be submitted to the IRB for review. An IRB Chair will determine some categories of exemption; other categories require limited IRB review to determine whether the research is exempt. Researchers will be informed in a timely manner if their protocol has been deemed exempt.

- **Expedited Review.** Certain research activities that present no more than minimal risk to human subjects are eligible for expedited review. The expedited review procedure may not be used where identification of the subjects and/or their responses would reasonably place them at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, insurability, reputation, or be stigmatizing, unless reasonable and appropriate protections will be implemented so that the risks related to the invasion of privacy and breach of confidentiality are no greater than minimal. A member of the IRB will review projects eligible for expedited review and the researcher will be notified of a decision in a timely manner. Expedited review does not need to take place at a convened meeting of the IRB.
- **Full Committee Review.** Human subjects research that is not exempt or eligible for expedited review is subject to Full Committee Review. Research involving prisoners, children, and the seriously ill or mentally or cognitively compromised adults as subjects must be reviewed by Full Committee Review. Research published with the identity of the subject, invasive collection of body fluid or tissue samples, or stressful physiological recordings fall into this category must be reviewed by Full Committee Review. If subjects are to be deceived about anything other than the purpose of the research during the course of the study, then the research must be reviewed by Full Committee Review. Full committee review must take place at a convened meeting of the IRB with a quorum present.

A researcher submitting a proposal that undergoes full committee review should expect to receive feedback from the IRB within 48 hours of the conclusion of the convened IRB meeting.

Once a project has been reviewed, there are three possible outcomes:

- Approval – A protocol that has been approved by the IRB requires no further action by the researcher before the research may commence. If a protocol is approved, the researcher will be provided with a copy of an approval letter.
- Revise/Resubmit – A protocol that has been deferred by the IRB usually requires that additional information be submitted, or that changes to the protocol have been recommended. The researcher will receive written details describing the committee's concerns. For projects requiring full committee review, the revised protocol may be reviewed at the next convened IRB meeting. For projects requiring expedited review, the chair may ask the original reviewer to again consider the revised proposal.
- Deny – A protocol that has been denied by the IRB cannot be initiated. The researcher will receive written details describing the reasons for denial of approval.

Research may not begin until the researcher receives an approval letter from the IRB with an IRB approval number specific to their project. No contact with potential subjects is to be made prior to approval.

For any research that was approved by full committee review, researchers must submit a [Continuing Review Form](#) every 12 months while data are still being collected. Continuing review is not required when the project has progressed to the point that it only involves data analysis. If a study has been discontinued, researchers are asked to complete a [Closure Form](#).

Studies that were deemed exempt require no further review by the IRB.

Studies that were approved by expedited review do not require continuing review unless the IRB determines otherwise. Annual check-ins will still be required to determine whether the work is ongoing. When the work has concluded, a [Closure Form](#) is required.

Additional Information about the IRB

Bowdoin College is required to assure the federal government that the welfare, rights, and privacy (where applicable) of research subjects are being safeguarded. This follows from a set of principles outlined by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research in the [Belmont Report](#). The three ethical principles expressed in the Belmont Report as being relevant to research involving human subjects are

- Respect for Persons
- Beneficence
- Justice

Bowdoin College has submitted a Federal Wide Assurance (FWA) to the Office for Human Research Protections (OHRP) at the United States Department of Health and Human Services (DHHS). This assurance is mandatory for the College as federally funded human subject research is being conducted on campus. Having submitted this assurance means that the College must comply with the [HHS regulations \(45 CFR 46\)](#) for the protection of human subjects.

The Bowdoin IRB has been established to monitor the College's compliance with these federal guidelines and approve all research projects under the auspices of the College, which involve the use of human subjects – regardless of the funding source for the research.

The IRB is composed primarily of faculty members, appointed to the committee by the Committee on Governance and Faculty Affairs. Each member serves a three-year term on the committee, on a rotating basis. In addition to the requirements of committee composition designated by the College, the composition of the IRB is mandated by the federal government, as per [45 CFR 46.107](#).

It is not only the IRB that is charged with the protection of human research subjects. Any researcher, faculty member, student or guest of the College, who is planning to participate in a research project that involves human subjects, must receive training in Human Subjects Participant Protection. The required training reviews concepts such as the use of ethical principles and federal regulations, definitions of the roles of both the IRB and the researcher. Online training is available at no cost through the Collaborative Institutional Training Initiative for any researcher not otherwise trained in these areas. Federal regulations require that all IRB records be retained for at least three (3) years after completion of the research. These files will be kept with the IRB administrator at IRB@bowdoin.edu. Files to be retained include:

- Copies of all proposals reviewed, approved consent documents, progress reports, and reports of adverse events and/or injuries to subjects.
- Detailed minutes of all IRB meetings.
- Records of continuing review activities.

Updated July 2020 by the Office of Sponsored Research

Appendix G. Animal Subjects Research Policy

Institutional Animal Care and Use Committee

Animal Subjects Research Policy

Bowdoin College has filed a written Assurance with the Office of Laboratory Animal Welfare, Office of the Director, National Institutes of Health. This document assures that the College will comply with the Public Health Service Policy on Humane Care and Use of Laboratory Animals. The Assurance fully describes the College's program for the care and use of animals in research activities on campus. The College's Assurance is applicable to all research, research training, experimentation, biological testing, and related activities involving live, vertebrate animals or cephalopods. The regulations outlined in the Assurance are in accordance with the Guide for the Care and Use of Laboratory Animals (2011).

As outlined in the College's Animal Welfare Assurance, there is a standing faculty committee, the Institutional Animal Care and Use Committee (IACUC). The IACUC has been established to approve *all* research, teaching and training activities under the auspices of Bowdoin College that involve the use of live, vertebrate animals or cephalopods – regardless of the funding source.

The IACUC is composed primarily of faculty members, appointed to the committee for a three-year term. The Committee reports directly to the Dean for Academic Affairs, who serves as the Institutional Official for matters of animal research. A local veterinarian serves as the Attending Veterinarian as a member of the IACUC and serves as a College consultant for animal care concerns. One outside member of the IACUC represents general community interests. This person's role on the Committee is to bring a non-College perspective to the overview of research.

However, it is not just the IACUC that has responsibilities for animal research oversight. Any faculty member, staff member, student, or guest of the College who is planning to participate in a research, teaching or training project involving live, vertebrate animals or cephalopods must undergo training in the care and use of research animals. Specifically, personnel should be trained in the recognition and alleviation of animal pain and distress as well as in the conduct of any specific animal procedures. Anyone handling live, vertebrate animals or cephalopods must first complete training. Documentation of training must be submitted to the IACUC before a research project will be reviewed. Online training is available at no cost through the Collaborative Institutional Training Initiative.

All research, teaching, and training using live vertebrate animals conducted under the auspices of the College must be submitted to the IACUC for approval. A protocol application form has been created for this use. There are two methods of protocol review:

- Full Committee Review – A convened meeting of a quorum of the IACUC can approve, request modifications of, or disapprove the proposed protocol by a simple majority vote.
- Designated Member Review – To utilize Designated Member Review, each IACUC member is provided with the research proposal and has the opportunity to request Full Committee Review. If no member requests Full Committee Review within three days of receiving the application, the committee chair

designates a member of the committee to review the proposal. The designated reviewer may approve or request modifications in the proposal, or may request Full Committee Review. A Designated Member may *not* disapprove a proposal.

No Committee member may participate in the review process of a project in which he/ she has a conflict of interest, except to provide information to the committee.

The IACUC will convene for meetings a minimum of six times a year. There shall be at least three convened meetings in the fall semester and at least three convened meetings in the spring semester. If a situation requiring a convened meeting arises, there is the possibility of the Committee meeting during the summer.

It is recommended that animal research protocol applications be submitted to the IACUC at least two months in advance of the desired start date of the project. Protocols submitted less than one week before meetings may not be reviewed until the next scheduled meeting.

There are two possible outcomes to the review of a research proposal:

1. Approval – A protocol that has been approved by the IACUC requires no further action by the researcher before the research may commence.
2. Negative Decision – A protocol that has been disapproved by the IACUC may not be initiated. The researcher will receive written details describing the reasons for denial of approval and will be given an opportunity to respond.

To secure future approval: The IACUC may request revisions to a proposal. The researcher will receive written details describing what additional information is required and the revised protocol will be reviewed at the next convened IACUC meeting.

The researcher or instructor is required to wait for approval from the IACUC prior to initiation of the research or teaching activity. Formal approval of the research protocol must also be obtained before ordering or housing any laboratory animals.

If a protocol is approved, the researcher will receive an approval letter from the IACUC. This letter will list the assigned IACUC number, as well as the date on which a continuing review progress report is due.

Per federal regulations, animal research protocols may be approved for a maximum of three years. At the end of the three-year approval, a *de novo* protocol application must be submitted to the IACUC for review. However, in order to assure compliance with all requirements and to inform the IACUC of the current status of the project, each protocol must also be reviewed annually. A continuing review form should be used for this purpose, and requires less time and effort from the researcher than submission of a *de novo* protocol application.

Other than the initial application, the annual continuing reviews, and the *de novo* protocol review after three years, there are a few other circumstances under which the researcher must submit further documentation to the IACUC. These include:

- an adverse event which is related to study procedures
- a change to the described study procedures
- a change in research or teaching staff, or
- termination of the study.

In addition to the convened IACUC meetings at which protocols and related documents will be reviewed, twice a year the committee conducts a thorough review of the College's program for humane care and use of animals, including an inspection of all of the College's animal facilities. The dates of these inspections are determined by the IACUC each year and are scheduled at six-month intervals. The results of the program and facility review are reported directly to the Institutional Official (Dean for Academic Affairs). The reports include information about the process of the evaluation and list in detail any program or facility deficiencies. Any deficiencies noted must be accompanied by a specific plan and schedule for correction.

Federal regulations require that all IACUC records be retained for at least three (3) years after the end of the duration of the animal activity. Proposals submitted to the IACUC must be kept for three years even if approval was not granted or animals were not used. All IACUC files will be retained by the IACUC administrator.

- Animal Research Forms

For more information about the role of the IACUC, or for answers to questions about the submission process, please contact the IACUC chair.

Updated June 2019

Appendix H. Institutional Biosafety Committee Charter

Institutional Biosafety Committee of Bowdoin College Charter July 2014

Purpose of the IBC

It is the responsibility of the Bowdoin College Institutional Biosafety Committee (IBC) to provide local review and oversight of research or teaching activities utilizing recombinant DNA, synthetic nucleic acid molecules, biohazardous agents, or biotoxins conducted in College facilities or by College personnel, and to ensure that the College safeguards human health and the environment by maintaining an adherence to guidelines set forth by the National Institutes of Health, including but not limited to the *NIH Guidelines for Research Involving Recombinant or Synthetic Nucleic Acid DNA Molecules (NIH Guidelines)*.

The purpose of the IBC is to ensure that research at Bowdoin using genetically modified organisms, biohazardous agents, and biotoxins is done responsibly. To this end, any work involving the biohazards, biotoxins or the genetic modification of viable organisms go through a full review by the IBC. The committee review will focus on issues related to the safety and well-being of members of the Bowdoin and surrounding communities, as well as the environment in which they live.

Committee Membership

- A. The President delegates to the Dean for Academic Affairs the authority to appoint the chair, IBC members and alternates as needed. The IBC will have a minimum of 5 voting members with expertise in recombinant DNA technology, biological safety, and physical containment. It is assumed that several of these members are actively conducting research in their labs. The members will consist of:
 - a. A chairperson
 - b. At least one member who is an expert in animal containment principles
 - c. At least one member who is an expert on plants, plant pathogens, or plant pest containment principles
 - d. At least two members from the community, otherwise unaffiliated with the College, and who represent the interest of the surrounding community with respect to health and protection of the environment (e.g., officials of state or local public health or environmental protection agencies, members of other local governmental bodies, or persons active in medical, occupational health, or environmental concerns in the community)
- B. All voting members will be registered with the NIH Office of Biotechnology Activities (OBA). Information provided in the registration will include:

- a. Name, Department and Professional Title
 - b. Business contact information
 - c. A CV or NIH biosketch
 - d. Role of each member e.g. chair person, contact person, non-institutional members, special experts as relevant
- C. The committee will retain additional ad-hoc experts as necessary.
- D. IBC members will be adequately trained by the chairperson.
- E. A Biosafety officer (BSO) will be appointed in the case that “large scale” research (above 10 liters) is conducted or if research at BL3 or higher is conducted at Bowdoin. The BSO will be a voting member. The BSO will be responsible for conducting inspections of labs.

Functions

A. Institutional Biosafety Committee:

- a. Bowdoin’s IBC Charter will be reviewed annually by the committee.
- b. Ratification of the Charter and amendments require a 2/3 majority vote by all voting members at a meeting.
- c. The committee as a whole will review each proposal and evaluate whether the proposed research is exempt or not. Non-exempt proposals will be evaluated for the appropriate biosafety containment level and adequate emergency plans.
- d. The IBC will approve, request modification to secure approval, or reject protocols. Protocols may be approved for a maximum of three years.
- e. The IBC will review all active protocols annually.
- f. The IBC will set containment levels and modify containment levels for ongoing experiments as warranted.
- g. The IBC will promptly notify the researcher of its decision and any actions concerning a reviewed proposal in writing.
- h. The IBC will make all relevant documents and *NIH Guidelines* available through Bowdoin’s website.
- i. The IBC will train faculty about the *NIH Guidelines*.
- j. The IBC will keep one copy of each PI’s emergency plans on file.

- k. The IBC will file an annual report with the NIH OBA that includes:
 - i. A roster of IBC members clearly indicating the chair, contact person and, as applicable, the BSO, plant expert, animal expert, and human gene transfer expert, containment expert or ad hoc consultant
 - ii. Biographical sketches (CV or resume) of all IBC members, including community members

B. Researcher:

- a. The researcher will submit research proposals using the appropriate forms to the IBC.
- b. Included in the proposal will be details of a plan for containment in case of an emergency. The researcher will keep a copy of this emergency plan available in their lab.
- c. The researcher is responsible for the overall conduct of the study per *NIH Guidelines* and for training all members of the lab. A list of students from each lab who have had the appropriate training will be given to IBC Chair.
- d. The researcher is responsible for ensuring laboratory compliance with regulations and all approved IBC policies.

Meetings

- A. The IBC shall meet at least once during each semester or more frequently as needed. Researchers will be notified of meeting times and encouraged to submit proposals one week prior to the meeting.
- B. Each proposal shall be reviewed by the entire committee.
- C. A quorum shall consist of a simple majority. A quorum is required for voting and must include at least one external member. In addition, the appropriate experts must be present (e.g. a plant expert must be present when the committee is voting on a plant research proposal).
- D. In the case of a tie, the full committee will handle the issue.
- E. Modifications suggested by the committee can be rapidly reviewed by two agreed-upon committee members who must unanimously approve the modifications. If the committee members feel there is need for additional information or changes to the proposal, it will be handled by the full committee.

- F. A committee member must recuse themselves from evaluating their own proposal or in the case of a potential conflict of interest.
- G. Dissenting votes will be put on record.
- H. Minutes of each meeting shall be kept by a designated member of the committee. Minutes will be prepared as described in *NIH Guidelines* and will be made available to the public upon request.
 - a. Minutes will reflect date and place of the meeting, whether minutes of the prior meeting were approved, individuals in attendance, whether and why the meeting was open or closed, all major motions, major points of order, and whether motions were approved, and the time of meeting adjournment. Minutes do not need to be transcripts or kept at a level of detail that attributes each remark to a specific individual.
- I. Public attendance will be accommodated if necessary per the *NIH Guidelines*.
- J. Official business will not be conducted over e-mail as this does not accommodate the public.
- K. Any comments by the public on IBC actions as well as a record of the IBC response shall be forwarded to the NIH Office of Biotechnology Activities (OBA).

Adverse Events

- A. In the case of an accident, accidental spill of regulated materials (i.e. recombinant DNA, biohazardous materials, or biotoxins) personnel contamination, or the accidental release of transgenic organisms, emergency plans from the relevant proposal will be implemented by the researcher with the help of designated individuals.
- B. If non-compliance is discovered (either at the committee level or at the level of the research project) the problem will be immediately rectified, and a complete report of the incident along with any recommended actions will be forwarded to OBA and Institutional Official within 30 days.
- C. Significant accidents or illnesses related to research involving recombinant DNA, biohazardous material, or biotoxins will be reported to OBA and Institutional Official within 30 days.

Appendix I. Title IX Policy

The current Title IX Policy, updated in August 2020, is posted on the website [here](#).

This Policy governs reports of alleged Sexual Harassment as defined by and within the scope of the Title IX regulations issued by the United States Department of Education, 34 C.F.R. Part 106. In addition to the conduct addressed under this Policy, the College prohibits all forms of sexual misconduct as set forth in the Student Handbook, Faculty Handbook and Employee Handbook.

The College's primary concern is the health, safety, and well-being of the members of our college community. If you or someone you know may be the victim of Sexual Harassment, as defined below, or any sexual misconduct, you are strongly urged to seek immediate assistance from the appropriate community resource and to report the matter to the Title IX Coordinator.

Emergency Resources:

Assistance can be obtained twenty-four hours a day, seven days a week from:

- * Police (Town of Brunswick): 911 or (207) 725-6620
- * Sexual Assault Support Services of Midcoast Maine (SASSMM): (800) 871-7741
- * Through These Doors (formerly Family Crisis Services): (866) 834-4357
- * Mid Coast Hospital: 911 or (207) 729-0181
- * Bowdoin Office of Safety and Security: x3500 or (207) 725-3500

Campus Resources:

Students are strongly urged to contact the Title IX Coordinator, **Benje Douglas**, as soon as reasonably possible to report any Sexual Harassment or sexual misconduct or to file a Formal Complaint. Benje can be reached at **(207) 721-5189** or by e-mail at bdouglas@bowdoin.edu. Benje is available to help connect students to the resources available on campus and in the community, including assistance with law enforcement, as well as explaining the processes available through this Policy.

If you or someone you know may be the victim of Sexual Harassment or sexual misconduct by a member of the College's faculty or staff, you may report such misconduct or file a Formal Complaint with the Deputy Title IX Coordinator for Employees and Visitors. Bowdoin College's Deputy Title IX Coordinator for Employees and Visitors is Associate Director of Human Resources for Talent Strategy **Brian Robinson**. Brian can be reached at **(207) 725-3491** or by email at brobinso@bowdoin.edu.

Confidential or Privileged Campus Resources:

The College recognizes the importance of the availability of confidential reporting and, to that end, there are several Bowdoin community members to whom reports of Sexual Harassment may be made and who will not disclose identifying details of such reports to the Title IX Coordinator. These privileged and confidential resources will not release any information shared with them except under limited circumstances that pose an imminent danger to the individual or others or as otherwise required by law. Specific legal protections apply to communications with privileged resources based on their professional role. Confidential resources are those individuals who have been selected by the College and are not required to communicate Reports to the Title IX Coordinator.

On-Campus Confidential Resources:

- [Lisa Peterson, Director, Office of Gender Violence Prevention and Education](#): 207-725-3411
- [Rachel Reinke, Associate Director, Center for Sexuality, Women, and Gender](#): 207-725-3048
- [Kate Stern, Director, Center for Sexuality, Women, and Gender](#): 207-725-4223

On-Campus Privileged Resources:

- [Counseling Services](#): 207-725-3145
- [Health Services](#): 207-725-3770
- [Eduardo Pazos, Director, Rachel Lord Center for Religious and Spiritual Life](#): 207-798-4196

Further information about Title IX and sex discrimination in education is available from the Office for Civil Rights, 400 Maryland Avenue, SW, Washington, DC 20202-1100 (by Customer Service Hotline: (800) 421-3481; fax: (202) 453-6012; TDD: (877) 521-2171; email: OCR@ed.gov; or on the web at <http://www.ed.gov/ocr>).

I. INTRODUCTION**A. Overview of College Procedures**

Sexual Harassment will not be tolerated at the College. For purposes of this Title IX Policy, “Sexual Harassment,” which is defined further below, means conduct on the basis of sex that satisfies one or more of the following: (1) quid pro quo sexual harassment by an employee; (2) unwelcome conduct that a reasonable person would consider so severe, pervasive and objectively offensive as to deny the victim equal access to the College’s Education Program or Activity; or (3) sexual assault, dating violence, domestic violence, or stalking.

As a recipient of federal funds, the College is required to and does comply with Title IX of the Education Amendments of 1972, 20 USC 1681 et seq. (“Title IX”), which prohibits discrimination on the basis of sex in education programs and activities. Sexual Harassment, as defined by Title IX, is a form of sex discrimination prohibited by Title IX.

The College offers alternative options to resolve Formal Complaints of Sexual Harassment except those reports involving a Student and an Employee. The options are designed to provide prompt, fair and impartial resolution of Formal Complaints as well as an opportunity for parties to present their versions of the incident and to understand the nature of the incident and its effects on each party and on the College community. The options differ in their procedures and potential results. In all instances, the timeline for resolution of Formal Complaints moves as expeditiously as is possible.

B. Definitions

“Clery Act” means the Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act, 20 U.S.C. Section 1092(f); 34 C.F.R., Part 668.46.

“Coercion” means the improper use of pressure to compel another to engage in or continue sexual activity against their will, including duress, cajoling, manipulation, and blackmail. Coercion occurs when a Respondent keeps pressuring the Complainant to acquiesce to sexual activity even after the Complainant has made clear that the pressure is unwelcome.

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute Sexual Harassment. Pursuant to Title IX, a Complainant must be a Student, Employee or third party who is or is participating or is attempting to participate in a Bowdoin Education Program or Activity at the time of filing the Formal Complaint.

“Dating Violence” is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship will be determined based on consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual abuse, physical abuse, emotional violence, or the threat of such violence and does not include acts that meet the definition of “Domestic Violence.”

“Dean for Student Affairs” means the Senior Vice President and Dean for Student Affairs or their designee.

“Dean of Students” means the Dean of Students or their designee.

“Decision Makers” means the Hearing Officer and the members of the Student Sexual Misconduct Panel (in Student Respondent cases) or the Senior Vice President and Dean for Academic Affairs, in consultation with the Vice President of Human Resources (in faculty Respondent cases) or the appropriate Senior Officer, in consultation with the Vice President of Human Resources (in staff Respondent cases).

“Domestic Violence” includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of Maine, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of Maine. In Maine, this includes the following crimes: Domestic violence assault (17-A M.R.S. § 207-A), Domestic violence criminal threatening (17-A M.R.S. § 209-A), Domestic violence threatening (17-A M.R.S. § 210-B), Domestic violence stalking (17-A M.R.S. § 210-C), and Domestic violence reckless conduct (17-A M.R.S. § 211-A).

“Education Program or Activity” means locations, events or circumstances over which the College exercised substantial control over both the Respondent and the context in which alleged Sexual Harassment occurred and also includes any buildings owned or controlled by a student organization that is officially recognized by the College.

“Effective Consent” means words or actions that show a knowing and voluntary agreement to engage in mutually agreed-upon sexual activity. Effective Consent cannot be gained by Force, by ignoring or acting in spite of the objections of another, or by taking advantage of the Incapacitation of another, where the Respondent knows or reasonably should have known of such Incapacitation. The use of alcohol or other drugs will never function to excuse behavior that

violates this Policy. Effective Consent is also absent when the activity in question exceeds the scope of Effective Consent previously given, including where consent was given to certain sexual activity under certain conditions (for example, with the use of a barrier method of birth control) and the activity in question violates any such conditions. In addition, certain states have designated a minimum age under which a person cannot give Effective Consent.

“Employee” means, for purposes of this policy, a staff or faculty member employed in the College’s Education Programs or Activities. Depending on the circumstances, a Student who is employed by the College may be considered an Employee under this policy.

“Expert Witness” means any individual who has expertise, training, or special knowledge that is relevant to the specific details of a Complaint of Sexual Harassment.

“FERPA” means the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232(g); 34 C.F.R. Part 99.

“Final Outcome Letter” means the letter issued by the Decision Makers stating their decision and setting forth: the name of the Respondent; the allegations potentially constituting Sexual Harassment; a description of the procedural steps taken from the filing of the Formal Complaint, including notifications to the parties, interviews with the parties and witnesses and all steps and methods used to gather evidence and hearings held; findings of fact supporting the determination, conclusions regarding the application of this policy to the facts, including a statement of, and rationale for, the result as to each allegation, and a determination regarding responsibility, any disciplinary sanctions the College imposes on the Respondent, and whether remedies designed to restore or preserve equal access to the College’s Education Programs and Activities will be provided to the Complainant; and the College’s procedure and bases for the parties to appeal.

“Force” means physical force, violence, threat, intimidation or coercion.

“Formal Complaint” means the document filed by the Complainant or signed by the Title IX Coordinator or their designee alleging Sexual Harassment against a respondent and requesting the College investigate the allegation.

“Hearing Officer” means the external, neutral person hired by Bowdoin to preside over and conduct the live hearing following the submission of the Investigative Report and to make a determination of responsibility.

“Incapacitation” means the physical and/or mental inability to make informed, rational judgments. States of Incapacitation include, without limitation, sleep, blackouts, and flashbacks. Where alcohol [or other drug] is involved, Incapacitation is determined by how the alcohol [or other drug] consumed impacts a person’s decision-making capacity, awareness of consequences, and ability to make informed judgments.

“Investigative Report” means the report submitted by the Investigator. The Investigative Report includes a summary of all relevant evidence.

“Investigator” means the external, neutral fact-finder hired by Bowdoin to investigate the allegations of the Formal Complaint.

“Panel Chair” means the Chair of the Student Sexual Misconduct Board. The Chair is the Dean

of Students or their designee.

“Report of Sexual Harassment” means communication to the Title IX Coordinator(s) or other Responsible Employee of a possible violation of this Policy.

“Respondent” means the individual who is reported to be the perpetrator of conduct that could constitute Sexual Harassment. Pursuant to Title IX, any individual may be a Respondent, whether they are a Student, Employee or third party, so long as the alleged activity occurred within a Bowdoin Education Program or Activity against a person in the United States.

“Responsible Employee” means any Bowdoin employee: who has the authority to take action to redress Sexual Harassment; who has been given the duty of reporting incidents of Sexual Harassment to the Title IX Coordinator or other appropriate College designee; or who a Student or Employee could reasonably believe has this authority or duty. This includes but is not limited to faculty, academic support staff, security personnel, coaches, residential life student and professional staff, deans and other College administrators.

“Sexual Assault” means an offense classified as a forcible or non-forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation, as set forth below.

- **Sex offenses, Forcible:** Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.
- **Forcible rape**(except Statutory rape): The carnal knowledge of a person, forcibly and/or against that person’s will or not forcibly or against the person’s will in instances where the victim is incapable of giving consent because of their temporary or mental or physical incapacity.
- **Forcible sodomy:** Oral or anal sexual intercourse with another person, forcibly and/or against that person’s will or not forcibly or against the person’s will in instances where the victim is incapable of giving consent because of their youth or because of their temporary or permanent mental or physical incapacity.
- **Sexual assault with an object:** To use an object or instrument to unlawfully penetrate, however, slightly, the genital or anal opening of the body of another person, forcibly and/or against that person’s will or not forcibly or against the person’s will in instances where the victim is incapable of giving consent because of their youth or because of their temporary or permanent mental or physical incapacity.
- **Forcible fondling:** The touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person’s will or not forcibly or against the person’s will in instances where the victim is incapable of giving consent because of their youth or because of their temporary or permanent mental or physical incapacity.
- **Sex offenses, Nonforcible:** Unlawful, nonforcible sexual intercourse, including incest and statutory rape.
- **Incest:** Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

- **Statutory Rape:** Non-Forcible sexual intercourse with a person who is under the statutory age of consent. There is no force or coercion used in Statutory Rape; the act is not an attack.

“Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress. Examples of stalking may include: unwanted, intrusive, and frightening communications by phone, mail, and/or email; repeatedly leaving or sending unwanted items such as gifts; following or waiting for a person at places such as home, school, or work; making direct or indirect threats of harm to a person, or to the person’s children, relatives, friends, or pets; damaging or threatening to damage property; harassment through the Internet or social media; and posting information or spreading rumors about a person.

“Student Sexual Misconduct Panel” means the panel convened by the Panel Chair to consider the appropriate sanction(s) in cases involving a Respondent who is a Student. The panel is made up of members of the Judicial Board and will typically include one student, one faculty member, and the Dean of Students, who will serve as the presiding chair. If the Dean of Students is unavailable, the Dean for Student Affairs shall select the Panel members and designate a Board member to serve as chair.

“Student” includes all persons who are matriculating students, including those on study away and those who are on a leave or suspension.

“Supportive Measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent following a Report or before or after the filing of a Formal Complaint.

“Title IX Coordinator” means the trained administrator designated to oversee the College’s compliance with Title IX and assist the parties with the process. A Deputy Title IX Coordinator is a trained administrator or staff person designated to assist with Title IX compliance and the implementation of this Policy.

“Witness” means any individual who can attest firsthand to information related to a Formal Complaint of Sexual Harassment.

C. Title IX Jurisdiction

This Policy applies to allegations of Sexual Harassment by a Complainant who is a Student, Employee or third party participating or attempting to participate in a Bowdoin Education Program or Activity at the time of filing a Formal Complaint against any individual, where the conduct is alleged to have occurred within a Bowdoin Education Program or Activity against a person within the United States.

Cases of sexual misconduct that are excluded from formal Title IX definitions due to where the alleged incident occurs raise potential violations of the College Social Code. Such cases will be heard as Social Code cases and resolved using the procedures set forth in this Title IX policy.

D. Filing a Formal Complaint

A Complainant may file a Formal Complaint with the Title IX Coordinator in writing in person, by mail or electronically. The Formal Complaint must bear the Complainant’s physical or digital

signature (or otherwise indicate that the Complainant is the filer) and must include information, which need not be extensive, about the alleged violation(s) and a request that the College investigate.

E. Procedural Options

The College has established two procedures to address cases of alleged Sexual Harassment based on the filing of a Formal Complaint: Formal and Alternative Resolution. Details of these procedures and the associated parameters regarding their use are outlined below.

F. Supporters and Advisors to the Parties

Both the Complainant and the Respondent may each have a supporter present for emotional and personal support and assistance during the Intake Meeting, Investigation, Alternative Resolution, or the various stages of the Formal Resolution process. The Title IX Coordinator will work with each party to arrange for a trained supporter, who shall be a member of the Bowdoin community, but shall not be a member of the Dean of Students, Health Services, or Counseling Service staffs, or anyone on the Student Appeals Committee. The Deputy Title IX Coordinator for Employees and Visitors will work with each employee Complainant and Respondent to identify an appropriate supporter who has volunteered for the role and received training. In addition to the supporter, the parties are also entitled to have an advisor of their choice, who may be an attorney, present during any part of the process outlined in this Policy. Neither the advisor nor the supporter may participate in the process or make statements except that the advisor may participate in the hearing, as described below.

G. Timing of Complaints and Availability of Procedures

If a Formal Complaint falls within the scope of this Policy, there is no time limit associated with invoking this Policy. Nevertheless, Students and Employees are encouraged to report alleged Sexual Harassment immediately in order to maximize the College's ability to obtain evidence and conduct a thorough, impartial, and reliable investigation. Failure to promptly report alleged Sexual Harassment may result in the loss of relevant evidence or the inability to obtain Witness testimony.

H. Retaliation

Neither the College nor any person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual has made a report or Formal Complaint, testified, assisted, participated or refused to participate in any manner in an investigation, proceeding or hearing under this Policy. To do so constitutes a violation of this policy and may result in disciplinary action. Retaliation should be reported promptly to the Title IX Coordinator.

I. False Reports and Statements

College students who provide information as part of an investigation, whether as parties to the proceedings or as Witnesses, are expected to be truthful in accordance with the College's Academic Honor Code and Social Code. Making false reports or materially false statements is prohibited and may result in the initiation of a case with the Judicial Board or administrative resolution by a Dean.

J. Protection for Possible Incidental Conduct Violations Connected to Report of Sexual Harassment

The College encourages reporting Sexual Harassment in all cases. Students who report Sexual Harassment or provide testimony as to an incident of Sexual Harassment will generally not be held responsible for actions connected to the reported incident, that might constitute a violation of the Social Code, as long as their actions did not put another individual or the community at risk.

K. Criminal Proceedings

Because Sexual Harassment may constitute both a violation of this Policy and criminal activity, Bowdoin encourages Students and Employees to report alleged Sexual Harassment promptly to local law enforcement agencies. The filing of a Formal Complaint of Sexual Harassment under this Policy and the initiation of a criminal proceeding may be pursued simultaneously. The filing of a Formal Complaint under this Policy is independent of any criminal investigation or proceeding (except that the College's investigation may be delayed temporarily if law enforcement requests a delay to gather evidence).

L. Timeframes under this Policy

The timeframes set forth in this Policy may be temporarily delayed or extended by the College for good cause with written notice and explanation to the Complainant and Respondent of the delay. Good cause may include various considerations, such as the absence of a party, a party's advisor or a witness, concurrent law enforcement activity or the need for accommodations for a participant in the process.

II. THE PROCESS: INITIAL STEPS

A. Intake Meeting with Complainant

Upon receipt of notice of any Report of Sexual Harassment, the Title IX Coordinator will schedule an individual Intake Meeting with the Complainant, if identified, in order to explain the procedures available under this Policy and to discuss potential Supportive Measures. The Title IX Coordinator will seek to determine how the Complainant wishes to proceed, i.e., whether the Complainant wishes to pursue Formal Resolution or Alternative Resolution, or does not wish to pursue resolution of any kind. If the Complainant wishes to proceed with either Formal or Alternative Resolution, the Complainant will prepare a Formal Complaint and file it with the Title IX Coordinator.

B. Notice to the Parties

The Title IX Coordinator will provide the parties written notice of the Formal Complaint and the allegations of Sexual Harassment. The notice will include:

- Information regarding procedures available under this Policy, including the availability of Alternative Resolution.
- Sufficient details known at the time (including identities of parties, if known; the conduct alleged; and the date and location of the alleged incident, if known), with sufficient time to prepare before any initial interview (no less than five days).

- A statement that, as required by Title IX, the Respondent is presumed not responsible for the alleged conduct unless and until determined to be responsible at the conclusion of the process;
- Notice that the parties may have an advisor of their choice, who may be an attorney; and that the parties may inspect and review evidence;
- Notice of provisions in an applicable code of conduct or policy that prohibits knowingly making false statements or submitting false information during the process;
- Notice that the College, not either party, has the burden of gathering evidence and the burden of proof; and
- The name of the investigator, with sufficient time (no less than five calendar days) prior to any interview to raise concerns of conflict of interest or bias.

If additional allegations become known at a later time, and will be investigated, the Title IX Coordinator will supplement the original notice to the parties.

C. Intake Meeting with Respondent

After a Formal Complaint is filed, the Title IX Coordinator will schedule an individual Intake Meeting with the Respondent in order to explain the processes under this Policy and to discuss potential Supportive Measures.

If the Complainant wishes to proceed with Alternative Resolution, and such a resolution process is otherwise permitted under this Policy, as set forth below in Section VI, the Title IX Coordinator will discuss with the Respondent whether they agree to resolve the matter by Alternative Resolution.

D. Complainant Does Not Wish to Pursue Resolution or Requests Confidentiality

If the Complainant does not wish to pursue Formal or Alternative Resolution and/or requests that the Report of Sexual Harassment remain confidential, that request shall be confirmed, in writing, with the Title IX Coordinator. The College will evaluate the Complainant's request(s) for confidentiality or no action in the context of the College's commitment to provide a safe and non-discriminatory environment for all students. The Title IX Coordinator will inform the Complainant if the College must move forward with an investigation because the safety of a student or students is in question, and therefore cannot ensure confidentiality. In such instances, the Title IX Coordinator will sign a Formal Complaint to initiate an investigation pursuant to this Policy, as described below in Section II(E)

E. Formal Complaints Signed by the Title IX Coordinator

In rare cases where the Title IX Coordinator determines that the specific circumstances warrant pursuing a Formal Complaint (such as when the alleged Respondent has been found responsible for previous Sexual Harassment or there may be a safety threat to the College community), the Title IX Coordinator may file a Formal Complaint on behalf of the College. In such cases, the alleged victim, if known, will receive notice, and will receive further notices of activities at various points in the process, but is not a party to the case.

F. Consolidation of Formal Complaint

If the Title IX Coordinator determines the circumstances warrant it, they may consolidate Formal Complaints. Such circumstances might include, but are not limited to, situations where a Complainant has filed a formal complaint of sexual harassment against more than one Respondent in regard to the same incident; there are multiple complaints against a Respondent; or when parties each make Complaints against the other arising out of the same facts or circumstances.

G. Supportive Measures

Following any Report of alleged Sexual Harassment, regardless of whether a Formal Complaint is filed, the College will offer, as appropriate and reasonably available, non-disciplinary, non-punitive Supportive Measures designed to restore or preserve access to the College's Education Program or Activity, including measures designed to protect the safety of all parties and the Bowdoin community, without unreasonably burdening either party. Supportive Measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus and other similar measures, and are provided without fee or charge to either party. Supportive Measures may be modified to reflect any appropriate changes at any point during the process. Violations of the College's directives may constitute policy violations and result in separate disciplinary action.

H. Emergency Leave

The College, in consultation with the Title IX Coordinator, may place a Respondent on emergency leave during a Formal Resolution process if there is a determination (following an individualized safety and risk analysis) that there is an immediate threat to the physical health or safety of a student or other individual arising from the allegations of Sexual Harassment. Any such determination will be made in compliance with any applicable disability laws, including Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

The Respondent will be provided notice of the emergency leave and will be provided an opportunity to challenge the decision immediately following the removal. The Respondent has the burden to demonstrate why the emergency leave was unreasonable.

I. Administrative Leave

The College may place a non-student employee Respondent on administrative leave during the pendency of a process under this Policy pursuant to the terms of the Faculty Handbook and Employee Handbook, as applicable.

III. DISMISSAL OF FORMAL COMPLAINT

A. Mandatory Dismissal

If the conduct alleged in the Formal Complaint would not constitute Sexual Harassment, as defined under Title IX and Section I(A), above, did not occur in Bowdoin's Education Program or Activity, or did not occur against a person in the United States, the Title IX Coordinator will dismiss the Formal Complaint with regard to that conduct.

B. Discretionary Dismissal

The Title IX Coordinator may, in their discretion, dismiss the Formal Complaint, or any allegation therein, if (1) at any time during the investigation or hearing the Complainant notifies them in writing that they would like to withdraw the Formal Complaint or any allegations therein; (2) the Respondent is no longer a Student or Employee of the College; or (3) specific circumstances prevent the College from gathering evidence sufficient to reach a determination of responsibility with respect to the Formal Complaint, or allegations therein.

C. Separate Disciplinary Proceedings

Although conduct may fall outside the scope of Title IX and this policy, such conduct may still constitute a violation of faculty, employee or student policies, and the College reserves the right to pursue separate disciplinary processes pursuant to such policies.

D. Notice of Dismissal

The Title IX Coordinator will provide simultaneous written notice to the parties of any dismissal and will describe the grounds for the decision. If, as a result of the dismissal, the matter will transition to a separate disciplinary process under another College policy, the notice will provide that information. The notice will also inform the parties of their rights to appeal the dismissal.

E. Appeal of Dismissal

Both parties will have the right to a single appeal of the dismissal of a Formal Complaint or any allegations contained therein pursuant to the appeal procedure set forth below in Section V.

IV. FORMAL RESOLUTION**A. General Obligations to the Parties**

The College will meet the following basic obligations throughout the process:

1. Treat Complainants and Respondents equitably;
2. Objectively evaluate all relevant evidence;
3. Ensure that the Title IX Coordinator, Investigators and Decision Makers are appropriately trained, are not biased and do not have conflicts of interest;
4. Follow reasonably prompt timelines for conclusion of the process and provide reasons for delay;
5. Not presume a Respondent is responsible until and unless such a determination is made at the conclusion of the process;
6. Provide all required notices of meetings and hearings;
7. Provide opportunities for Parties to review and respond to relevant evidence, both favorable and unfavorable;
8. Ensure that credibility determinations are not be based on a person's status as a Complainant, Respondent, or Witness

9. Provide Parties with the opportunity to be accompanied to any meetings or hearings by an Advisor of their choice;
10. Provide Parties with the opportunity to present Witnesses, as well as other evidence;
11. Not restrict the parties from speaking about the case for their own emotional support and to prepare their case;
12. Assume the burden of gathering evidence and of proof (rather than such burdens resting with the parties); and
13. Comply with all applicable confidentiality and privacy laws and regulations

B. Investigation

The Investigator will initiate the investigation. During the Investigation, the Investigator will:

1. Interview the parties after they have received appropriate notice with sufficient time to prepare;
2. Allow the parties to have their Advisor at all meetings;
3. Allow parties to identify Witnesses, including Expert Witnesses and submit inculpatory and exculpatory evidence;
4. Interview Witnesses and conduct such other fact-gathering activities (site visits, review of documents, etc.); and
5. Consider evidence that is relevant and directly related to the allegations in the Formal Complaint.

No medical records of any party will be accessed or reviewed without the voluntary, written consent of that party. No information that is protected under a legally recognized privilege will be required, allowed or relied upon unless the privilege is waived by the person holding the privilege.

Prior to completing the Investigative Report, the College will send to each party and their advisor, if any, in electronic format, any evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including evidence the Investigator does not consider relevant and including inculpatory and exculpatory evidence obtained for any source. The parties will have ten (10) calendar days from the date the evidence is made available to submit a written response to the Investigator, which the Investigator will consider prior to completing the Investigative Report.

At least ten (10) calendar days prior to the hearing described in Section IV.C below, the Investigator will issue the Investigative Report to the parties and their advisors, if any, and the Title IX Coordinator. Typically, the Investigative Report will be issued within forty-five (45) days after the Investigator initiates the investigation. The Investigative Report will include with it all evidence the Investigator considers to be relevant to the Formal Complaint, and which will be provided to the Decision Makers for purposes of the hearing. At least five (5) calendar days prior to the hearing, the parties may provide a written response to the Investigative Report to the Title IX Coordinator for inclusion in the information to be considered at the hearing.

C. Hearing

1. Following the issuance of the Investigative Report, and upon notice to all parties and their advisors a live hearing will be held. The notice of the hearing will identify the Hearing Officer, who will preside over the hearing, and the other Decision Makers, who will determine any sanctions and remedies. The live hearing is typically held within fifteen (15) calendar days from the issuance of the Investigative Report.
2. At the request of a party or at the College's discretion, this hearing may be held virtually, with the parties in separate rooms, using a platform that allows participants to simultaneously see and hear each other. In all instances the live hearing will be audio-recorded; the recording will be available to the parties for inspection and review.
3. The Hearing Officer will preside over the hearing. The parties' advisors, but not the parties themselves, will be permitted to ask the opposing party and any other witnesses in the matter all relevant questions, including those challenging credibility. Advisors will not be permitted to make opening or closing statements, but parties may, if they wish. Such statements will be directed to the Decision Makers and not the opposing party. The Hearing Officer will establish rules of decorum that advisors and parties must follow, and which will be communicated with the notice of the hearing. If a party does not have an advisor at the hearing, the College will provide an advisor, who need not be an attorney, to that party at no cost, for purposes of conducting cross-examination.
4. The Hearing Officer will make determinations in real time regarding the relevance of questions posed by advisors and will explain any decisions to exclude evidence. The formal rules of evidence will not apply. Advisors may object to questions posed by the other party's advisor on the grounds of relevance only.
5. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant unless offered to prove someone other than the Respondent committed the alleged conduct or concern specific incidents of the Complainant's prior sexual behavior with the Respondent and are offered to prove consent.
6. If a party or witness does not submit to cross-examination at the live hearing, the Hearing Officer must not rely on any statement of that party or witness in reaching a determination of responsibility and may not draw an inference regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer questions.
7. All evidence gathered in the investigation that is directly related to the allegations raised in the Formal Complaint, and which the Investigator provided to the parties prior to the hearing, will be available at the hearing for purposes of reference and cross-examination.
8. Following objective consideration of all the relevant evidence, the Hearing Officer will determine whether, based on a preponderance of the evidence, the Respondent is responsible for the alleged Sexual Harassment. If the Hearing Officer determines the Respondent is responsible, the other Decision Makers will then determine an appropriate sanction and remedies. The Final Outcome Letter is then issued simultaneously to both parties, typically within seven (7) calendar days from the date of the hearing.

D. Parties Agree to Pursue Alternative Resolution

At any time prior to the beginning of the Hearing, if agreed to in writing by both parties, the parties may transition the matter to an Alternative Resolution except that Alternative Resolution is not permitted in cases involving allegations that an Employee sexually harassed a Student.

E. Potential Sanctions and Remedies

Potential Student Disciplinary Sanctions and Remedies

The Panel may impose any sanction or remedy that it finds to be appropriate and well suited to the circumstances presented. Once the Hearing Officer has determined responsibility, in determining an appropriate sanction or remedy, the Panel may consider any record of past disciplinary violation(s), as well as the nature and severity of such past violation(s). The Panel will also consider, as part of its deliberations, what sanctions or remedies will: (a) bring an end to the violation in question; (b) reasonably prevent a recurrence of a similar violation; and (c) remedy the effects of the violation on the Complainant and the Bowdoin community. All decisions by the Panel will be made by majority vote. Although this list is not meant to be exhaustive, the following are some potential sanctions and the characteristics attributed to them. See Policy for Reporting Disciplinary Matters for information on the extent to which the Office of the Dean of Students reports disciplinary action.

Reprimand: Depending on the circumstances, Students who violate this Policy may receive an official written Reprimand from the College. This Reprimand will be called to the attention of a board or administrator in the event of any future policy violations. The Decision Maker will specify whether the Reprimand is with or without parental notification and in the case of the former may notify students' parents or guardians and coach (when applicable) of the violation resulting in a Reprimand.

Social Probation: Social Probation is a change of status and will be reflected on a student's permanent record. Students may lose certain College privileges while on Social Probation, including but not limited to: the ability to live on-campus; permission to live off-campus, including temporary or summer housing; on-campus parking privileges; eligibility to participate in off-campus study; removal from student leadership positions (*e.g.*, Bowdoin Student Government, organization leadership, or campus departments leadership, etc.); The Office of the Dean of Students will notify students' parents or guardians of the status change and, when appropriate, academic advisor(s) and coach will also be notified. Students who commit further violations of College policy while on Social Probation will most likely be referred to the Judicial Board, which could result in suspension or dismissal.

Suspension: Separation from the College for a specified period of time with recommended minimum conditions to be eligible for consideration for readmission. The Office of the Dean of Students will notify students' parents or guardians, academic advisor(s), and coach (when applicable) of any violation resulting in Suspension. When students are suspended, they are required to be away from campus and lose privileges; after the designated period, students may apply for reenrollment to Bowdoin, which is not guaranteed. Suspended students, unless otherwise authorized by the Dean of Students, must leave the campus and may not occupy or visit College facilities or properties. In addition, suspended students are forbidden to participate in Bowdoin-sponsored activities or represent the College in any manner or forum during their suspension. Suspended students may not transfer academic credit to Bowdoin for coursework taken during Suspension, unless permission is granted by the Dean of Students.

Permanent Dismissal: For the most serious of violations, or for major misconduct following a prior suspension, a student may be separated from the College with no opportunity for future readmission. The Office of the Dean of Students will notify students' parents or guardians, academic advisor(s), and coach (when applicable) of any violation resulting in Permanent Dismissal.

Withholding Diploma: The College may withhold a Student's diploma for a specified period of time and/or prohibit participation in commencement and activities associated with commencement if the student has disciplinary charges pending, or as a sanction if the Student is found responsible for an alleged violation.

Revocation of Degree: In extraordinary circumstances, the College reserves the right to revoke a degree awarded by the College for Sexual Harassment committed by a Student prior to graduation if a finding of responsibility is not concluded until after graduation or in other aggravating circumstances.

Potential Employment Sanctions

For Employee Respondents, sanctions may include, but are not limited to trainings, counseling, verbal or written warnings, probation, demotion, suspension with or without pay, job in jeopardy action, forfeiture of pay increase, loss of privileges, loss of supervisory responsibilities, or immediate termination of employment.

Other Sanctions and Remedies: In all cases, the Decision Makers may impose other appropriate sanctions in addition to, or instead of, the above-listed sanctions. Additionally, the College will provide remedies to ensure that the Complainant has equal access to the College's Education Program and Activities. Remedies may also include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus and other similar measures. Unlike Supportive Measures, these remedies may be disciplinary and punitive in nature.

Effective Date of Sanction: The effective date of a sanction will be set forth in the Final Outcome Letter, but sanctions are not in effect during the pendency of any appeal.

V. APPEALS

Both parties have the right to a single appeal of the Title IX Coordinator's decision to dismiss a Formal Complaint and the Decision Makers' decision. An appeal must be submitted in writing within five (5) calendar days of receiving the determination, stating the grounds for the appeal and including any relevant supporting documentation.

Appeals must be submitted as follows:

- To the Dean of Students for cases involving Student Respondents and dismissal of a Formal Complaint
- To the Student Appeals Committee, via its chair, the Dean for Student Affairs, for cases involving Student Respondents and appeals from the Decision Makers' decision

- To the President of the College for cases involving faculty Respondents
- To the President of the College for cases involving staff Respondents

The Dean for Student Affairs or the President of the College will provide a copy of the appeal to the non-appealing party who will have five (5) calendar days to submit a statement in response.

In order for an appeal to be granted, the appeal must demonstrate at least one of the following:

1. procedural irregularity that affected the outcome of the matter;
2. new evidence that was not reasonably available at the time of the decision that could affect the outcome of the matter; or
3. the Title IX Coordinator, Investigator or a Decision Maker had a conflict of interest or bias for or against Complainants or Respondents generally or the individually Complainant or Respondent that affected the outcome of the matter.

Review on appeal will be impartial and will include consideration of the written record of the matter and, where appropriate, consultation with other College officials. The Dean for Student Affairs, the Student Appeals Committee and the President of the College will issue a written decision, typically within fifteen (15) calendar days from receipt of the appeal, which shall be provided to both parties simultaneously. The written decision will describe the result of the appeal and the rationale. The written decision may: 1) deny the appeal and affirm the original decision; 2) grant the appeal and order a previously dismissed Formal Complaint to be reinstated; 3) grant the appeal and remand to the Decision Makers for further consideration; 4) grant the appeal and remand for a new live hearing before new Decision Maker(s); or 5) grant the appeal and revise the sanction.

VI. ALTERNATIVE RESOLUTION

If agreed to in writing by both parties, and if the Title IX Coordinator believes the circumstances are appropriate, a Formal Complaint may be resolved by Alternative Resolution, as described in this section, except that a case alleging Sexual Harassment by an Employee against a Student may not be resolved by Alternative Resolution. Alternative Resolution is a facilitated process that does not involve an investigation or a sanction and allows the parties to attempt to reach an agreed-to resolution of the matter through an intermediary.

If both parties agree in writing to resolve the matter by Alternative Resolution, the Title IX Coordinator will simultaneously send both parties a notice of Alternative Resolution setting forth the allegations, the requirements and potential outcomes of the Alternative Resolution, the circumstances under which the parties are precluded from resuming a Formal Complaint arising out of the same allegations, the rights of each party to withdraw from the Alternative Resolution prior to its conclusion and resume a Formal Resolution and a description of the records that will be maintained related to the Alternative Resolution.

A. Purpose of Alternative Resolution

Alternative Resolution provides an opportunity for the parties to communicate their feelings and perceptions, including the impact of the incident of the alleged Sexual Harassment in the presence of and facilitated by a presiding officer, as described in Section VI(B) below, and to share their wishes and expectations regarding a resolution of the matter.

B. Presiding Officer

The Title IX Coordinator will identify a presiding officer to conduct the Alternative Resolution. Typically, the Title IX Coordinator also attends the Alternative Resolution meeting.

C. Process of the Alternative Resolution

The Alternative Resolution meeting will typically be held within thirty (30) days from the date of the Alternative Resolution notice provided to the parties by the Title IX Coordinator. Upon timely request by a party, the presiding officer may, at their discretion, accommodate concerns regarding direct contact between the parties by, for example, providing separate facilities and/or conducting the meeting using a remote platform.

The Complainant will be given an opportunity to make statements. The Respondent will then be given the opportunity to respond at a separate meeting with the presiding officer. The parties will not appear simultaneously or in person together. The presiding officer will then, if applicable, ask clarifying questions. The Complainant and the Respondent may ask the presiding officer to pose additional questions to the other party by submitting these requests to the presiding officer in writing or orally, at the discretion of the presiding officer.

D. Outcomes of Alternative Resolution

At the conclusion of the Alternative Resolution, the presiding officer will propose a set of measures meant to address the parties' concerns and resolve the matter. Measures that may be proposed by the presiding chair and agreed to by the parties include, but are not limited to accommodations to living, academic, or employment situation and; limitations of contact between the parties. If the parties agree on an outcome it must be signed in writing by both parties. Any such signed agreement is final and binding on the parties according to its terms. To the extent the measures include involvement of the College, they must be agreed to by the Title IX Coordinator.

If the Alternative Resolution does not resolve the Formal Complaint, nothing from the Alternative Resolution process may be used as evidence in a Formal Resolution.

E. Confidentiality of Alternative Resolution

In order to promote honest and direct communication, information disclosed during the Alternative Resolution must remain confidential while the Alternative Resolution is pending, except where disclosure may be required by law or authorized in connection with duties on behalf of the College. At the conclusion of Alternative Resolution, any documents prepared in anticipation of or disclosed during the Alternative Resolution may not be disclosed outside the proceeding, except as may be required or authorized by law.

F. Election to End Alternative Resolution

Except in cases where the Decision Maker has determined that there is no violation of the Policy, the College or either party may, at any time prior to the conclusion of the Alternative Resolution, elect to end such proceedings and initiate Formal Resolution instead. Formal Resolution may not be initiated, however, after the conclusion of an Alternative Resolution.

VII. RECORDS AND TRAINING MATERIALS

The College will maintain records in connection with a Report of Sexual Harassment, a Formal Complaint and proceedings under this policy for a minimum of seven years from resolution of the matter (or longer pursuant to the terms of the [Records Retention Schedule](#)). Documents retained will include, but not necessarily be limited to, records of:

1. an investigation of Sexual Harassment, including a determination regarding responsibility, hearing audio recording; and any disciplinary sanctions imposed, or remedies provided;
2. any appeal and the result thereof;
3. any informal resolution and the result thereof;
4. all materials used to train Title IX Coordinators, Investigators, Decision Makers, individuals reviewing appeals, and any person who facilitates Alternative Resolutions (which materials are available by contacting the Title IX Coordinator); and
5. actions, including any Supportive Measures, provided in response to a Report of Sexual Harassment or a Formal Complaint, including the basis for any decisions not to provide Supportive Measures.

VIII. POLICY INTERPRETATION AND AMENDMENTS

Any question of interpretation or application of this Policy shall be referred to the President for final determination. This Policy may be amended, in writing, by the President or the President's designee at any time.

Appendix J. Freedom from Discrimination, Harassment, Sexual Misconduct and Gender Based Violence Policy

The new revised Title IX policy, as required by new federal regulation, is [here](#) and went into effect on August 14, 2020.

There will be revisions to the Freedom from Harassment policy that will be posted, when available, [here](#).

Appendix K. Lecturer and Senior Lecturer Appointments

Policies and Procedures Governing Appointment, Reappointment, and Promotion

Lecturer and Senior Lecturer⁸⁵ updated May 2020⁸⁶

General Criteria for the Lecturer Rank

Individuals appointed to the Faculty as a Lecturer have demonstrated that they meet the standard commonly expected of specialists in the field (for example, the PhD or other terminal degree) or have had extensive prior teaching experience. The primary responsibility of lecturers is pedagogical with an expectation of teaching excellence that includes classroom presence, subject knowledge, curricular development and innovation, and familiarity and expertise with current instructional methods. Depending on the nature of the appointment, as described below, lecturer appointments may be renewable. Lines are allocated to meet specific curricular needs of the College and may be discontinued if curricular needs change.

The normal teaching load for full-time lecturers is five courses per year. A half-time lecturer will normally teach three courses per year, which will normally include no more than two preparations. Lecturers typically teach primarily at the introductory and intermediate levels and contribute to the development of curriculum and pedagogical initiatives within the department. Lecturers do not normally supervise independent studies or honors projects.

The Lecturer rank includes three tracks: Lecturer (non-renewable); Lecturer (renewable); and Senior Lecturer.

A. Lecturer (non-renewable)

Appointment is for a fixed term of no more than three years and may not be renewed or extended. The position fills a short-term curricular need or is designed to rotate on a regular basis.

B. Lecturer (renewable)

Initial appointment is for three years. The teaching load is outlined in the letter of appointment.

A reappointment review occurs in the spring semester of the second year of the three-year appointment. Lecturers in the eighth year of service (the second year of a third term) may be recommended for consideration for promotion to Senior Lecturer.

⁸⁵ This model was first adopted in 2003-4 after consultation with the relevant departments and the Faculty Affairs Committee. It was amended in 2014-15 following discussions with CAPT and GFA in 2013-14. Further clarifications were made in 2015-16, including the elimination of CAPT's involvement in the ten-year reappointment review, approved by faculty vote 4 April 2016 (16-3-4). Updates to review deadlines and minor clarifications were made in June 2018.

⁸⁶ Updates recommended by CAPT and approved by the faculty 18 May 2020 (20-3-3).

Reappointment decisions are based upon an evaluation of teaching, professional engagement and contributions to the College community. While all three criteria are to be considered, teaching is paramount. The candidate for reappointment will be expected to have shown sufficient strength as a teacher to justify reappointment.

The Dean for Academic Affairs will appoint a review committee. The chair of the department or program in which the lecturer is appointed normally serves as the chair of the review committee, which will include no fewer than two tenured members, preferably consisting of faculty who offer courses in the lecturer's department or program. Any senior lecturers in the same section of the department or program (e.g., the Francophone section of Romance Languages and Literature) may participate in the promotion review for lecturers.

In the fall semester of the first year of the initial three-year appointment, the candidate, the department chair or program director, and the Associate Dean for Academic Affairs will meet to confirm all parties' understandings of institutional reappointment procedures and expectations of the position.

At the end of the second semester of the first year of the initial three-year appointment, the candidate and the review committee will meet to discuss the candidate's long-term teaching and professional goals and the means of effecting those goals. A letter summarizing this discussion will be written and a copy placed in the candidate's file (first year letter).

Materials for Reappointment

Early in the candidate's fourth semester of teaching of each three-year contract, in preparation for the reappointment review, the candidate and the review committee chair shall prepare a dossier consisting of the following materials by **February 1** (note earlier deadline for last item in I, below):

- I. Packet of materials to be provided by the candidate to the department or committee chair:
 - the candidate's self-evaluative statement covering teaching, professional work and service;
 - the candidate's curriculum vitae;
 - all syllabi and any other course materials (e.g., assignments, exams), used during the semesters that the candidate has been teaching at the College, including the semester of the review;
 - evidence of professional engagement;
 - other materials that the candidate considers relevant;
 - the response sheets and summary reports from Student Opinion Forms / Course Questionnaires for courses taught at Bowdoin.
 - By November 1, the names with current email addresses (if known) of students they have supported, mentored, or advised at Bowdoin who might or might not have been enrolled in their courses; these students will be invited to respond to a retrospective questionnaire on the lecturer's support, mentoring, or advising. This list is optional; non-submission of a list will not reflect negatively in the review process.

- II. Additional materials to be compiled by the chair of the review committee and the Dean's office:
- the letter summarizing the discussion that took place at the end of the first year of the appointment;
 - the summary reports from the College Student Opinion Forms / Course Questionnaires;
 - letters solicited by the department/program chair from a sample of the candidate's students. The sample will consist of students chosen from all courses taught by the candidate while at Bowdoin, since the last formal review, approximately in proportion to their enrollments, according to a method determined by the Dean for Academic Affairs. After the initial review, solicitation of student letters occurs only in alternate reviews (i.e. every six years);
 - Feedback solicited from students supported, mentored, or advised by the candidate and invited to respond to a questionnaire on these forms of support. This evidence is optional for the candidate and is intended to supplement other aspects of the teaching portfolio, providing a more complete picture of the candidate's teaching practices in support of student learning.
 - departments/programs may consider their observations of departmental colloquia or other presentations made by the candidate.

Formal Procedure

The review committee will meet to consider whether the candidate should be offered reappointment to the Bowdoin faculty. They will consider the candidate's performance as a faculty member in light of the evaluation criteria.

The review committee chair will discuss the evaluation with the Associate Dean for Academic Affairs before submitting it to the Dean for Academic Affairs and the candidate to ensure that procedures have been followed.

The review committee chair will then communicate the evaluation in writing to the candidate and to the Dean for Academic Affairs, normally before **May 1**. The evaluation will include a formal recommendation for reappointment or non-reappointment. This evaluation should be in accordance with the criteria established above. The evaluation sent to the Dean for Academic Affairs should be accompanied by all the materials considered by the review committee.

The evaluation forwarded to the candidate and the Dean for Academic Affairs will be signed by all review committee members concurring in it. Any dissent will be indicated and a dissenting opinion may also be submitted, signed by any tenured member of the review committee who wishes to do so.

The candidate may discuss the evaluation with any member of the review committee who contributed to it.

The Dean for Academic Affairs will make the decision regarding reappointment. The Dean will submit his or her decision regarding reappointment in writing to the candidate at least twelve months before the expiration of the candidate's three-year appointment.

A positive evaluation does not necessarily imply reappointment, since changes in the curricular needs of the program or the College might make reappointment inadvisable.

C. Promotion to Senior Lecturer

Lecturers who are actively engaged in a substantial ongoing trajectory of professional engagement beyond the College may be recommended by their Department Chair or the Dean to apply for promotion to Senior Lecturer in the third three-year term of appointment (the eighth year in rank). The review process and materials are similar to those of the reappointment for lecturer; however, the criteria for evaluation include **teaching excellence and clear evidence of ongoing substantial professional engagement outside the College and a demonstrated commitment to continued professional development and the integration of new material and pedagogy into one's teaching**. While lecturers may pursue scholarship in their primary discipline, in most cases, this professional engagement is *pedagogical* and may include a focus on teaching practice as well as research related to pedagogy. Regardless of the form professional engagement takes, in their self-evaluative statement, candidates for promotion to the rank of senior lecturer should explain how their professional engagement enhances and enriches their instruction.

The Dean for Academic Affairs will appoint a review committee. The chair of the department or program in which the lecturer is appointed normally serves as the chair of the review committee which will include no fewer than two tenured members preferably consisting of faculty who offer courses in the department or program in which the lecturer is appointed. Normally all tenured members in the department or program participate. Any senior lecturers in the same section of the department or program (e.g., the Francophone section of Romance Languages and Literature) normally participate in the reappointment review for lecturers. In addition, the initial review for promotion to the Senior Lecturer rank includes evaluation by CAPT.

Materials

Early in the fall semester of the candidate's seventh semester of teaching at the Lecturer level, in preparation for the reappointment and promotion review, the candidate and the review committee chair shall prepare a dossier consisting of the following materials by **November 15** (note earlier deadline for last item in I, below):

- I. Packet of materials to be provided by the candidate to the department or committee chair:
 - the candidate's self-evaluative statement covering teaching, professional work and service;
 - the candidate's curriculum vitae;
 - all syllabi and any other course materials (e.g., assignments, exams), used during the semesters that the candidate has been teaching at the College, including the semester of the review;
 - evidence of professional engagement;
 - other materials that the candidate considers relevant;
 - the response sheets and summary reports from Student Opinion Forms / Course Questionnaires for courses taught at Bowdoin.
 - By August 1, the names with current email addresses (if known) of up to 10 students they have supported, mentored, or advised at Bowdoin who might or

might not have been enrolled in their courses; these students will be invited to respond to a retrospective questionnaire on the faculty member's support, mentoring, or advising. This list is optional; non-submission of a list will not reflect negatively in the review process.

- II. Additional materials to be compiled by the chair of the review committee and the Dean's office:
- the letter summarizing the discussion that took place at the end of the first year of the appointment;
 - the summary reports from the College Student Opinion Forms / Course Questionnaires;
 - letters solicited by the department/program chair from a sample of the candidate's students. The sample will consist of students chosen from all courses taught by the candidate while in the Lecturer track at Bowdoin, approximately in proportion to their enrollments, according to a method determined by the Dean for Academic Affairs;
 - Feedback solicited from students supported, mentored, or advised by the candidate and invited to respond to a questionnaire on these forms of support. This evidence is optional for the candidate and is intended to supplement other aspects of the teaching portfolio, providing a more complete picture of the candidate's teaching practices in support of student learning.
 - departments/programs may consider their observations of departmental colloquia or other presentations made by the candidate.

Formal Procedure

The review committee will meet to consider whether the candidate should be offered reappointment and promotion to Senior Lecturer. They will consider the candidate's performance as a faculty member in light of the evaluation criteria.

The review committee chair will discuss the evaluation with the Associate Dean for Academic Affairs before submitting it to the Dean for Academic Affairs and the candidate to ensure that procedures have been followed.

The review committee chair will then communicate the evaluation in writing to the candidate and to the Dean for Academic Affairs, normally before **February 15**. The evaluation will include a formal recommendation for reappointment and promotion, or non-reappointment. This evaluation should be in accordance with the criteria established above. The evaluation sent to the Dean for Academic Affairs should be accompanied by all the materials considered by the review committee.

The evaluation forwarded to the candidate and the Dean for Academic Affairs will be signed by all review committee members concurring in it. Any dissent will be indicated and a dissenting opinion may also be submitted, signed by any tenured member of the review committee who wishes to do so.

The candidate may discuss the evaluation with any member of the review committee who contributed to it.

The Committee on Appointments, Promotion and Tenure (CAPT) will review the evaluation, including all materials considered by the review committee, and make a recommendation to the Dean for Academic Affairs by **March 31**.

The Dean for Academic Affairs will make the decision regarding reappointment and promotion. The Dean will submit his or her decision regarding reappointment and promotion in writing to the candidate at least twelve months before the expiration of the candidate's three-year appointment, normally by **April 15**.

A positive evaluation does not necessarily imply reappointment, since changes in the curricular needs of the program or the College might make reappointment inadvisable.

Sabbatic Support

Once promoted to the rank of Senior Lecturer, and on the recommendation of the department/program, faculty are eligible to apply to the Dean for Academic Affairs for one semester of sabbatical at full pay after every ten years of teaching (including service at the Lecturer rank up to a maximum of ten years). Applications for sabbatical must include a project proposal with anticipated outcomes for one's teaching. Senior Lecturers are not eligible to apply to the Faculty Resources Committee for leave support or extended sabbatic support. (Faculty who hold the rank of Lecturer are not eligible for sabbatical.)

D. Reappointment as Senior Lecturer (5-Year "Interim" Review)

Subsequent reviews for reappointment at the rank of Senior Lecturer take place every five years, during the second semester of the fourth year of each term.

Reappointment decisions are based upon an evaluation of teaching, professional engagement, and contributions to the College community. Senior Lecturers are expected to be actively engaged in a substantial ongoing trajectory of professional engagement beyond the College. The criteria for evaluation include **teaching excellence and clear evidence of ongoing substantial professional engagement outside the College and a demonstrated commitment to continued professional development and the integration of new material and pedagogy into one's teaching**. While lecturers may pursue scholarship in their primary discipline, in most cases, this professional engagement is *pedagogical* and may include a focus on teaching practice as well as research related to pedagogy. Regardless of the form professional engagement takes, in their self-evaluative statement, candidates for reappointment at the rank of senior lecturer should explain how their professional engagement enhances and enriches their instruction.

The Dean for Academic Affairs will appoint a review committee. Normally, the chair of the department or program in which the senior lecturer is appointed normally serves as the chair of the review committee which will include no fewer than two tenured members preferably consisting of faculty who offer courses in department or program in which the senior lecturer is appointed and who have served on the candidate's previous review committee.

Materials

In preparation for the reappointment review, the candidate's review committee chair shall prepare a dossier consisting of the following materials by **February 1**:

- I. Packet of materials to be provided by the candidate to the department or committee chair:

- the candidate's self-evaluative statement covering teaching, professional work and service;
- the candidate's curriculum vitae;
- all syllabi and any other course materials (e.g., assignments, exams), used during the semesters since the review for promotion to Senior Lecturer, including the semester of the review;
- evidence of professional engagement;
- other materials that the candidate considers relevant;
- the College Student Opinion forms/Course Questionnaires and numeric summary data for courses taught at Bowdoin.

II. Material to be provided by the chair of the review committee: the letter summarizing the department's recommendation during the initial review for reappointment and promotion to Senior Lecturer along with a copy of the dean's letter of appointment.

Formal procedure

The review committee will meet to consider whether the candidate should be offered reappointment to the Bowdoin faculty. They will consider the candidate's performance as a faculty member in light of the evaluation criteria.

The review committee chair will discuss the evaluation with the Associate Dean for Academic Affairs (who will also act as the Affirmative Action Officer) before submitting it to the Dean for Academic Affairs and the candidate to ensure that procedures have been followed.

The review committee chair will then communicate the evaluation in writing to the candidate and to the Dean for Academic Affairs, before **March 1**. The evaluation will include a formal recommendation for either non-reappointment or reappointment at the rank of Senior Lecturer. This evaluation should be in accordance with the criteria established above. The evaluation sent to the Dean for Academic Affairs should be accompanied by all the materials considered by the review committee.

The evaluation forwarded to the candidate and the Dean for Academic Affairs will be signed by all review committee members concurring in it. Any dissent will be indicated and a dissenting opinion may also be submitted, signed by any tenured member of the review committee who wishes to do so.

The candidate may discuss the evaluation with any member of the review committee who contributed to it.

The Dean for Academic Affairs will make the decision regarding reappointment by **May 1** and will submit the decision in writing to the candidate.

A positive evaluation does not necessarily imply reappointment, since changes in the curricular needs of the program or the College might make reappointment inadvisable.

E. Reappointment as Senior Lecturer (10-Year Review)

Subsequent reviews for reappointment at the rank of Senior Lecturer take place every five years, during the second semester of the fourth year of each term. Each ten-year review includes the solicitation of student letters.

Reappointment decisions are based upon an evaluation of teaching, professional engagement, and contributions to the College community. Senior Lecturers are expected to be actively engaged in a substantial ongoing trajectory of professional engagement beyond the College. The criteria for evaluation include **teaching excellence and clear evidence of ongoing substantial professional engagement outside the College and a demonstrated commitment to continued professional development and the integration of new material and pedagogy into one's teaching.** While lecturers may pursue scholarship in their primary discipline, in most cases, this professional engagement is *pedagogical* and may include a focus on teaching practice as well as research related to pedagogy. Regardless of the form professional engagement takes, in their self-evaluative statement, candidates for reappointment at the rank of senior lecturer should explain how their professional engagement enhances and enriches their instruction.

The Dean for Academic Affairs will appoint a review committee. Normally, the chair of the department or program in which the senior lecturer is appointed normally serves as the chair of the review committee which will include no fewer than two tenured members preferably consisting of faculty who offer courses in department or program in which the senior lecturer is appointed and who have served on the candidate's previous review committee.

Evaluation materials

In preparation of the reappointment review, the candidate's review committee chair shall prepare a dossier consisting of the following materials by **November 15**: (note earlier deadline for last item in I, below)

- I. Packet of materials to be provided by the candidate to the department or committee chair:
 - the candidate's self-evaluative statement covering teaching, professional work and service;
 - the candidate's curriculum vitae;
 - all syllabi and any other course materials (e.g., assignments, exams), used during the semesters since the last review, including the semester of the review;
 - evidence of professional engagement;
 - other materials that the candidate considers relevant;
 - the College Student Opinion forms/Course Questionnaires and numeric summary data for courses taught at Bowdoin..
 - By August 1, the names with current email addresses (if known) of upto 10 students they have supported, mentored, or advised at Bowdoin who might or might not have been enrolled in their courses; these students will be invited to respond to a retrospective questionnaire on the faculty member's support, mentoring, or advising. This list is optional; non-submission of a list will not reflect negatively in the review process.
- II. Materials to be provided by the chair of the review committee and the dean's office:
 - the letters from the department submitted at the time of the promotion to senior lecturer review and the interim senior lecturer review;

- summary reports from the College Student Opinion Forms/Course Questionnaires;
- letters solicited by the department chair from a sample of the candidate's students. The sample will consist of students chosen from all courses taught by the candidate since the last review approximately in proportion to their enrollments, according to a method described by the Dean for Academic Affairs;
- Feedback solicited from students supported, mentored, or advised by the candidate and invited to respond to a questionnaire on these forms of support. This evidence is optional for the candidate and is intended to supplement other aspects of the teaching portfolio, providing a more complete picture of the candidate's teaching practices in support of student learning.
- departments/programs may consider their observations of departmental colloquia or other presentations made by the candidate.

Formal procedure

The review committee will meet to consider whether the candidate should be offered reappointment to the Bowdoin faculty at the rank of Senior Lecturer. They will consider the candidate's performance as a faculty member in light of the evaluation criteria.

The review committee chair will discuss the evaluation with the Associate Dean for Academic Affairs (who will also act as the Affirmative Action Officer) before submitting it to the Dean for Academic Affairs and the candidate to ensure that procedures have been followed.

The review committee chair will then communicate the evaluation in writing to the candidate and to the Dean for Academic Affairs, before **January 15**. The evaluation will include a formal recommendation for either non-reappointment or reappointment at the rank of Senior Lecturer. This evaluation should be in accordance with the criteria established above. The evaluation sent to the Dean for Academic Affairs should be accompanied by all the materials considered by the review committee.

The evaluation forwarded to the candidate and the Dean for Academic Affairs will be signed by all review committee members concurring in it. Any dissent will be indicated and a dissenting opinion may also be submitted, signed by any tenured member of the review committee who wishes to do so.

The candidate may discuss the evaluation with any member of the review committee who contributed to it.

The Dean for Academic Affairs will make the decision regarding reappointment by **March 15** and will submit the decision in writing to the candidate.

A positive evaluation does not necessarily imply reappointment, since changes in the curricular needs of the program or the College might make reappointment inadvisable.