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Bowdoin College

# Faculty Handbook

## 2025-2026

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 [Code of Community Standards](#) for students. 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 July 2025



# Faculty Handbook 2025-2026

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# **Faculty Handbook 2025-2026**

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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.

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## **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 their teaching, collegial, or advisory functions, or to undertake a level of nonprofessional, "outside" work which inhibits either these or the pursuit of scholarly or artistic interests.

Normally, faculty members will meet in person<sup>1</sup> for 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 their 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 an equivalent of one week<sup>2</sup> of 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.<sup>3</sup>

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 must consult with their department chair and obtain approval from the Dean for Academic Affairs. While faculty members may on occasion engage in other forms of one-time paid external work (e.g., consultations in their area of expertise), if this work would result in their being a legal employee at another organization and/or would entail ongoing paid work during the academic year, the faculty member must obtain approval from the Dean for Academic Affairs in advance of accepting such work, providing such evidence as necessary that the work will not interfere with their responsibilities as a faculty member.

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

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<sup>1</sup> Clarification made by the dean for academic affairs in report to the faculty 25 May 2021.

<sup>2</sup> Clarification made by the dean for academic affairs in report to the faculty of 25 May 2021.

<sup>3</sup> This paragraph was recommended by CAPT and approved by the faculty in October 2019 (19-9-7).



seven years of employment at the College.<sup>4</sup> Tenured members of the faculty with the rank of Professor or Associate Professor are eligible for a sabbatic leave of absence following the completion of ten<sup>5</sup> 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 leaves 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 sabbatical 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 expected to return to teach at the College following the sabbatical.

## 2. Eligibility<sup>6</sup>

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 pre-tenure 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 sabbatical or leave of absence for research, scholarship or artistic work, including leave taken prior to reappointment.<sup>7</sup>

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 pre-tenure 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.

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<sup>4</sup> 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.

<sup>5</sup> 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.

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

<sup>7</sup> Revised per (03-5-4), approved by the faculty 19 May 2003.

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 sabbatical eligibility begins to accrue following the pre-tenure leave.<sup>8</sup> 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, based on 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 and evaluate the leave plan before determining approval for the leave. The Dean will review annually sabbatic leave reports and may share a summary of leave activities with the Academic Affairs Committee of the Trustees.

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<sup>8</sup> 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 Work<sup>9</sup>**

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.
4. 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.

- 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.

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<sup>9</sup> Revised per (00-2-3), approved by the faculty 6 March 2000.

- 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 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:

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.

Misappropriation of research funds, including but not limited to diversion of such funds to personal or non-College use.

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, they 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<sup>10</sup>

Bowdoin College is required to assure the federal government that the welfare, rights, and privacy (where applicable) of those that participate in human subject research studies are being safeguarded. Studies that qualify as human subjects research must submit a protocol to the Institutional Review Board (IRB) for review and approval or an exemption determination. The IRB conducts an ethical evaluation of research activities that collect data from people throughout the life of the research project, including initial, continuation, and modification reviews and unanticipated problems, to ensure compliance with all applicable Federal and State laws/regulations. 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.

Protocols are submitted via the Cayuse Human Ethics module, an online protocol management software system, accessible through the College's Okta Single-Sign On (SSO) portal. Principal Investigators (PIs) should build time in their research workplan for back-and-forth communications between the IRB and the PI if there are questions, requested revisions, or reliance agreements to be established before the protocol can be reviewed. Protocols that require **full committee review** must be submitted **three weeks** in advance of the scheduled [IRB meeting](#) to be eligible for review. This allows adequate time for the committee to conduct a proper review. Protocols submitted in less time may not be reviewed until the next scheduled meeting. **The IRB reviews expedited and exempt protocols on a rolling basis.** These protocols do not

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<sup>10</sup> Revised in June 2022 by the Institutional Review Board and Director of Sponsored Research in accordance with new software and current federal regulations.

have to be submitted by the scheduled deadline, but the PI should still build time into their research plan for the IRB to properly review as it is routine for the IRB to return your application for revisions at least once during the review process.

Human subjects research CITI training must be current for all study personnel before the review process can begin.

Incomplete submissions will be returned without review.

Research may not begin before it is approved. This includes the recruitment of subjects.

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

## **F. Animal Subjects Research Policy<sup>11</sup>**

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 oversee 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. In addition to trainings offered by Bowdoin staff, online training is also available at no cost through the [Collaborative Institutional Training Initiative](#). Training must be completed prior to conducting research, handling live animals, and protocol submission for all researchers.

Protocols for all activities involving live vertebrates and cephalopods conducted under the auspices of the College must be submitted to the IACUC for approval. Protocols are submitted via the Cayuse Animal Oversight module, an online protocol management software system, accessible through the College's Okta Single-Sign On (SSO) portal. Time should be built into the research workplan for back-and-forth communication between the IACUC and the PI in the event there are questions or requested revisions to be established before the protocol can be reviewed. With that consideration, a final protocol must be submitted at least **three weeks** in advance of the scheduled IACUC meeting to be eligible for Full Committee Review.

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<sup>11</sup> Revised in June 2022 by the Institutional Review Board and Director of Sponsored Research in accordance with new software and current federal regulations.



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 Policy<sup>12</sup>**

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 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 Faculty<sup>13</sup>**

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

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<sup>12</sup> Endorsed by the faculty May 2006 (06-4-2) and approved by the Board of Trustees 9 February 2007.

<sup>13</sup> Parental leave policy for faculty approved by the faculty 7 May 2007 (07-5-3), with updates made in consultation with Human Resources in June 2022. This section also includes links to parental leave benefits for all employees.

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 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 but may be eligible for benefits described in sections f through h below.
- 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 (excluding elected committees)<sup>14</sup>, and independent studies or honors projects (see section g below). 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 and the Office of Human Resources 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 themselves 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.

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<sup>14</sup> See (21-10-3) adopted by the faculty 6 December 2021.

- e) Faculty who are not primary or coequal caregivers may request exemption from non-teaching duties for the semester in which their 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 parents/guardians 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 employees giving birth, when leave is needed for medical reasons during pregnancy, childbirth, and postpartum, the College's [Medical Absences and Leave Policy for Faculty](#) applies, during which no work for the College is expected. As with any other short-term medical event, the expectation is that departments or programs will cover classes and other responsibilities in such instances without additional resources from the College. A medical leave begins when a doctor determines that the person giving birth 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 employee is required to initiate a Short-Term Disability claim. Expectant employees should contact Human Resources to discuss their options in advance and must notify Human Resources as soon as possible after the birth itself.
- 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 they take 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.

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## **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 comprised of people 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 will regularly review their processes and procedures and monitor their success in creating a pluralistic and multicultural environment. Annually, the Dean for Academic Affairs will prepare a report on faculty hiring and retention for the President and for the Committee on Appointments, Promotion, and Tenure.

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### **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 people 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 Evaluation<sup>15</sup>

The allocation and renewal of tenure-line and lecturer-track faculty positions is governed by procedures involving review by the Curriculum and Educational Policy Committee (CEP), whose role is to advise the president and the dean for academic affairs. These procedures (see [Faculty Recruitment Procedures](#)) pertain both to the reauthorization of existing positions when they become vacant and to the allocation of new positions.

### 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. Because teaching practices vary across disciplines, reviewers will evaluate inclusive excellence in teaching by considering dossiers holistically, with the following set of factors serving as guidelines for consideration rather than a mandatory checklist<sup>16</sup>:
  - a) Designing courses and using instructional practices that are based on learning goals and that foster student curiosity, creativity, growth, and critical and independent thinking;
  - b) Communicating ideas, theories, skills, and/or concepts from the relevant field in an accessible and intellectually challenging manner;
  - c) Creating an inclusive and equitable learning environment that prepares students to value differences and interact constructively with a diversity of people, spaces, situations, and ideas;
  - d) Providing clear expectations and constructive, fair, and timely evaluation of student work that enhances learning and growth;
  - e) Demonstrating continued self-reflection and growth as an inclusive educator;
  - f) Fostering student learning and belonging at Bowdoin by mentoring and supporting advisees, students enrolled in one's classes, and/or other students in the Bowdoin community.
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.

<sup>15</sup> See (08-4-4 a, b, and c) approved by the faculty 5 May 2008 pertaining to Parts A-E of this section.

<sup>16</sup> See motion (21-2-3) recommended by CAPT and approved by the faculty 9 March 2021.

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 Tenure-Track Instructor or Assistant Professor<sup>17</sup>**

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.

### **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

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<sup>17</sup> 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*.

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 Faculty<sup>18</sup>**

#### **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

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<sup>18</sup> Submission procedures updated 1 July 2018 with the implementation of an electronic dossier system.



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 two. When joint, one department/program will be identified as primary. 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 prior to or after 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.

- 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 primary 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 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 expected<sup>19</sup> 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)<sup>20</sup>:
  - (i) A self-evaluative statement covering teaching, scholarship or artistic work (achieved and planned) and service.
  - (ii) A curriculum vitae.

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

<sup>20</sup> Clarification recommended by CAPT in February 2020 and approved by the faculty 18 May 2020 (20-3-3).

- (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, public-facing scholarship<sup>21</sup>, 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 semesters prior to their tenure-track appointment; failure to do so will not jeopardize the evaluation.
  - (vii) By October 1, up to five 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.<sup>22</sup>
  - (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.

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<sup>21</sup> Addition recommended by CAPT and approved by the faculty on 20 May 2024 (24-5-3). Public-facing scholarship is research-based work intended for nonspecialist audiences, bridging the gap between faculty expertise and the public. Public-facing scholarship can take multiple forms, some ephemeral (events, time-limited exhibits); some longer-lasting (digital products, podcasts, collaborative publications, publications in nonacademic venues); and some having to do with the public good (community programs and reports, presentations, and public policy). For rationale and further guidance, please see Appendix L.

<sup>22</sup> Addition recommended by CAPT and approved by the faculty 18 May 2020 (20-3-3).

- (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.<sup>23</sup>
- (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.<sup>24</sup>

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

### 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 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.<sup>25</sup>

<sup>23</sup> See (01-4-3), approved by the faculty 7 March 2001.

<sup>24</sup> Addition recommended by CAPT and approved by the faculty 18 May 2020 (20-3-3).

<sup>25</sup> Clarified by the Committee on Appointment, Promotion and Tenure and the Dean for Academic Affairs 1 July 2018.

- 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 their 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.

#### **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 Tenure<sup>26</sup>**

- 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

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<sup>26</sup> Submission procedures updated 1 July 2018 with the implementation of an electronic dossier system.

significant, two are of paramount importance: candidates for tenure will be expected to demonstrate inclusive excellence in teaching<sup>27</sup> 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 primary 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.<sup>28</sup>

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 chair/director of the primary department/program will be added to the committee if they are not already a member and will serve as chair of the tenure review committee.

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 review year.<sup>29</sup>

- 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. Candidates must notify the Office of the Dean for Academic Affairs by March 15<sup>30</sup> of

<sup>27</sup> See motion (21-2-3) recommended by CAPT and approved by the faculty 9 March 2021.

<sup>28</sup> Clarifications recommended by CAPT and approved by the faculty 2 March 2020 (20-1-5).

<sup>29</sup> Clarification recommended by CAPT and approved by the faculty 2 March 2020 (20-1-5).

<sup>30</sup> Correction for practice of date for notification to the Office of the Dean for Academic Affairs June 2025.

the year they plan to enter the process and must attend a mandatory procedural meeting with the dean and other tenure candidates, typically scheduled during March.<sup>31</sup>

- a) 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.<sup>32</sup> 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.
- b) 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 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.<sup>33</sup>

<sup>31</sup> Clarification of process provided by the Office of the Dean for Academic Affairs July 2021.

<sup>32</sup> See (00-2-3), approved by the faculty 6 March 2000.

<sup>33</sup> Clarifications recommended by CAPT and approved by the faculty on 2 March 2020 (20-1-5).

- (ii) The Dean for Academic Affairs invites the candidate to submit by August 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.<sup>34</sup>
- (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, public-facing scholarship<sup>35</sup>, works produced, works exhibited, works in progress, reviews of works, papers presented).
  - Other materials the candidate considers relevant.
  - Candidates for tenure must submit a PDF of all Bowdoin Course Questionnaire reports for courses they have 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.
  - 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

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<sup>34</sup> Addition recommended by CAPT and approved by the faculty on 18 May 2020 (20-3-3).

<sup>35</sup> Addition recommended by CAPT and approved by the faculty on 20 May 2024 (24-5-3). Public-facing scholarship is research-based work intended for nonspecialist audiences, bridging the gap between faculty expertise and the public. Public-facing scholarship can take multiple forms, some ephemeral (events, time-limited exhibits); some longer-lasting (digital products, podcasts, collaborative publications, publications in nonacademic venues); and some having to do with the public good (community programs and reports, presentations, and public policy). For rationale and further guidance, please see Appendix L.



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.

- (iv) 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.
- (v) For tenure and promotion reviews, the review committee will have access to the letters and questionnaires<sup>36</sup> 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.
- (vi) In September of the tenure review year, the candidate (by September 15) and review committee (by September 20) will each submit to the Dean for Academic Affairs the names of three present or former Bowdoin faculty or staff 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.
- (vii) The chair of the candidate's review committee submits (via Interfolio) 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. The evaluation is signed by all members of the review committee who concur with it and any dissent will be indicated. The review committee

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<sup>36</sup> Clarification recommended by CAPT and approved by the faculty 18 May 2020 (20-3-3).

evaluation and recommendation is made available to the candidate by October 15, at the time the letter is provided 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.<sup>37 38</sup>

- 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.<sup>39</sup>
  - (vii) 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.<sup>40</sup>
  - (viii) 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.
  - (ix) A 7-semester summary of the candidate's Bowdoin Course Questionnaire (BCQ) scores (averages of each quantitative response in the candidate's seven most recent semesters of teaching).

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<sup>37</sup> Clarified by the Committee on Appointment, Promotion and Tenure and the Dean for Academic Affairs 1 July 2018.

<sup>38</sup> Clarifications recommended by CAPT and approved by the faculty 2 March 2020 (20-1-5).

<sup>39</sup> See (01-4-3), approved by the faculty 7 May 2001.

<sup>40</sup> Addition recommended by CAPT and approved by the faculty 18 May 2020 (20-3-3).

- (x) A course history report for the candidate's department/program.
  - (xi) A list of all students taught by the candidate, their courses, grades, and graduating year.
  - (xii) Any student letters from (vi) above that the student asked not be read by the candidate's department/program.
- 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 academic year following the tenure review.
  - 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.

- 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 review year that the appointment will terminate at the end of the subsequent 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.

6. 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 Professor<sup>41</sup>**

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 to demonstrate inclusive excellence in teaching<sup>42</sup> and continuing excellence 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.<sup>43</sup>

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<sup>41</sup> Submission procedures updated 1 July 2018 with the implementation of an electronic dossier system.

<sup>42</sup> See motion (21-2-3) recommended by CAPT and approved by the faculty 9 March 2021.

<sup>43</sup> 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.<sup>44</sup>

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

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<sup>44</sup> Addition recommended by CAPT and approved by the faculty 18 May 2020 (20-3-3).

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.<sup>45</sup>
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.<sup>46</sup>
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.
9. A 7-semester summary of the candidate's Bowdoin Course Questionnaire (BCQ) scores (averages of each quantitative response in the candidate's seven most recent semesters of teaching).
10. A course history report for the candidate's department/program.
11. A list of all students taught by the candidate, their courses, grades, and graduating year.
12. Any student letters from (vi) above that the student asked not be read by the candidate's department/program.

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<sup>47</sup>**

1. The Faculty Appeals and Grievances Committee

### *Composition of the Faculty Appeals and Grievances Committee*

The Faculty Appeals and Grievances Committee (hereafter, the FAGC) 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 FAGC and on the Committee on Appointments, Promotion and Tenure. The term of service shall be three years. The chair shall

<sup>45</sup> See (01-4-3), approved by the faculty 7 May 2001.

<sup>46</sup> Addition recommended by CAPT and approved by the faculty 18 May 2020 (20-3-3).

<sup>47</sup> Clarifications made July 2021 based on recommendations from the Faculty Appeals and Grievances Committee and after advice from College Counsel and the Office of Human Resources.

be chosen at the beginning of each academic year by and from among the elected members of the Committee. The chair will normally have served one year on the committee prior to serving as chair.

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.

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 FAGC 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 FAGC 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) Freedom from Discrimination and Harassment (full College policy can be found [here](#))

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, they shall provide in writing the reason for their 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, they shall provide in writing the reason for their 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 Associate Director of Academic Budgets and Financial Planning 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. Appointment, Reappointment, and Promotion within the Lecturer Track<sup>48</sup>**

### **1. General Criteria for Lecturer-Track Positions<sup>49</sup>**

A lecturer-track position is an allocated faculty line for a non-tenure-track, renewable role within the instructional faculty, with a primary focus on teaching and pedagogy. There are two ranks within the Lecturer track: Lecturer and Senior Lecturer.<sup>50</sup>

Responsibility for initial faculty appointments, reappointments, and promotions within the non-tenure-track ranks rests with the President of the College. This responsibility is normally delegated by the President to the Dean for Academic Affairs.

Faculty members appointed to lecturer-track positions are eligible for recurring renewals of multi-year appointments, contingent on successful reappointment reviews of their performance and the continued curricular need for the position, as determined by the department/program and the Dean for Academic Affairs, in consultation with CEP. As with tenure-track lines, allocated lecturer-track lines are expected to meet ongoing, long-term curricular needs. Should changes to the curricular needs of the department/program or the College so warrant, lecturer lines may be discontinued, reconfigured, or reallocated.

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<sup>48</sup> 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 and June 2021. Updates recommended by CAPT and approved by the faculty 18 May 2020 (20-3-3). Revisions approved by the faculty 28 February 2025 (25-1-4c).

<sup>49</sup> For information on visiting lecturers (fixed-term appointments to meet short-term curricular needs), see Section IV.J.1.b. of this *Handbook*.

<sup>50</sup> 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. Revised in 2024-25.

Individuals appointed to the Faculty in lecturer-track positions will have demonstrated that they meet the standard commonly expected of specialists in the field, including an advanced degree (normally the terminal degree for their discipline). Lecturers at both ranks (Lecturer and Senior Lecturer) are expected to demonstrate inclusive excellence in teaching<sup>51</sup> and to contribute to the department/program and broader College community (see Section IV.A. of this *Handbook*). In most departments/programs, the normal teaching load for full-time lecturers is five courses per year.

The College's expectations and resources for active and substantive faculty mentoring at all ranks (Section I.A.) applies fully to lecturer-track faculty, both as mentees and mentors. Departments/programs are particularly expected to provide clear feedback and mentoring to colleagues during their first several years of service.

Lecturers may be considered for promotion to the rank of Senior Lecturer as early as their second reappointment review (normally the seventh year of their appointment): see Section IV.I.3. The primary distinguishing element between the ranks is the expectation for senior lecturers of pedagogical, disciplinary, and/or leadership engagement beyond the College, which they must demonstrate for promotion and subsequent reappointment; there is also an expectation that senior lecturers will serve more regularly on college-level committees or in other ways contribute more robustly to the College community than is expected of those at the Lecturer rank. There is no requirement or expectation that a lecturer necessarily apply for promotion to Senior Lecturer; a lecturer may remain on the track indefinitely without applying for promotion, subject to the reappointment processes outlined in section IV.I.2.

Faculty at the rank of Lecturer are not eligible for sabbatic leave. Faculty at the rank of Senior Lecturer are eligible to apply to the Dean for Academic Affairs for one semester of sabbatical at full pay after every twenty semesters of teaching (including service at the Lecturer rank, up to a maximum of twenty semesters/ten years). Any semester in which the senior lecturer does not teach (excluding approved medical and parental leaves) does not count towards the twenty semester requirement. Applications for sabbatical should follow the normal procedures (see section I.B of this *Handbook*) and must include a project proposal with anticipated outcomes for their teaching. The senior lecturer is expected to coordinate with their chair/director on sabbatic timing with regards to department/program needs.

## 2. Lecturer-Track Review and Reappointment Procedures

Reappointment reviews of a lecturer or senior lecturer's performance take place in the penultimate academic year of a given term of appointment, with materials to be submitted in the fall and/or winter of that year and the review to be conducted in the spring of that year. The final year of the appointment serves as a terminal year in the event of an unsuccessful reappointment review.

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<sup>51</sup> Changed per motion (21-2-3) recommended by CAPT and approved by the faculty 9 March 2021.

Faculty at the rank of Lecturer on the lecturer track are appointed for renewable four-year terms; the reappointment review therefore normally takes place in the third year of each four-year appointment.

The reappointment review for those at the rank of Lecturer is based upon an evaluation of their **demonstration of inclusive excellence in teaching and contributions to the department/program and the broader College community**.<sup>52</sup> Of these criteria, teaching is paramount, and the lecturer must demonstrate inclusive excellence in teaching to justify reappointment. The reappointment review committee normally consists of the department chair/program director as the chair of the review committee, no fewer than two additional tenured faculty members, and any faculty at the rank of Senior Lecturer in that department/program; it does not include other faculty at the rank of Lecturer.

Faculty who have been promoted to the rank of Senior Lecturer are appointed for renewable five-year terms. Reappointment reviews normally take place every 10 years, with the first taking place in the fourth year of the senior lecturer's second term of appointment (9<sup>th</sup> year in rank). For the intervening terms, the senior lecturer will normally be reappointed without formal review. The Dean may, at their discretion and in consultation with the department chair/program director, require a formal reappointment review prior to a reappointment decision. In such cases, the reappointment review will follow the standard process.

The reappointment review for those at the rank of Senior Lecturer is based upon an evaluation of their **demonstration of inclusive excellence in teaching, contributions to the department/program and the broader College community, and evidence of ongoing, active pedagogical, disciplinary, and/or leadership engagement beyond the College**. Of these criteria, demonstrating inclusive excellence in teaching is paramount and is required to justify reappointment. The reappointment review committee normally consists of the department chair/program director as the chair of the review committee and no fewer than two additional tenured faculty members; it does not include other lecturer-track faculty at either rank.

Reappointment review procedures and materials for both lecturers and senior lecturers are substantially the same. The procedure for promotion to senior lecturer, including composition of the promotion review committee, is detailed in Section IV.I.3.

In the fall semester of the first year of the lecturer's initial four-year appointment, the lecturer, the department chair or program director, and an associate dean for academic affairs will meet to confirm all parties' understandings of institutional reappointment procedures and expectations of the position, including both teaching and non-teaching responsibilities, and to discuss the department/program's mentoring plan for the lecturer. After this meeting, the Dean for Academic Affairs will appoint a review committee as described above.

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<sup>52</sup> Described in Section IV.A. of this *Handbook*.

At the end of the second semester of the lecturer's first year of appointment, the lecturer, the department chair/program director, and at least one other member of the review committee will meet to discuss the lecturer's teaching and long-term goals and the means of effecting those goals. The department chair/program director and other participating member(s) will write and sign a letter summarizing this discussion (the first-year letter) and send it to the lecturer and the Office of the Dean for Academic Affairs; a copy will be placed in the lecturer's file.

#### Materials for Reappointment

In each academic year in which a reappointment review is scheduled, the lecturer or senior lecturer shall prepare a dossier and submit it as instructed by the Dean's office. The dossier will be supplemented by materials provided by the Dean's office.

a) Materials provided by the lecturer/senior lecturer:

**Optional: By November 15**, provide to the Office of the Dean for Academic Affairs:

- B. Up to five names with current email addresses (if known) of current students or graduates 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/senior lecturer's support, mentoring, or advising. This list is optional and is intended to supplement other aspects of the dossier, providing a more complete picture of their teaching practices in support of student learning. Non-submission of a list will not reflect negatively in the review process.

**By February 1**: submit a dossier consisting of the following materials:

- C. Their self-evaluative statement covering teaching and contributions to the department / program / College community since their last review (or, for the first reappointment review, since the time of hire);
  - 1. Senior lecturers should also address their pedagogical / disciplinary / leadership engagement beyond the College since their last review;
- D. Their curriculum vitae;
- E. All syllabi from courses taught since their last review (or, for the first reappointment review, since the time of hire) and a selection of relevant samples of other course materials (e.g., assignments, exams) used during that same time period;
- F. All individual Bowdoin Course Questionnaire reports for courses taught since their initial appointment or last review, as applicable;
- G. Other materials that the lecturer/senior lecturer considers relevant.

b) Materials provided for the review committee by the Dean's office **by February 1**:

**For the first reappointment review at the Lecturer rank only:**

- i. The letter summarizing the discussion that took place at the end of the first year of the appointment (first-year letter);

**For all reviews:**

- ii. Letters from the department/program review committee and from the Dean from prior reappointment reviews;
  - For lecturers, this includes the letters from all reappointment reviews to date;
  - For senior lecturers, this includes the letters from the promotion review (including the letter from CAPT) and from all subsequent reviews to date;
- iii. Letters solicited by the review committee chair from a sample of the lecturer's/senior lecturer's students;
  - The sample will consist of students chosen from all courses taught by the lecturer/senior lecturer since the last formal review, approximately in proportion to their enrollments;
- iv. In the event a lecturer/senior lecturer teaches courses that support multiple departments or programs, the Dean may, in consultation with the lecturer's/senior lecturer's chair/director, solicit letters from the chairs/directors of those departments/programs;
- v. *Optional:* If the lecturer/senior lecturer chose to provide a list of student names: Feedback solicited from students supported, mentored, or advised by the lecturer/senior lecturer and invited to respond to a questionnaire on these forms of support.

**Formal Evaluation and Recommendation Procedure**

The chair of the review committee will meet with an associate dean for academic affairs to discuss the evaluation process and procedures. The review committee members will then review all materials submitted and meet to evaluate the lecturer's/senior lecturer's performance as a faculty member in light of the stated criteria and to consider whether the lecturer/senior lecturer should be offered reappointment to the Bowdoin faculty.

The committee will produce a written evaluation, which must be in accordance with the criteria established above and must include a formal recommendation for reappointment or non-reappointment. The evaluation and recommendation 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 member of the review committee concurring in it.

The review committee chair will provide the signed evaluation and recommendation (and, if applicable, the signed dissenting opinion) to the lecturer/senior lecturer and to the Dean for Academic Affairs by **March 31**.

The lecturer/senior lecturer may discuss the evaluation and recommendation (and, if applicable, the dissenting opinion) with any member of the review committee.

The Dean for Academic Affairs will review all submitted materials, including the letter(s) from the review committee, and will make the decision regarding reappointment. If concerns arise that could lead to a negative decision, the Dean may invite the lecturer/senior lecturer, the chair/director, and/or the review committee to discuss those concerns.

The Dean will convey their decision regarding reappointment in writing to the lecturer/senior lecturer, copied to the department chair/program director, normally by **April 30**, and no later than June 30 (i.e. at least twelve months before the expiration of the lecturer's/senior lecturer's current appointment).

If the lecturer/senior lecturer is offered reappointment, the new appointment term would begin following their current term of appointment. If the lecturer/senior lecturer is not offered reappointment, they are expected to complete their current term of appointment, with the academic year following the reappointment review being their terminal year.

### 3. Promotion to Senior Lecturer

Lecturers may become eligible to apply for promotion to Senior Lecturer as of their second reappointment review (normally the seventh year in rank). The review for promotion to the Senior Lecturer rank includes evaluation by the department or program, the Committee on Appointments, Promotion, and Tenure (CAPT), and the Dean for Academic Affairs.

The review for promotion to Senior Lecturer is based upon an evaluation of their **demonstration of inclusive excellence in teaching, contributions to the department/program and the broader College community, and evidence of a trajectory of pedagogical, disciplinary, and/or leadership engagement beyond the College**. Of these criteria, demonstrating inclusive excellence in teaching is paramount and is required to justify both reappointment and promotion.

The Dean's office will notify the lecturer of their eligibility to apply for promotion, copying their chair/director, by the end of March prior to the review year (normally the lecturer's sixth year in rank). If the lecturer is interested in the possibility of promotion, the lecturer, the Dean for Academic Affairs, and the department chair / program director will meet to discuss the lecturer's overall readiness for promotion in light of the promotion criteria and expectations for senior lecturers. This conversation is expected to build on prior conversations and reappointment letter(s) and is intended to support the lecturer's making an informed decision with regards to the promotion process at that time.

The lecturer will subsequently confirm in writing whether or not they intend to apply for promotion the following academic year to their chair/director and to the Office of the Dean for Academic Affairs no later than **June 1**.

If the lecturer does not stand for promotion, the standard reappointment process will proceed; assuming successful reappointment, the lecturer remains eligible to apply for promotion in each subsequent review cycle. Eligible lecturers who wish to stand for promotion must inform their chair/director and the Dean's office in writing by June 1 prior to the year of the review.

If the lecturer chooses to stand for promotion in any given cycle, the review and promotion process will consider both their reappointment to the Bowdoin faculty and their promotion to the rank of Senior Lecturer, yielding three possible outcomes: reappointment and promotion to the rank of Senior Lecturer; reappointment to the rank of Lecturer without promotion; or non-reappointment.

The Dean for Academic Affairs will appoint a promotion review committee, which normally consists of the department chair/program director as the committee chair and all tenured faculty and senior lecturers in the department/program as committee members; it does not include faculty at the rank of Lecturer.

#### Materials for Promotion

In the fall semester of the year in which the lecturer stands for promotion, the lecturer shall prepare a dossier and submit it as instructed by the Dean's office. The dossier will be supplemented by materials provided by the Dean's office.

#### a) Materials provided by the lecturer:

**Optional: By October 1**, provide to the Office of the Dean for Academic Affairs:

- i. The names with current email addresses (if known) of up to 10 current students or graduates 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 evidence is optional for the lecturer and is intended to supplement other aspects of the dossier, providing a more complete picture of the lecturer's teaching practices in support of student learning. Non-submission of a list will not reflect negatively in the review and promotion process.

By **November 15**, submit a dossier consisting of the following materials:

- The lecturer's self-evaluative statement covering teaching, contributions to the department / program / College community since their last review, and their trajectory of pedagogical / disciplinary / leadership engagement beyond the College;
- Their curriculum vitae;
- All syllabi and relevant samples of other course materials (e.g., assignments, exams) used since their last review;
- All individual Bowdoin Course Questionnaire reports for courses taught since their last review;



- Other materials that the lecturer considers relevant.
- b) Materials provided for the review committee by the Dean's office:
- i. The letter summarizing the discussion that took place at the end of the first year of the appointment (the first-year letter);
  - ii. All previous reappointment recommendation letters from department/program review committees and the Dean;
  - iii. Letters solicited by the review committee chair from a sample of the lecturer's students;
    - The sample will consist of students chosen from all courses taught by the lecturer during the previous 10 semesters while in the lecturer track at Bowdoin, approximately in proportion to their enrollments;
  - iv. In the event the lecturer teaches courses that support multiple departments or programs, the Dean may, in consultation with the lecturer's chair / director, solicit letters from the chairs / directors of those departments / programs;
  - v. *Optional:* If the lecturer chose to provide a list of student names: Feedback solicited from students supported, mentored, or advised by the lecturer and invited to respond to a questionnaire on these forms of support.

#### Formal Evaluation and Recommendation Procedure

The chair of the review committee will meet with the Dean to discuss the evaluation process and procedures. The review committee members will then review all materials submitted and meet to evaluate the lecturer's performance as a faculty member in light of the stated criteria and to consider whether the lecturer should be offered reappointment and/or promotion to Senior Lecturer. The committee will produce a written evaluation, which must be in accordance with the criteria established above and must include a formal recommendation for one of the three possible outcomes previously noted.

The evaluation and recommendation 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 member of the review committee concurring in it.

The review committee chair will provide the signed evaluation and recommendation (and, if applicable, the signed dissenting opinion) to the lecturer and to the Office of the Dean for Academic Affairs by **February 15**.

The lecturer may discuss the evaluation (and, if applicable, the dissenting opinion) with any member of the review committee.

CAPT will review the evaluation (and dissenting opinion, if applicable) and all materials considered by the review committee, and will make a recommendation to the Dean for Academic Affairs, normally by **April 30**.

The Dean for Academic Affairs will make the decision regarding reappointment and promotion, taking all submitted materials, the review committee's recommendation (and dissenting opinion, if applicable), CAPT's recommendation, and institutional needs into consideration.

The Dean will convey CAPT's recommendation together with their own decision regarding reappointment and promotion in writing to the lecturer, copied to the department chair / program director, normally by **May 20** and no later than June 30 (i.e. at least twelve months before the expiration of the lecturer's current term of appointment).

If the lecturer is offered reappointment and promotion to the rank of Senior Lecturer, the new five-year appointment term and rank would become effective as of the academic year immediately following the review (July 1). If the lecturer is offered reappointment but not promotion, the new four-year term would begin following their current term of appointment, and they would remain eligible to apply for promotion in subsequent review cycles. If the lecturer is not offered reappointment, they are expected to complete their current term of appointment, with the academic year following the review being their terminal year.

## **J. Visiting, Part-Time, and Special Faculty Appointments<sup>53</sup>**

### **1. Appointments**

The Office of the Dean for Academic Affairs has the authority to appoint individuals to the instructional faculty of the College and does so in consultation with the relevant department or program..

Persons holding appointments other than full-time, tenure-track appointments or lecturer-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. Non-tenure-track appointments for specified fixed periods, typically to meet a short-term curricular need. These appointments may be renewed for additional fixed periods to meet short-term needs, provided that the needs of the College and a review of the visiting faculty member's work (by the department/program and the Dean for Academic

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<sup>53</sup> See FAC memorandum dated 3 March 2000, approved by the faculty 3 April 2000.

Affairs) and indicate the appropriateness of such renewal, but reappointment is not normally expected.

- (i) Visiting professor appointments, typically at the rank of assistant professor. Faculty in this category are expected to teach, engage in scholarship, and participate in the life of the department or program.
- (ii) Visiting lecturer appointments. Faculty in this category are expected to teach and participate in the life of the department or program.

c) Special appointments

- (i) Adjunct appointments. Non-benefits-eligible appointments which may be on a one-time-only or regular basis. Faculty in this category are hired on a per-course basis and are not expected to participate in the life of the department/program or perform additional work. The standard 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.
- (ii) Postdoctoral Teaching Fellows. Postdoctoral fellowships are intended for individuals who have recently completed their doctorate and are preparing for academic careers; there is typically an expectation of enhanced mentoring and support for their teaching and scholarship from their departmental colleagues. Faculty in this category are expected to teach a reduced courseload, engage in scholarship, and participate in the life of the department or program.
- (iii) Specific appointments. Full or part-time. Persons offering courses on a one-time or ongoing basis, whose appointments may be visiting, lecturer-track, adjunct, etc., whose specialties at the College merit specific titles.

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

2. The Review Process: The Dean, in consultation with the department or program, will periodically review such individuals' teaching performance before approving any possible reappointment. 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, the process will be explained to the appointee at that time.

## **K. Partner Accommodation Policy<sup>54</sup>**

The 2022 Partner Accommodation Policy allows the College to provide transitional support for academic couples by helping them establish themselves in the region and providing time to explore permanent opportunities.

There are two components to the Partner Accommodation Policy. First, a tenure-line candidate at the time of hire may ask to explore a temporary appointment for their partner within the hiring department or program or in another department or program. Such accommodation, if approved, would consist of a two-year, part-time, benefits-eligible visiting assistant professor position, typically responsible for teaching two courses per year. These appointments will not be renewable at the end of the two-year period, but such individuals may request continued affiliation with Bowdoin College as an unpaid Research Affiliate on a term-limited basis, which offers them continued use of their Bowdoin email address and full Library access.

Second, a tenure-line candidate may – in rare circumstances – request consideration for a shared tenure-line appointment comprising full-time equivalent (FTE) of 1.0 (0.5 each). Such shared appointments would only be made in the same department or program.

For more information, see the Procedures for Requesting a Partner Accommodation or contact the Dean for Academic Affairs.

## **L. 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 their 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

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<sup>54</sup> Partner Accommodation Policy established 21 April 2022 by the Dean for Academic Affairs to replace the 2007 Shared Appointment Policy.

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.

### **M. 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 their 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.

### **N. Grievance and Review Procedures<sup>55</sup>**

The procedures set forth in this document are intended to ensure fair and equitable treatment of officers of instruction. An individual who feels that there are grounds for a grievance may first attempt to resolve the matter through informal discussions with those involved. Assistance and advice can be sought from the College Ombuds,<sup>56</sup> 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, shall be filed with the Faculty Appeals and Grievances Committee (hereafter, FAGC). 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. Nor do these provisions apply to cases governed by the Title IX Policy or the Employee Freedom from Discrimination and Harassment Policy. The FAGC should consult with the College's Senior Vice President for Inclusion and Diversity or the Campus Title IX Coordinator to rule out whether the case falls under Title IX or the Employee Freedom from Discrimination and Harassment Policy at the outset. Cases between faculty may also be handled through Human Resources. Cases between faculty and staff or Administration must be handled through Human Resources. See the Employee

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<sup>55</sup> Clarifications of process made July 2021 and June 2022, based on recommendations from the Faculty Appeals and Grievances Committee and after advice from College Counsel, the Office of Human Resources, and the Title IX Coordinator.

<sup>56</sup> The College established and filled the position of Ombuds in 2024.

Freedom from Discrimination and Harassment Policy in the Employee Handbook and in Appendix J and the Title IX Policy in Appendix I.

In addition to ruling out whether Title IX or the Employee Freedom from Discrimination and Harassment governs the case at hand, the FAGC chair should also ask the President's Office if there is record of prior grievances involving the individual(s) against whom a grievance has been lodged. (See "The Report" below.)

### *Procedures*

The Grievant may 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 FAGC will normally have served one year on the committee prior to serving as chair and shall have the power to decide issues not specifically covered by these procedures provided that the FAGC is notified of such decisions.

All references to "days" shall mean calendar days unless expressly designated otherwise. References to "working" days shall include Monday through Friday excluding College holidays. Where the time allowed for any particular element of a grievance might extend the overall grievance timeline beyond expectations set forth below, the time allowed for individual elements will take precedence.

As indicated in Section VI(F)(2) below, normally three members of the FAGC will hear each grievance. The composition and chair of the sub-committee hearing the grievance (hereafter the hearing committee) shall be determined by the chair of FAGC. The absence of a member of the FAGC due to personal circumstances or a conflict of interest shall not delay or otherwise alter the procedures for Formal and Informal Grievances provided at least three members of the FAGC are present and able to participate.

### *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 FAGC will deal directly only with members of the Bowdoin faculty and other individuals the FAGC chooses to consult.

### *Informal Grievances*

Members of the Faculty may elect to pursue an informal grievance by filing a statement of the specific grievance in reasonable detail, and specifying the remedy sought, with the FAGC chair and sending a copy to the person(s) against whom the grievance is lodged. The chair of the FAGC will set a date for a meeting and appoint a hearing committee.

At the meeting both the grievant and those against whom the grievance has been lodged will discuss the grievance with the hearing committee. At the conclusion of the meeting, the hearing committee may examine other documents and interview whatever people they deem necessary to assist with their understanding of the merits of the grievance. The hearing committee will then write a letter to those concerned, stating their view of the merit of the grievance and making whatever recommendation they feel 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 present at the meeting or otherwise involved in the process. Informal grievances may 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 FAGC is advised. Faculty members may also seek confidential support at the outset or throughout from the College Ombuds.

#### *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 FAGC. 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, and the remedy sought.
3. The Grievance Petition shall include relevant information in reasonable detail and documents available to the grievant which support the charges: e.g., copies of letters, emails and other relevant material.
4. Should the Grievance Petition charge any member of the FAGC, or should a member be a fact witness, such individual(s) shall be excused from all further meetings of the committee relating to the grievance.
5. The chair of the FAGC will set a date for a meeting and appoint a hearing committee.
6. 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 hearing committee remains the same throughout the process, the committee will normally receive Grievance Petitions from September 1 to March 1.
7. Only in very unusual circumstances will the FAGC 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 FAGC.

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

#### *Request for Clarification of the Charges*

The hearing committee shall examine the Petition and within 10 working days of the filing, 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 hearing 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 hearing committee and a copy will be sent to each member of the hearing committee. At the same time a copy of the Response shall be sent to the grievant.
2. The Response should answer in reasonable detail all the charges in the Petition for Grievance.
3. The Response should include in reasonable detail all 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, emails, documents, etc. which support the position of those against whom the grievance has been lodged.

#### *The Grievant's Reply*

Within 5 working 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 hearing 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 hearing 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 hearing committee. The date selected must occur within 30 days after receipt of the Response to the Petition for Grievance unless the hearing committee, by a 2/3 vote, agrees to a later date. Grievance hearings can be held in person or via an online platform, at the discretion of the chair.

Prior to the Hearing members of the hearing committee may examine other college documents and interview whatever people they deem necessary to prepare for the Hearing. The hearing committee shall also have discretion whether to consider unsolicited information received from 3<sup>rd</sup> party sources. In either case, at least 5 days prior to the Hearing, the grievant and those against whom the grievance has been lodged will be notified as to what documents and which individuals the hearing committee has or intends to be examining.

A member of the FAGC 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 hearing committee, the grievant, one non-participating support person/advocate, and those against whom a grievance has been lodged. Non-participating observers may include the grievant's support person/advocate, 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. As non-participants, attorneys shall sit apart from their client during the Hearing.

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 FAGC. No party shall be put under oath. No verbatim transcript shall be kept.

The purpose of the Hearing shall be for members of the hearing 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*

After the Hearing the hearing 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 with respect to the information obtained that is material to recommendations of the committee. Once the hearing committee has obtained all information it intends to obtain, the chair shall inform the grievant and those against whom a grievance has been lodged that the Hearing is closed.

The grievant and those against whom a grievance has been lodged may file written Final Arguments with the chair of the hearing committee within 7 days from the date notice is given of the close 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 Report*

The hearing 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 hearing committee materially relevant to the recommended decision 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 hearing committee shall reach its decision in a timely manner, usually within 21 days after the end of the Hearing.

*Appeal*

Within 15 days after the issuance of the Report to the President, either party to the grievance may appeal the hearing committee decision to the President with a copy to the chair of the FAGC and the non-appealing party, specifying in reasonable detail the basis for the appeal and why the recommended decision should not be adopted or otherwise modified. The other party shall have 15 days to provide a written response to the appeal, providing a copy to the President, the chair of the FAGC, and the appealing party. The decision of the President shall be final and binding on the parties.

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## V. Conduct of Instruction

### A. Attendance<sup>57</sup>

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; best practice is to add this policy to the course syllabus. 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.

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<sup>57</sup> See (98-12-2), adopted 1 February 1999.

## B. Class Meetings<sup>58</sup>

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<sup>59</sup>

Continuing faculty serve as both liberal arts and major advisors. Tenure-track and lecturer-track faculty will receive mandatory training in the advising process prior to being assigned liberal arts and major advisees in their second year. Faculty with visiting appointments may be assigned major advisees after receiving training on the advising process. 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, and reflection upon, students' academic goals and curricular choices, 3) foster connections beyond this partnership that include other students, faculty, and staff, 4) foster a sense of belonging and inclusion for every Bowdoin student. ([Fundamentals of Advising, Recording Committee, 2020](#)). For more information: <https://www.bowdoin.edu/academic-affairs/academic-advising/index.html>.

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.

## D. Examinations<sup>60</sup>

1. Hourly Examinations
  - a) No student is required to take more than three one-hour examinations in one day. A student with three one-hour examinations in one day during the semester may reschedule one for a day mutually agreeable to the student and the instructor. For in-class examinations taking place during the semester, students should make arrangements directly with the faculty member. Other changes may be made for emergencies or for educational desirability, but only with the approval of the Office of the Dean of Students.
  - 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.<sup>61</sup>

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<sup>58</sup> Updated June 2018 in accordance with the new course time block schedule implemented in Fall 2018.

<sup>59</sup> Updated June 2018 in consultation with the Office of the Dean for Academic Affairs, Faculty Liaison for Advising, and GFA.

<sup>60</sup> Updated June 2018 in accordance with the new final examination time block schedule implemented in Fall 2018.

<sup>61</sup> 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 in the [Bowdoin College Catalogue and Academic Handbook](#).

## 3. Final Examinations and Projects<sup>62</sup>

- 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 recommendation of

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<sup>62</sup> Revised per 2-23-98 memo to faculty from Calendar Committee, and faculty vote of 18 May 1998.

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.<sup>63</sup>

5. Grades in regular courses are recorded as A, A-, B+, B, B-, C+, C, C-, D, Credit, or Fail.<sup>64</sup> Grades in courses carried on a Credit/D/Fail basis are recorded as Credit, D, or Fail.<sup>65</sup> The grading basis for each student is noted on class lists for instructors in the College's student information system, Polaris.

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.<sup>66</sup> No course may be changed from graded to Credit/D/Fail or vice versa after the seventh week of classes.<sup>67</sup> 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.

8. 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.<sup>68</sup> Most 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.<sup>69</sup>

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<sup>63</sup> Grade definitions, see (97-2-3), approved by the faculty 3 February 1997.

<sup>64</sup> Plus/minus grades (02-3-2), approved by the faculty 1 April 2002.

<sup>65</sup> Faculty vote 2 February 2004.

<sup>66</sup> See (07-12-4) adopted by the faculty 4 February 2008.

<sup>67</sup> See motion (22-3-5) adopted by the faculty 4 April 2022..

<sup>68</sup> Revised per Recording Committee recommendation (see 12-10-4).

<sup>69</sup> Faculty vote 6 April 1992.

9. The College expects students to complete all course requirements as established by instructors. At the same time, experience has shown that students sometimes encounter situations in which personal, financial, health, family or other issues interfere with a student's ability to complete required course work on time. In such unavoidable circumstances and with approval of [the dean of students](#) and the instructor, a [grade of INC \(Incomplete\)](#) may be recorded. Incompletes are typically only approved due to an emergent issue close to the end of the semester.

The full **Incomplete policy** can be found in the College Catalog: <https://bowdoin-public.courseleaf.com/academic-standards-regulations/#inc>.

10. 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.<sup>70</sup>

11. 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 graduation participants are due in advance of those for remaining students.

## F. Academic Honesty<sup>71</sup>

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](#).<sup>72</sup> Violations of the Honor Code are to be reported to the Office of the Dean of Students.

## 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).

New course and course revision proposals are considered by the Curriculum Implementation Committee (CIC),<sup>73</sup> which is chaired by the Associate Dean for Curriculum 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 suggestions. In some cases, the committee may recommend approval

<sup>70</sup> Faculty vote 6 April 1998 (98-4-2, as amended).

<sup>71</sup> See Appendix A for the complete text of the Academic Honor Code and Social Code.

<sup>72</sup> Developed by the 2010-11 Working Group on Academic Honesty and Citation.

<sup>73</sup> See (08-2-4) adopted by the faculty 4 February 2008.

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).<sup>74</sup> 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. 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](#).

## H. Limitations on Course Enrollment<sup>75</sup>

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.

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<sup>74</sup> Timeline updated by the Curriculum Implementation Committee (CIC) in September 2019.

<sup>75</sup> See (03-3-2), approved by the faculty 3 February 2003.



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.

	<u>Standard Limit</u>
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.

## **I. Minimum Enrollment Required for the Offering of Courses<sup>76</sup>**

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 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.

<sup>76</sup> See (98-12-1), approved by the faculty 1 February 1999.

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 by instructors in the first year of a tenure-track appointment.

## **J. Auditing a Course**<sup>77</sup>

Bowdoin College has a long history of welcoming community members to audit courses. It is a practice that has proven beneficial to all concerned. Not only does auditing offer community members a chance to explore topics that interest them, but the unique perspectives they bring can often enrich the classes they audit. Following a pause in auditing during the 2024-2025 academic year, the College will resume accepting community auditors into courses beginning in the Fall 2025 semester.

The full policy on auditing courses may be found here:  
<https://www.bowdoin.edu/registrar/faculty/teaching/auditors.html>.

It is important to note at the outset that no faculty member is under any obligation or expectation to open their class to auditors. The decision to do so lies entirely with the individual faculty member and what they think is best given the content of their courses and their own style of teaching. Auditing is an opt in program – courses will be unavailable to auditors unless the faculty member indicates otherwise on their Course Offering Worksheets (COWs).

When deciding whether or not to open a course to auditors, faculty members should ask:

### *a. Is the course topic/content appropriate for auditors:*

While auditors can sometimes enhance a course, not every course is appropriate for auditors. If a course's topics are sensitive enough that faculty feel not all auditors would be a good fit, is it a course suitable for auditors in the first place? Even if a faculty member decides an auditor is appropriate for a course dealing with such topics, could the presence of auditors inhibit the course dynamic for students? Are core introductory courses, senior capstone courses, or courses with specific sorts of prerequisites appropriate for auditors? Please note, auditors are not permitted to enroll in First Year Writing Seminars.

### *b. Is the pedagogical mode of delivery appropriate for auditors?*

When deciding if a course is suitable for auditors, faculty should also consider their own teaching style and the pedagogical methods they intend to employ. Is it appropriate for auditors to attend courses in which the classroom is frequently flipped, in which small group discussion predominates, or that have labs? Courses in

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<sup>77</sup> Auditing for community members was on hold and will be re-instituted for Fall 2025 after a review of the practices and policies by the Curriculum and Educational Policy (CEP) Committee.

which significant amounts of time are spent in small-group discussion may not be appropriate. On the other hand, it is easy to imagine many large lecture courses accommodating auditors. Likewise, language courses which focus on discussion could profit from auditors fluent in the language and the topic being examined.

*c. Is there physical space to accommodate auditors?*

Only courses in classrooms with available seats/space can accept auditors. The addition of auditors is not an acceptable reason to request a change of classroom.

**Onboarding Auditors:**

In order to attend classes, auditors must receive access to Canvas, be issued a OneCard (for building access), and be assigned an email address. Given the varying levels of our auditors' technological savvy, as well the varying quality their digital devices, facilitating this has proven to be a time-consuming process. Beginning in Fall 2025, members of Communications and IT will reserve three days during the week before classes begin to onboard auditors. This will guarantee that auditors will be able to attend classes during the first week of the semester.

In the past, some faculty met with prospective auditors before approving or denying their request to enroll in a course. While there can be good reason for this preliminary step, it can be problematic in practice. Given the history of problems associated with this practice, starting in Fall 2025, there will be no preliminary interview step in the onboarding process. Faculty still retain agency regarding auditors, either by not opening their course to auditors or by setting expectations for the behavior and participation of auditors in the course. Should an auditor fail to meet these expectations, the faculty member has the right at any time to remove them from the course.

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 Canvas Access Request form](#). Questions about or problems with this process should be directed to the IT Service Desk at 207-725-3030.

**K. Faculty Regulations Concerning the Scheduling of Classes<sup>78</sup>**

1. Distribution of courses over [Course Time Blocks](#). 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. Departments and programs are expected to follow [the time block guidelines](#) which essentially ask departments/programs to use every start time once before reusing it. Details are provided by the Office of the Registrar each semester.

2. Common hour. The hour on Fridays from 4:00 to 4:50 p.m. is reserved as unscheduled time. No classes, sections or laboratories may be scheduled during the Common Hour, whether a campus-wide event is scheduled for that time.

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<sup>78</sup> Updated June 2018 and, most recently, July 2021 in accordance with new course time block schedule and guidelines.

## L. Administration and Use of the Bowdoin Course Questionnaires<sup>79</sup>

### 1. 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](#).

### 2. 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 Canvas. 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)<sup>80</sup>. Quantitative summaries include averages and frequencies of the scores for each question.

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 Canvas 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.<sup>81</sup>

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<sup>79</sup> 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.

<sup>80</sup> A third report format, the Semester Aggregate Summary, was discontinued in July 2020.

<sup>81</sup> Change in access to detailed reports recommended by CAPT and approved by the faculty 28 October 2019 (19-9-7).

### 3. 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, retrospective reviews of teaching by past students, and responses to mentorship-based questionnaires. 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 their 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.

## M. First-Year Writing Seminars<sup>82 83</sup>

### 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.

<sup>82</sup> See 10-2-5) adopted by the faculty 1 March 2010, which replaces (00-5-2) of May 2000.

<sup>83</sup> Recommended by CEP and approved by the faculty 27 January 2020 (19-12-4).

**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 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 the Bowdoin College Writing Program.

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## VI. Outline of Faculty Governance<sup>84</sup>

### A. Faculty Meeting<sup>85</sup>

1. The President of the College calls the Faculty to meet regularly during the academic year.
  - a. Faculty of the College<sup>86</sup> 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 Fridays of months when classes are in session with an additional meeting in May on the Monday before Commencement.<sup>87</sup>
  - 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, in consultation 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 Office of Academic Affairs is responsible for distribution of the agenda.

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<sup>84</sup> See (08-2-4) approved by the faculty 4 February 2008.

<sup>85</sup> See (04-12-2), discussed by faculty 6 December 2004.

<sup>86</sup> Defined in Section 6.

<sup>87</sup> See (22-12-4) approved by the faculty 30 January 2023.

- a. The Committee on Governance and Faculty Affairs develops an agenda ten days in advance of a Faculty Meeting.. Supporting documents (including the minutes from the last faculty meeting and the text of any motions for action included on the agenda) are gathered by the Clerk of the Faculty in preparation for circulation.
  - 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.<sup>88</sup>
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. When faculty meetings cannot safely be held in person, however, the faculty may meet live, through an internet technology platform, and propose and vote on motions via appropriate, secure, internet technology.<sup>89</sup>
  - 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.

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<sup>88</sup> By faculty vote 10 September 2010.

<sup>89</sup> By faculty vote (motion 20-10-3) approved 11 November 2020.



- 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.<sup>90</sup>
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.

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

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<sup>90</sup> This procedure replaced the former role of Senior Wrangler by faculty vote 9 November 2015 (15-10-3).

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)

Committee on Teaching and Classroom Practice (CoTCP)

Lectures and Concerts Committee (L&C)

Student Fellowships Committee (SFC)

**Appeals, Grievances, and Misconduct Committees**

Faculty Appeals and Grievances Committee (FAGC)\*

Conduct Review Board

Student Awards and Appeals Committee

**Oversight: College Life Committees**

Accessibility Task Force

Benefits Advisory Committee

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, they step 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.<sup>91</sup>

4. In no instance may a faculty member serve on GFA or CAPT (separately or in combination) for more than one complete term or three total years out of their previous ten years of service.<sup>92</sup>

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 ten 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 or as a consequence of limitations on service as outlined in #5. If a member of a committee leaves the committee before their 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.

11. A faculty member is not eligible to serve on elected committees during the semester/year in which they have a parental leave course reduction.<sup>93</sup>

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

### Committee on Governance and Faculty Affairs (GFA)<sup>94</sup>

**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

<sup>91</sup> Modified by faculty vote 5 March 2012.

<sup>92</sup> Modified by faculty vote (motion 21-4-3) approved 27 April 2021.

<sup>93</sup> See (21-10-3) approved by the faculty 6 December 2021.

<sup>94</sup> Composition modified to remove the Dean and the President as ex officio members. See (25-2-6) approved by the faculty on 4 April 2025.

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 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

## 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 normally 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 Curriculum, 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 Curriculum). 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.<sup>95</sup> Subcommittees may be formed as needed.

This committee will normally meet at least once per semester with CEP. During discussions involving personnel matters, the committee may exclude student members.

**Chair:** Associate Dean for Curriculum

**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),

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<sup>95</sup> Approved by the faculty on 4 April 2016 (16-3-4)

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 Curriculum, Registrar, Director of International Programs & Off-Campus Study, Director of the Baldwin Center for Learning and Teaching, Associate Director of the Baldwin Center for Learning and Teaching/Director of the Bowdoin College Writing Program, as needed

### 3. Recording Committee

Purpose: Interprets, applies, and gives guidance on<sup>96</sup> 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 Curriculum (as liaison to CEP and CIC), Registrar, Dean of Students, Associate Dean for Faculty Recruiting and Student Advising.

## E. Resources Committees

### 1. Committee on Teaching and Classroom Practice<sup>97 98</sup>

Purpose: Supports accessible, equitable and inclusive learning environments along with professional development of teaching excellence by promoting best practices derived from scholarship on teaching and learning and the proactive exploration, evaluation, and acquisition of innovative technologies. Partners with the Baldwin Center for Learning and Teaching on faculty development programming related to teaching. Administers course development grants. Partners with IT on technology issues related to classroom practice and pedagogy and, when appropriate, acts in an advisory capacity in relation to technology acquisition and support. Supports effective evaluation of teaching through

<sup>96</sup> Modified by faculty vote 5 March 2012.

<sup>97</sup> Created by faculty vote (motion 21-4-7) approved 11 May 2021.

<sup>98</sup> See modifications (22-5-5 amended) adopted by faculty vote 23 May 2022.

discussion and five-year reviews of Bowdoin Course Questionnaires administered to students and considers, in conjunction with CAPT, the Baldwin Center, and department and program chairs, whether changes or additions are needed.

Chair: appointed faculty member

Members: faculty: five, appointed: representing each of the curricular divisions  
 staff: Director of the Baldwin Center for Learning and Teaching, Senior Director of Academic Technology and Consulting, Senior Director for Digital Innovation, Digital Content and Accessibility Specialist, Library representative

students: two

*ex officio*: an associate dean for academic affairs, as needed; Senior Vice President for Information Technology, as needed

## 2. Faculty Development Committee (FDC)<sup>99</sup>

Purpose: Distributes resources for the support of research. Organizes and oversees programs for faculty development concerning research. Establishes procedures and criteria for awards and publishes them annually to faculty.

Chair: appointed faculty member

Members: faculty: four, appointed, representing each of the curricular divisions. 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: none

*ex officio*: Associate Dean for Faculty Development and Inclusion.

## 3. 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: three,<sup>100</sup> appointed (for three-year terms)

students: two

*ex officio*: Director of Student Activities and Programming & the David Saul Smith Union, Campus Scheduler, Chief of Staff for Student Affairs and Senior Associate Dean of Student Affairs for Community Life, a member of the Development Staff, Director of Faculty Administration, Curator of Bowdoin College Museum of Art

<sup>99</sup> Modified by faculty vote (motion 21-4-7) approved 11 May 2021.

<sup>100</sup> Number of faculty members modified per faculty vote (motion 19-4-5) approved 29 April 2019 and (motion 21-4-8) approved 25 May 2021.

### 3. Student Fellowships Committee<sup>101 102</sup>

- Purpose:** Advises and supports the Director of Student Fellowships & 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.
- 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
- ex officio:* Associate Dean for Faculty Recruiting and Student Advising, Director of Student Fellowships & Research, and two representatives of Student Affairs.

## F. Appeals, Grievances, and Misconduct Committees

### 1. Conduct Review Board<sup>103</sup>

- Purpose:** The Bowdoin College Conduct Review Board ("Board") is a fact-finding body charged with determining whether a student is responsible for violating the Student Code of Conduct, including the Academic Honor Code and Social Code. The Conduct Review Board does not select the cases that come before it. Most typically, cases are referred to the Board by the Office of the Dean of Students or by faculty members. See full policy and procedures in the [Code of Community Standards](#).
- 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.*

### 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

<sup>101</sup> 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).

<sup>102</sup> See modification (motion 22-4-4) adopted by the faculty 9 May 2022.

<sup>103</sup> Changes from the Office of the Dean of Students Fall 2021.



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. Cases governed by Title IX must be handled by the Title IX Coordinator.<sup>104</sup> Normally no more than three members of the Appeals and Grievance Committee will hear any single appeal or grievance. The chair will normally have served one year on the committee prior to serving as chair.

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;<sup>105</sup> 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 Awards and Appeals Committee<sup>106 107</sup>

Purpose: Receives and reviews appeals from Formal Hearings 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 Awards and Appeals Committee to review the appeal. Please refer to the Student Code of Community Standards 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 Code of Community Standards. In addition, a subcommittee comprised of the four faculty on the committee, and one student selects the Commencement and Sarah and James Bowdoin Day speakers. The chair of the subcommittee is determined by GFA.

Chair: Senior Vice President and Dean for Student Affairs

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

<sup>104</sup> Clarification made June 2022 by the Office of the Dean for Academic Affairs in consultation with Human Resources and Title IX offices.

<sup>105</sup> See motions (11-12-13) and (12-2-6) adopted by the faculty 5 March 2012.

<sup>106</sup> Changes made in 2020 by the Office of the Dean of Students.

<sup>107</sup> See modifications (motion 22-4-4) adopted by the faculty 9 May 2022.

students: five (one of whom is only involved for selection of student speakers) plus one alternate  
*ex officio*: Senior Vice President and Dean for Student Affairs

## G. Oversight: College Life Committees<sup>108</sup>

### 1. Accessibility Task Force<sup>109</sup>

**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:** Digital Content and Accessibility Consultant

**Members:** faculty: three  
 students: two  
 executive sponsor: Senior Vice President for Finance and Administration and Treasurer

**staff:** *composition may change from year to year*  
 Capital Projects Manager, Director of the Baldwin Center for Learning and Teaching, General Counsel, Director of the Bowdoin College Library, Senior Director of Academic Technology & Consulting, Visitor Experience and Operations Manager, an academic department coordinator, Director of Student Accessibility, Associate Registrar, Director of Counseling Services, Associate Dean for Academic Administration, Director of Housing Operations, Educational Research Consultant, Vice President for Human Resources, Workers' Compensation and Wellness Administrator, Associate Director of Communications for Digital Strategy and Operations, Associate Director of Athletics<sup>110</sup>

### 2. 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.

<sup>108</sup> The Advisory Committee for an Inclusive Community was eliminated by faculty vote (motion 21-4-8) approved 25 May 2021.

<sup>109</sup> Established as a standing committee in May 2018.

<sup>110</sup> Staff membership revised by the chair in July 2019 and July 2022.

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, Senior Associate  
                               Director for Benefits and Absence Management

### 3. 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: Senior Vice President & Dean for Academic Affairs, Senior Vice President for Development & Alumni Relations or delegate  
               students: two (current students or recent alumni)  
               *ex officio*: Museum Co-Directors; Curator

### 4. Committee for Faculty Diversity and Inclusion<sup>111</sup>

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.  
 Chair: Appointed tenured faculty member  
 Members: faculty: at least six<sup>112</sup> tenured, appointed for two-year terms, at least one from each of the three curricular divisions.  
               students: none

<sup>111</sup> 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). Made permanent by faculty vote (motion 20-12-3) approved 9 February 2021.

<sup>112</sup> Number of faculty members increased by faculty vote (motion 21-4-8) approved 25 May 2021.

*ex officio*: Senior Vice President for Inclusion and Diversity<sup>113</sup>

## 5. Council of Mentors<sup>114</sup>

**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.

**Chair:** Appointed tenured faculty member

**Members:** faculty: six tenured, appointed for three-year terms, one<sup>115</sup> from each of the curricular divisions of the College, with at least two full professors and two associate professors.

## 6. 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: two,<sup>116</sup> 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

<sup>113</sup> See motion (19-3-4) adopted by the faculty 1 April 2019.

<sup>114</sup> Established by faculty vote 28 October 2019 (19-10-4).

<sup>115</sup> See (23-4-5) approved by the faculty 22 May 2023.

<sup>116</sup> See (22-5-5 amended) adopted by the faculty 23 May 2022.

students: none

*ex officio*: Associate Director of Environmental Health and Safety (Chemical Hygiene Officer)

2. Institutional Animal Care and Use Committee (IACUC)<sup>117</sup>

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

The IACUC is composed of faculty, staff, an Attending Veterinarian, and area community members. Faculty and staff are appointed to the committee for three-year terms by the Committee on Governance and Faculty Affairs. The Attending Veterinarian serves as a College consultant for animal care concerns. At least one community member representing general community interests and perspectives is appointed to a three-year term by the Institutional Official.

The IACUC reports to the NIH Office of Laboratory Animal Welfare (OLAW) annually, and is issued an animal welfare assurance number by OLAW without which no federally-funded use of animals in research may occur. The Institutional Official (IO) is responsible for ensuring that the Animal Care and Use Program functions effectively and that the Institution provides the resources and support necessary to comply with all requirements applicable to research, teaching, etc. involving animals.

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 (voting members, for three-year terms), including a scientist familiar with live, vertebrate lab animal research

students: none

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<sup>117</sup> Revised to comply with federal regulations and procedure, June 2022.

- staff: Associate Director of Environmental Health and Safety (voting member); Research Compliance Manager (non-voting member)
- others: at least two non-Bowdoin members including an Attending Veterinarian (voting members)

### 3. Institutional Biosafety Committee (IBC)<sup>118</sup>

**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 (or staff with relevant expertise), appointed (voting members, 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: Associate Director of Environmental Health and Safety (voting member); and Research Compliance Manager (non-voting member)
- others: at least two non-Bowdoin members who have an interest in public health and the conservation of the environment (voting members)

### 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

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<sup>118</sup> Revised in accordance with federal regulations, June 2022.

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 four,<sup>119</sup> appointed (voting members, for three-year terms), including a scientist identified with behavioral/biomedical research and a non-scientist; others may include social science faculty who use survey tools

students: none

staff: Director of Sponsored Research (voting member); Research Compliance Manager; a representative from IT<sup>120</sup> (non-voting members)

others: at least one non-Bowdoin member representing the community interest (voting members); a library staff member, other community members (voting 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

<sup>119</sup> Increase from three to four faculty members requested by IRB to meet federal regulations and approved by GFA May 2022.

<sup>120</sup> Modified by faculty vote (motion 21-4-8) approved 25 May 2021.

## 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 Representation<sup>121</sup>

### 1. Meetings of the Board of Trustees (Plenary Session)

The Board of Trustees holds three regular meetings in each year. Two members of the faculty are entitled to be present at each plenary session of the Trustees and to participate in the plenary session 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

When the Trustees are not in session, the Executive Committee of the Trustees, possesses the powers of the trustees, with some exceptions. Typically, the Executive Committee meets only once a year and in executive session (without non-trustee representatives); however, representatives may be invited to attend in rare circumstances.

**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

### 3. Academic Affairs Committee

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<sup>121</sup> Revised 20 June 2017 with the approval by the Trustees of updated By-Laws of Bowdoin College.



**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

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 who are eligible to vote are notified by the Governance and Faculty Affairs Committee of each election and are asked to complete a nomination ballot comprised of a list of faculty members eligible to serve on the committee(s) in question.
3. **Elections.** Faculty members who are eligible to vote are asked to complete a final ballot developed by the Committee on Governance and Faculty Affairs based on the results of the nomination ballot. 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.

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## **Appendix A: 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 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; behavior on- and off-campus reflects a student's character and fitness to be a member of the College community.

The College designates the Office of the Dean of Students to supervise the administration of the Academic Honor Code and Social Code. To learn more, visit: <https://www.bowdoin.edu/dean-of-students/ccs/community-standards/the-codes.html>.

Updated August 2023

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## Appendix B. College Code of Conduct

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

See the current College Code of Conduct at <https://www.bowdoin.edu/hr/employee-handbook/general-policies/code-of-conduct.html>.

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## 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 they were 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 their 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

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## 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. The technology resources used during employment with the College, like institutional email, will be removed at the end of employment. If faculty members choose to do personal communications or work on institutional IT resources, they will need to isolate that data from data created in the work of the College to prevent losing it after employment.

### Faculty data protection obligations

The College takes action to prevent accidental sharing of sensitive or restricted information, but the controls only go so far. Faculty communications with students or documentation surrounding grades are protected by FERPA (Family Educational Rights and Privacy Act). Information Technology and the faculty have an obligation to help protect that information from unauthorized access. Institutional email and data storage are appropriate places to store these kinds of information. Using services not supported or managed by the College may only be done with IT approval. The requirements to protect these data also mean that, upon the end of a faculty member's employment with the College, Information Technology will need to terminate access to the faculty member's accounts.

### 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 multi-factor authentication (MFA) 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>.

### **Emeritus Status and Information Technology**

For those faculty members that are approved by the Board of Trustees as Emeriti of the College, IT will provide a new institutional email address. The email address used during employment with the College contains protected FERPA data, along with sensitive communications from across the College, and, as such, access to that account will be terminated at the end of employment. IT will assist with the migration of personal data into the new account and any other personal data stored in institutional resources. For more details on the current IT practices surrounding emeriti, see

<https://bowdoin.teamdynamix.com/TDClient/1814/Portal/KB/ArticleDet?ID=146426>

### **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 2025

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## 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.

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## Appendix F. Human Subjects Research Policy

Studies that qualify as [human subjects research](#) must submit a protocol to the Institutional Review Board (IRB) for review, and approval or an exemption determination.

**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 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](#) on projects that [do not contribute to generalizable knowledge](#). If you have reviewed this information and are still unsure whether you need to submit an application to the IRB, please contact the IRB at [irb@bowdoin.edu](mailto:irb@bowdoin.edu).

### How Do I Submit an IRB Protocol?

Protocols are submitted via the Cayuse Human Ethics module, an online protocol management software system, accessible through the College’s Okta Single Sign-On (SSO) portal. PIs should build time in their research workplan for back-and-forth communications between the IRB and the PI in the event there are questions or requested revisions to be made before the protocol can be reviewed.

If your protocol requires **Full Committee Review**, a complete and final protocol must be submitted at least three weeks in advance of the scheduled IRB meeting. Protocols submitted in less time may not be reviewed until the next scheduled meeting.

**The IRB reviews expedited and exempt protocols on a rolling basis.** These protocols do not have to be submitted by the scheduled deadline, but the PI should still build time into their research plan for the IRB to properly review as it is routine for the IRB to return your application for revisions at least once during the review process.

Human subjects research CITI training must be current for all study personnel before the review process can begin.

Research may not begin before it is approved, and this includes the recruitment of subjects.



IRB protocols include the following components:

- Initial Application
- Informed Consent Form\*
- Assent Form, if recruiting minors\*
- Data collection instruments (e.g. questionnaires, surveys)\*
- Interview scripts\*
- Recruiting tools (e.g. letters, fliers, advertisements)\*
- Debriefing document, if needed\*
- Recruiting/Research Site permission letter, if necessary
- Reliance Agreement, if your study is a multi-site study (also referred to as IRB of Record, or Data Agreement)
- CITI Certificate showing completion of Social & Behavioral Research - Basic/Refresher course for all members of the research team that will be collecting/handling data

\*Written information given to subjects, including consent forms, must be in the participant's native language.

For student primary researchers: faculty sponsor(s) will be listed as the PI.

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 and/or their legal guardians must understand the nature of the research to make a fully informed and voluntary decision to participate.

Informed consent for **non-exempt research** must almost always be obtained in writing, and the regulations are explicit about the elements that must be included. Consent requirements can be waived by the IRB under specific circumstances, for more information please see below.

Additionally, if the study uses video or audio records, the researcher must include a separate section within the consent form that the participant can sign, consenting to being recorded. (See a template for a written informed consent form [here](#)). If the researcher plans to use images or recordings in a specific way, a release form may be required.

**Exempt research** does not require the informed consent to be documented (it is at the discretion of the researcher), but the Bowdoin IRB does expect that informed consent be provided to the participants in some form, whether that be verbally or more preferably a physical document (information sheet) that the participant can take with them.

For exempt research, the consent process should include, at minimum, the following information:

- a general description of study purpose, study procedures and time commitment
- any potential discomfort or risk related to participation (e.g., discomfort responding to sensitive or personal questions, privacy concerns, disclosure risks)

- indication that participation is voluntary and that they may skip any questions they do not feel comfortable answering in an interview or survey
- how their privacy and confidentiality will be protected
- who to contact should the participant have questions or concerns about their rights as a subject – **they should contact the Institutional Review Board at [irb@bowdoin.edu](mailto:irb@bowdoin.edu)**
- an outline of plans for data-sharing or future research use of their information – if applicable

\*Only the IRB can make the determination on whether a study is exempt.

*Circumstances Under Which the Requirement of a Signed Consent Form Can Be Waived for non-exempt research*

For most human subjects research, the process of informed consent must be documented by a 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 the 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 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 the 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?**

Level of review is based on regulations put forth by the Office for Human Research Protections and Bowdoin College IRB Policy. It is determined after a preliminary review of the protocol by the Research Compliance Manager based on several factors: level of risk to participants, the vulnerability of participants, the level of transparency in study procedures (i.e., is there deception or incomplete disclosure involved), and the procedures involved.

#### **Exempt Review**

Protocols are eligible for an **exempt review** if:

- There is little or no risk to participants
- participants are not vulnerable to coercion or undue influence
- the study intent and procedures are fully disclosed to participants (i.e., there is no deception or incomplete disclosure)
- and the procedures fall into one of the [predetermined categories for exemption](#) outlined by the OHRP.

An exempt review is conducted by the Research Compliance Manager and/or the IRB Chairperson and is reviewed on a rolling basis.

#### **Expedited Review**

Protocols are eligible for **expedited review** if:

- There is no more than minimal risk to participants (i.e. the probability and magnitude of harm do not exceed those encountered in daily life or during the performance of a routine physical or psychological test)
- the study is not focused on prisoners
- and the procedures fall into one of the [predetermined categories for expedited review](#) outlined by the OHRP.

An expedited review is conducted by the IRB Chairperson or one or more experienced IRB members and is reviewed on a rolling basis.

### **Full Committee Review**

All other protocols will be subject to **full committee review**.

A full committee review is conducted by all members of the IRB. Protocols that require full committee review are conducted on a monthly basis at our [regularly scheduled IRB committee meetings](#). Protocols that are likely to need full committee review must be submitted at least three weeks prior to the meeting at which they will be reviewed.

The IRB also has the authority to recommend that a protocol receive a higher level of review than that permitted by federal regulations. **Please also note that all reviews, regardless of level, take some time.** The entire application must be read by one or more individuals, and we frequently need to obtain additional information from the investigator before we can make a final determination.

Research may not begin until the researcher receives an approval letter from the IRB.

### **What happens after my protocol is approved or deemed exempt?**

Modifications to **exempt protocols** do not require IRB approval unless the modification changes the risk/benefit ratio for participants and/or renders the protocol ineligible for exempt status. If you are unsure whether a modification needs to be reviewed for your exempt protocol, please contact us at [irb@bowdoin.edu](mailto:irb@bowdoin.edu).

- Continuing reviews are not required for exempt protocols.

Modifications to **expedited protocols** must be submitted to the IRB for review and approval prior to their implementation.

- Continuing reviews are not required for expedited protocols unless the IRB determines otherwise. The IRB will send the PI of any expedited protocols an annual email reminding them of the terms of their approval.

Modifications to **full committee review protocols** must be submitted to the IRB for review and approval prior to their implementation.

- Continuing reviews **are required** for full review protocols. The IRB will send the PI a reminder to complete the continuing review 60 days prior to the study expiration date. If a continuing review is not received and approved by the study expiration date, study activities must halt.

## **What happens when my study is complete or discontinued?**

Closure forms should be submitted for all protocols when the study is complete or discontinued.

## **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.

Updated July 2024 by the Office of Sponsored Research

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## 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 to the NIH Office of Laboratory Animal Welfare (OLAW) annually and is issued an animal welfare assurance number by OLAW without which no federally funded use of animals in research may occur. The Associate Dean for Academic Administration serves as the Institutional Official for matters of animal research. The Attending Veterinarian is a member of the IACUC and serves as a College consultant for animal care concerns. At least one 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.

#### IACUC Protocol Training Requirements:

However, it is not just the IACUC that has responsibilities for animal research oversight. All study personnel conducting research on vertebrates or cephalopods must take the [required training](#) courses prior to protocol submission and lab access. Training courses can be accessed online through [CITI Program](#).

**Faculty and Staff:** Working with the IACUC for Investigators (Faculty) and Staff (ID: 56915)

**Students:** Working with the IACUC for Students (ID: 198336)

Additional training may be required depending upon the research conducted. This may include additional CITI species specific modules, or an in-person training tailored to the protocols research procedures.

The IACUC may require specific trainings if they feel that individuals do not have the adequate skills to achieve the expected level of animal care or if a more hands-on training is necessary to educate the research team on certain techniques or surgical skills.

**For more information on additional training, please refer to the principal investigator or instructor.**

The Research Compliance Manager is responsible for verifying that the required training has been completed and updated for all personnel listed on an approved protocol.

**Teaching Labs:** Faculty and lab instructors are responsible for the completion of the required CITI training courses ("Working with the IACUC for Students" plus additional courses at the discretion of the instructor) for all students enrolled in their course, if required. It is expected that students will be working under the direct supervision of the faculty and/or lab instructor. Students will receive a training certificate upon completion. The certificate can then be provided to the instructor for verification purposes.

**Student Research:** Students conducting independent studies, honors projects, or summer research involving vertebrates must be listed as personnel on the faculty or staff members protocol and are required to take the CITI training (Working with the IACUC for Students). Once the training is complete, the Research Compliance Manager will be notified for protocol compliance.

### **Occupational Health and Safety Program:**

The [Animal Use Questionnaire](#) is part of our Occupational Health and Safety Program, and is a legal requirement of our assurance with the federal office of Laboratory Animal Welfare of the federal National Institute of Health.

The questionnaire will help identify any special accommodations or additional resources individuals may need in order to perform studies or research safely, and to reduce the risks of illness or injury. The questionnaire will also help track any occupational health related issues that may occur over time as a result of working with vertebrate animals at Bowdoin. Specifically, the questionnaire is designed to assess the risk of developing allergies or contracting a disease from vertebrate animals.

The information on the submitted questionnaire will be kept confidential and privacy rights will be protected to the fullest extent permitted by law, as governed by The Health Insurance Portability and Accountability Act of 1996 Privacy and Security Rules (HIPAA). Medical reviews of the completed questionnaires will be conducted confidentially by qualified occupational health professionals, and only a simple approval or denial form will be provided back to the IACUC OHS group.

The questionnaire should be completed within 30 days of prior to the date you will begin working directly and repeatedly with vertebrate animals or vertebrate animal tissues under the auspices of the College in the next year. Advisors should distribute this to their students who qualify. The questionnaire is required annually.

### **Protocol Submission and Review Process:**

All research, teaching, and training using live vertebrate animals conducted under the auspices of the College must be submitted to the IACUC for approval. Protocols are submitted via the Cayuse Animal Oversight module, an online protocol management software system, accessible through the College's Okta Single-Sign On (SSO) portal.

Time should be built into the research workplan for back-and-forth communication between the IACUC and the researcher in the event there are questions or requested revisions to be established before the protocol can be reviewed. With that consideration, a complete protocol must be submitted at least **three weeks** in advance of the scheduled IACUC meeting to be eligible for review. This allows adequate time for the committee to conduct a proper review. Protocols submitted in less time may not be reviewed until the next scheduled meeting.

If you have questions about the submission or review process, would like to request a Cayuse overview or if you are having difficulty signing into the Cayuse platform, please contact the [iacuc@bowdoin.edu](mailto:iacuc@bowdoin.edu).

**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 an abstract of 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 they have a conflict of interest, except to provide information to the committee.

The IACUC has scheduled monthly meetings, dates and times can be found on the IACUC [webpage](#). If a situation requiring a convened meeting arises, there is the possibility of the Committee meeting during the summer.

**There are three possible outcomes to the review of a research protocol:**

1. Approval. This requires an affirmative vote by a majority of the convened quorum present.
2. Require modifications in order to secure future approval. The IACUC may request revisions to a proposal. The investigator will receive written details describing what additional information is required and the revised protocol will be reviewed at the next convened IACUC meeting or via Designated Member Review, per Bowdoin's institutional policy to use DMR subsequent to FCR. No work on the project may begin until the project is fully approved.
3. Withhold approval. This decision must be conveyed in writing to the Principal Investigator, as described below.

**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 scheduled 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. 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.

For more information about the role of the IACUC, or for answers to questions about the submission process, please contact [iacuc@bowdoin.edu](mailto:iacuc@bowdoin.edu).

Updated June 2024

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## Appendix H. Institutional Biosafety Committee Charter

### Institutional Biosafety Committee of Bowdoin College Charter July 2022

#### 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 Associate Dean for Academic Administration 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.

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## **Appendix I. Title IX Policy**

The current Title IX Policy, updated in June 2023, is posted on the website [here](#).

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

The College's Title IX policy, as required by new federal regulation, is [here](#).

The College's Employee Freedom from Discrimination, Harassment, Sexual Misconduct & Gender Based Violence Policy is available [here](#).

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## Appendix K. Public-Facing Scholarship<sup>122</sup>

Public-facing scholarship is research-based work intended for nonspecialist audiences, bridging the gap between faculty expertise and the public. Public-facing scholarship can take multiple forms, some ephemeral (events, time-limited exhibits); some longer-lasting (digital products, podcasts, collaborative publications, publications in nonacademic venues); and some having to do with the public good (community programs and reports, presentations, and public policy).

Public-facing scholarship cannot entirely replace traditional scholarship. We still consider peer-reviewed scholarship or the scholarship of discovery to be a key indicator of distinction in one's field. Public-facing scholarship typically complements and builds upon expertise demonstrated by the scholar and recognized by their guild. As with other evaluations of scholarly and artistic work, departments and programs will develop criteria, guidance, and mentoring in line with their professional guilds on this aspect of faculty members' professional trajectories.

This change does not constitute a new requirement for tenure and promotion at the college. The addition formally broadens the College's definitions of scholarly work to more accurately reflect current models of scholarship and does not adversely impact scholars who pursue more traditionally recognized scholarship. That is, this kind of work does not become a requirement for faculty, nor does its absence count against someone.

As with traditional scholarship, letters from external reviewers are central to the evaluation of public-facing scholarship. Public-facing scholarship, like other forms of academic work, will require documentation. Candidates will have the opportunity to demonstrate the impact of their scholarship in their self-assessments and supporting materials.

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<sup>122</sup> Appendix recommended by CAPT and approved by the faculty on 20 May 2024 (24-5-3).