

BOWDOIN COLLEGE

DEAN FOR ACADEMIC AFFAIRS

Faculty Recruitment Procedures 2011-12

Recruiting outstanding colleagues is an important responsibility shared by all members of the Bowdoin faculty. The quality of the academic program and the excellence of that program into the future, as well as the quality of all of our work lives, depends on us doing well in this endeavor. Thoughtfully defining positions, understanding new directions within and between disciplines, actively seeking out strong candidates, and carefully selecting and interviewing candidates are all challenging but essential tasks in a successful search. This memo offers guidance for all members of search committees on College policies and best practices in the faculty recruiting process. The attached checklist summarizes and itemizes for search committee chairs and academic department coordinators the steps involved in conducting a search. A series of suggestions for search chairs on the mechanics and conduct of a search are also provided.

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Composition of the Search Committee

The chair and members of faculty search committees are appointed by the Dean for Academic Affairs. Often the chair of a department or the director of a program will serve as the search committee chair. In some cases (e.g. multiple searches in a single department or program, or a search in a specific sub-field), it is preferable for the search to be chaired by another member of the department or program. On rare occasions, a chair from outside a program or department is appointed.

For all tenure-line searches, one faculty member from outside of the department or program is appointed to serve on the search committee as a resource for best practices in creating and implementing a search that will ensure a broadly diverse pool of applicants. The outside member is normally drawn from the membership of the Faculty Diversity Committee and serves as a full member of the search committee, joining the committee for all deliberations.

Frequently, the search committee comprises all tenure-line members of a department or program. However, in some departments and programs or in the case of joint appointments, a smaller group may initiate the search process and is then joined by additional members of the department or program at subsequent stages in the search process.

A faculty member whose position is being filled may not participate in any aspect of the search, as legislated by the *Faculty Handbook*. Faculty members with temporary appointments typically do not serve on search committees. Any questions regarding the composition of the search committee should be discussed with the Dean or Associate Dean for Academic Affairs at the outset of a search.

Preparing for a Search: Active Recruitment and Widening the Applicant Pool

Our experience shows that placing job openings in either discipline-specific or general-purpose media like the *Chronicle of Higher Education*, although necessary, is rarely sufficient to attract the best candidates and most diverse applicant pool. In some parts of the country, small liberal arts colleges are less well known and are not seen as desirable places for high quality faculty and serious students. In many fields, graduate faculty advisors may steer their best students away from openings in small liberal arts colleges, perceiving them to be places where research is neither valued nor possible. Prospective candidates may assume that Bowdoin is geographically isolated or that Maine may not be a desirable place to live. For us to attract outstanding colleagues, we must challenge these perceptions by making Bowdoin's commitment to serious scholarship and excellent teaching along with its commitment to supporting a diverse student body and faculty known to potential candidates from all over the country (and the world). We cannot overstate the importance of taking initiative in building the strongest and deepest possible applicant pool.

Such initiative should include:

- soliciting nominations from the chairs and placement directors of leading graduate departments
- soliciting nominations from others in the discipline who might be in a position to help identify promising candidates
- making personal phone calls or sending email or personal (not form) letters as part of a strategic outreach to leaders in the discipline, leaders of academic societies or interest groups, etc.
- becoming aware of the resources provided by your disciplinary professional societies, information available about recent recipients of Ph.D. and post-doctoral fellowships, such as the Ford Foundation, the Consortium for Faculty Diversity and the NSF-AGEP program, and specialized conferences such as SACNAS (Society for the Advancement of Chicanos and Native Americans in Science).
- consulting with the dean's office and the outside member of the search committee from the Faculty Diversity Committee

Our most successful searches involve well-organized, departmental efforts that go well beyond the publishing of an ad and the evaluation of responses to it. While the Dean's office and the outside member of the search committee may have suggestions to help deepen the pool, it is ultimately the responsibility of all members of departments and programs actively to discover and make intensive use of these resources within their disciplines.

In the last few years, Bowdoin has been successful in recruiting a student body that is more diverse in terms of race, ethnicity and social class. We must now create ongoing success in recruiting a faculty that reflects the same diversity. The College has a long-standing and firm commitment to recruit a faculty that is both excellent and diverse because success in that effort promises to enrich the faculty and the College's capacity to educate its students. This commitment has been endorsed by faculty legislation and has been made College policy (Appendix A). To be successful requires a community commitment. Search committees are the primary players, and to be effective they must critically examine their past approaches and continue to act on new ideas for deepening the applicant pool.

Pursuant to the faculty's legislation, search committees will report on their efforts at several stages of the recruitment process. For example, before the deans authorize announcement of a position, department or search committee chairs will formulate a search plan that describes in reasonable detail the measures they and their colleagues intend to take, beyond the normal advertising, to identify and attract highly-qualified candidates with diverse backgrounds and experiences, specifically including women and historically underrepresented groups. The Dean's office is charged with monitoring these efforts consistent with the College's Affirmative Action Policy. As a result, search chairs for tenure track positions are asked to meet with the Associate Dean for Academic Affairs to present their long list of candidates before proceeding to the short list interview stage. At this meeting, search chairs will be asked to discuss, to the best of their abilities, the racial, ethnic and gender make-up of the candidate pool. Although we realize that characterizing a candidate pool can involve a degree of guesswork, the statistics available from the online application process provide general information on the pool.

Search chairs will be asked to discuss with the associate dean the process by which the long list was generated and its relationship to the pool as a whole, as well as the steps taken in arriving at the short list of recommended candidates to be interviewed. Candidate pools for different jobs may vary greatly in their diversity, but we hope that open and frequent discussions about recruiting efforts will help us keep both diversity and excellence in the foreground during the search process. Creating the deepest possible pool of candidates and making sure that outreach has been effectively undertaken to make the opening widely known are crucial steps in this process. The Dean's Office and members of the Faculty Diversity Committee stand ready to assist departments, programs and search committees.

Equal Opportunity: Appropriate Requests for Information

Federal and state legislation as well as College policy require hiring to be carried out in accord with the principle of equal opportunity. As noted in our employee handbook: *Bowdoin College complies with applicable provisions of federal and state laws that prohibit discrimination in employment, admission or access to its educational or extracurricular programs, activities, or facilities based on 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.* This principle places specific limitations on the information that candidates can be required to provide as part of their job applications and on the questions that can be asked in interviews, whether conducted on campus, at professional meetings, or by telephone. *Individuals may expose the College and themselves to legal liability by failing to adhere to these limitations.* The dean or associate dean would be happy to provide more detailed guidance on request.

Job Announcements

The initial formulation of a job announcement takes place as part of the authorization or, more typically, reauthorization of the position. The procedures for submitting a reauthorization request are outlined in detail in a separate memo (<http://www.bowdoin.edu/academic-affairs/forms-policies/policies/requests-for-reauthorization.shtml>). Briefly, reauthorization requires that the department assess and articulate its needs in a request to the Dean for consideration by the Curriculum and Educational Policy Committee (CEP). This process should begin well ahead of any deadlines for submission of job ads. When possible, the outside member of the search committee should be involved in the discussions by departments regarding the definition of positions for job announcements. This is not to pre-empt a department's sense of its needs, but to suggest ways of thinking about those needs in a way that will ensure the widest pool of applicants.

The search plan should include a discussion of where and how to advertise and do outreach to achieve these aims. Departments and programs should be creative in thinking of people and groups to contact that may generate a high quality, diverse pool as well as the timing of announcements and deadlines in relation to conferences and other important events in the job cycle.

With the exception of recruitment for certain short-term, part-time and special positions, the expectation is for a search in a national market. This means defining and advertising positions in such a way as to bring them to the attention of potential candidates throughout the country. In general, ads should convey the nature of the opening (e.g., teaching load, areas of specialization) as well as the College (Bowdoin's standing among liberal arts colleges, its distinguished history). They should also make clear Bowdoin's high expectations for the promise of excellence in teaching and scholarship. All ads should conclude with the standard affirmative action statement:

A highly selective liberal arts college on the Maine coast with a diverse student body made up of 29% students of color, 3% International students and approximately 15% first generation college students, Bowdoin College is committed to equality and diversity and is an equal opportunity employer. We encourage inquiries from candidates who will enrich and contribute to the cultural, socio-economic, and ethnic diversity of our college. Bowdoin College does not discriminate on the basis of age, race, creed, color, religion, marital status, gender, sexual orientation, veteran status, national origin, or disability status in employment, or in our education programs. For further information about the college and the department, see our website at www.bowdoin.edu.

And, for tenure-track searches only, this additional paragraph:

Bowdoin College offers strong support for faculty research and teaching. We recognize that recruiting and retaining faculty may involve considerations of spouses and domestic partners. To that end, where possible, the College will attempt to accommodate and respond creatively to the needs of spouses and partners of members of the faculty.

Once ads have been approved by the dean or associate dean, they will be listed on the College website. This page is accessible from the "Employment" link on the home page.

Level of Appointment

Absent special circumstances, we hire at the untenured instructor or assistant professor level. Appointments at the assistant professor level may include candidates who already have experience in either visiting or tenure-track positions and who may reasonably expect to stand for tenure before the normal six years have elapsed. Specific questions related to the timing of tenure for individual candidates should be discussed with the dean's office.

When a search includes the possibility of appointment to tenure at the rank of associate or full professor, the dean will meet with the search committee to discuss the special challenges and opportunities presented by a search at the senior level.

Part-time, Short-term, and Adjunct Positions

Except in unusual circumstances, all faculty searches should be advertised either locally or nationally. For adjunct positions and one-semester visiting faculty positions, advertising locally, including on Bowdoin's website, is customary. For one-year positions, we usually advertise and search nationally. While these searches do not involve the lead time of tenure-line searches, it is still important to keep in mind the venues for job announcements and mechanisms which will assure a deep and diverse pool of candidates.

When a department has part-time or visiting faculty and a tenure track or longer-term position becomes open for which they are qualified, faculty members in the department need to keep in mind both the needs of the instructors as potential candidates and the normal practice of open and extensive searches for new positions. This can often be a sensitive situation. (See section on Internal Candidates).

Review of Applications (1st stage)

Once search committees have ensured a deep and diverse applicant pool, they need to take care that good candidates are not inadvertently eliminated in the screening process. Assessing merit is a difficult task and an aspect of the search process most open to unexamined bias. In advance of the review of candidate materials, the search committee should meet and discuss carefully the criteria by which the dossiers will be reviewed. This is especially important in searches in which a large number of applications are expected. Minimal requirements of the position (degree level, years of teaching, etc.) should be articulated before any candidates are considered. If at any time during the process the minimum requirements need to be changed, all candidates who meet the new requirements must be screened again. Search committees should discuss and set general priorities with regard to teaching ability, scholarly record, recommendations, etc. *before* screening begins. Committees are reminded that many criteria by which educational qualifications are judged may seem neutral but often they are not. For instance, preconceptions about the prestige of applicants' degree-granting institutions often limit recruitment efforts to favorite institutions or areas of the country. In order to diversify the applicant pool, search committees should consider the most able candidates from a broad range of graduate institutions. Search committees may be less familiar with work in new fields, but these should be considered as carefully as those in more traditional areas. Unconscious bias can also become a factor in the review of publications; search committee members need to take special care to assess the quality of scholarly work and contributions which may appear in unfamiliar journals. Similarly, the evaluation of entry-level candidates' future promise is fraught with difficulty and particularly open to bias. When making such judgments, search committees must take care not to expect more proven ability in some candidates than others.

When crafting the job position announcements, departments and programs should think carefully about the materials they want to receive and at what stage of the search. All searches are conducted through the online “Recruit” system. A complete application minimally includes a c.v. and at least three professional letters of recommendation. In most cases, a letter from the Ph.D. supervisor is essential among these. For candidates currently teaching elsewhere, the file should also contain a letter from, or notes of a phone conversation with, the candidate’s current department chair concerning his or her teaching record. (Please do not let this wait for the last minute; normally we will not make offers in the absence of adequate reference checks.) Soliciting written work from candidates on the long list and available evidence of teaching effectiveness is expected to complete the dossier.

Preliminary Interviews

The usefulness of interviewing at professional conferences varies across disciplines. Sometimes it has been indispensable in narrowing the field, while other times it has caused delay without helping to distinguish the most promising candidates. You are not required to interview at a conference. At a minimum, do not expect too much from conference interviewing, and do not let such interviews substitute for other sources of information about the candidate pool. If you plan to use a conference as part of a search, note that the recruitment budget can support the travel expenses of only one department member for non-tenure track searches and, under some circumstances, two department members for a tenure track search (see section on Recruiting Costs).

Phone Interviews

It is often useful to interview candidates remotely (via telephone, video conference, or computer). The search committee should schedule the appointment time with the candidate in advance and set a length for the interview call (typically 30-45 minutes). Questions for the interview should be formulated in advance and used consistently for all candidates. At least two members of the search committee must take part in conducting the interview and it is important that a summary of the interview be prepared as soon as possible after its conclusion. If questions or topics arise that you cannot answer or feel unprepared to address, please refer these to the dean or associate dean.

Long and Short Lists (2nd stage)

After reviewing applications, the search committee should identify a “long list” of the top eight to twelve candidates as potential interviewees. Because we normally only bring three candidates for on-campus interviews in tenure track searches (the “short list”) and two in other searches, candidates on the long list should be ranked. When the committee has identified a long list for a tenure track search, the chair should schedule a meeting with the associate dean to discuss the candidates. For non-tenure track positions, a discussion of the short list with the associate dean may be sufficient. So that our discussion of candidates can be productive, the complete files of the top eight to twelve candidates (fewer for visiting positions), including c.v., at least three letters of recommendation, and the best information available about the quality of each candidate’s prior teaching should be sent to the associate dean at least two days in advance of the meeting. The associate dean and the search chair will discuss the information in the candidates’ files and any additional information gained from preliminary interviews and/or conversations with references. This meeting will also consider the relationship of the long list to the demographics of the entire candidate pool for the position.

Selection of Finalists and Campus Visits (3rd stage)

After the selection of a short list of finalists (normally three for tenure track searches and two for visiting searches), the campus visit is a crucial part of the interview process. In planning the campus visit, the

search committee should consider what it is likely to project about the character of the department or program and what kind of atmosphere it will create during the interview process. Candidates will be assessing the hiring department's ability to meet their needs at the same time the department is evaluating the candidate. Such visits for tenure track faculty typically include meetings with tenured and tenure track departmental/program faculty (either singly or in small groups), the outside member of the committee, the deans and the president, members of an *ad hoc* faculty committee, and students. They also include some public presentation—typically a talk about their work or teaching of a class or both. The expectations for such presentations should be agreed upon in advance by a department/program and communicated clearly and consistently in writing to candidates (e.g. a 30- to 40-minute presentation, accessible to a sophisticated but general audience, not a reading of a formal paper). It is important to allow the candidate sufficient time (30 minutes to 1 hour) before their presentation to prepare and collect their thoughts.

When possible, informal tours of the area, visits in faculty homes, and reasonable breaks in the schedule may make the experience more inviting to the candidate. It is often also important for candidates to meet others from the campus community whose work or interests may intersect with their own. Making sure that candidate talks are advertised to other departments and programs and inviting members of the faculty to their presentation can be a useful way of making these connections. Simply asking the candidate if there are particular people or things at Bowdoin that they would like to see on the visit can be useful in creating the schedule of the visit. From the point of view of the search committee, the interview may be one last check on a candidate's qualifications. From the candidate's point of view, however, the campus visit is likely to be the most important factor in the final decision. The campus visit allows a first-hand view of prospective colleagues; the treatment received will be an index of what the candidate can expect as a member of the department or program.

Ideally schedules of visits should be shared with the candidate before arrival and the chair of the search committee should make sure that the candidate knows whom they will be meeting and in what context.

Ad Hoc Committees

Bowdoin's practice of involving members of other departments in the interviewing process as *ad hoc* committees sends the message that faculty appointments are an institutional rather than a purely departmental or program concern. More importantly, it gives candidates the opportunity to get a broader view of the College, and of the department to which they are applying. Search committee chairs should talk with the members of the *ad hoc* committee *before* candidates come to campus to brief the committee on the nature of the appointment, how the candidates were selected, and the candidates themselves. Often *ad hoc* committee members take candidates to lunch on campus, but other meeting times are fine as long as they are of a sufficient amount of time (45 minutes to an hour) and in sufficiently private places. Please check meeting times in advance with members of *ad hoc* committees.

Comments about the candidates from the *ad hoc* committee can be extremely helpful. Before any final deliberation about the candidates, departments and programs are expected to make every effort to learn the responses of members of the *ad hoc* committee. Usually a brief email from *ad hoc* members to the search chair and the associate dean is the most efficient mechanism, to be followed up with discussion where questions arise.

Based on experience and in the context of the large number of tenure track searches, we generally do not appoint ad hoc committees for non-tenure track searches unless requested to do so by the department or program. As an alternative, chairs might, however, include a meeting with a colleague outside the department in interview schedules as a courtesy to candidates. Ad hoc committees for tenure track searches are appointed by our office. The associate dean welcomes nominations from the search committee chair of faculty members who would be particularly appropriate to serve on the ad hoc committee.

College Review Procedures

Faculty rules require that the college-wide standards and procedures of evaluation for reappointment and tenure be explained to all finalists for a tenure track position. The standards and procedures appear in the *Faculty Handbook*. (We provide a copy to each candidate at the time of his or her interview in our office.) Please review these materials and be prepared to discuss expectations for reappointment and tenure and the evaluation process with candidates. Please remember that our standards for reappointments and tenure are *College-wide* standards, not departmental or program standards.

Internal Candidates

Individuals already holding Bowdoin faculty appointments are entitled to apply for vacant positions and to be considered according to the same standards that apply to external candidates. This can, though, often be an awkward situation for both the internal candidate and the department. It always is a situation that needs to be handled sensitively so that both the internal candidate and the department feel that the search process was conducted in a fair manner. There is no obligation to interview inside candidates, and it is usually not desirable to do so unless the candidate's dossier is realistically comparable to those of the most impressive individuals in the pool. To ensure that insider status does not confer any unfair advantage, inside candidates should not be involved in any of the department's search activities, including the on-campus interviews and presentations of competing candidates. Department members (or in the case of interdisciplinary searches, search committee members) must not write letters of recommendation for inside candidates for positions within their department or program, although faculty are, of course, free to write recommendations for visiting faculty for positions outside the College. Inside candidates are expected to submit the same portfolio of materials as external candidates and go through the same interview process if they reach that stage of the search.

Hiring Recommendations

When campus interviewing has concluded, search committee chairs should gather responses of ad hoc committee members and deans' assessments **before** departments deliberate about the relative strengths and weaknesses of the candidates. **Telephone references (e.g., with dissertation supervisors) should be done at this stage to gather more complete information if they have not already been completed.** Letters of reference are not a substitute for phone calls, especially in the case of candidates who are ABD.

After the department meets, the chair should call the associate dean to discuss the department's views about the candidates and their hiring recommendation. A meeting with the search chair and the dean or associate dean may be necessary before any hiring decisions are finalized. The responsibility for hiring new faculty rests with the president of the college who has delegated that authority to the dean. Only the dean or associate dean may make an official offer to a candidate. No notice about hiring may be made without approval from the dean's office. On occasion the search committee and dean may conclude that no offer can be made in a search. Normally, following the conversation with the dean and approval of the hire, the search chair notifies the individual selected that an offer of employment will come from the College soon and that the associate dean or dean will convey that offer.

Shared Appointments

The College has a policy and procedures for considering the possibility of appointing two people to share a position as a partner accommodation. Applicants for tenure-track positions may indicate their interest in a shared appointment at any stage of the application process before the interview. (Please see Appendix B.)

Recruiting Costs

Recruitment is important but also expensive. Travel, food and advertising costs continue to increase. In an effort to keep our recruitment expenses under control we will try to adhere to the following simple guidelines. For each search, the College will normally cover travel costs for *one* member of a department to attend a professional meeting for purposes of interviewing candidates. In the case of tenure track searches, we will cover travel costs of a second departmental member if both faculty members have already used (or have commitments to use) their professional travel allowance for the year. Short lists should normally be limited to three candidates to be interviewed in the case of tenure track searches, two for non-tenure track searches. Candidates should be housed in one of the local inns or hotels with which we have a negotiated rate when feasible. Department hospitality expenses are limited to \$175 per candidate (**this may mean limiting the number of department members who take the candidate to dinner, and hosting only one dinner for each candidate**).

During the last few years we have tried to focus more resources on recruiting for tenure track positions than recruiting for short-term positions. Hard-edged rules will not be very helpful on this score, but please use discretion in choosing short lists for temporary positions; we normally limit the number of candidates interviewed to two candidates for temporary appointments, and it may not be necessary to bring candidates from distant places.

Etiquette

Most of us know from personal experience that academic searches, at their worst, can be remarkably inhospitable. As a matter of good recruitment practice and simple decency, we should be as considerate as possible of the interests and concerns of candidates. When using the Recruit system, all applications will be automatically acknowledged. In addition, candidates should be informed when it is *clear* they are no longer in the running. In either search method, finalists who are not offered appointment deserve a prompt letter or phone call as soon as the successful candidate has accepted our offer in writing. (The purpose is merely to let people know where they stand; it is best *not* to try to explain to disappointed candidates the reasons why they were not offered a position.)

We appreciate all the time, effort and thought that goes into recruiting new faculty. The dean's office would like to be as helpful as possible to search committees and departments. We can provide various materials you might find useful (e.g., sample ads and form letters) as well as advice on any aspect of the search. Dodie Martinson coordinates the faculty recruitment process in our office and would be happy to help with procedural questions. Feel free to call Jim or Cristle as well.

APPENDIX A.

Policy on Increasing Faculty Diversity Instituted May 2009 by Vote of the Faculty

In 1992, the well-argued Report of the Subcommittee on Diversity stated that Bowdoin “has long been committed to the goal of increasing the range of ethnic and cultural backgrounds represented in the faculty as part of a larger goal of creating a community characterized by as much cultural and intellectual variety as possible. But we have not done well in this regard.” In recent years we have made much progress in enrolling a more diverse student body, for which our admissions office deserves praise, and we have made some inroads into diversifying the curriculum but have made less progress in increasing the diversity of the faculty. We seek to redress the latter with the recommendations below in the firm belief that these are interdependent aims. As we have added diversity requirements to the curriculum, the demand for faculty who have expertise in nontraditional areas has increased. Research continues to show a correlation between faculty diversity and the introduction of new scholarship that engages issues of diversity for all students. As well, a diverse faculty connects campuses to new bodies of work and new communities. Perhaps most importantly, a more diverse faculty creates classroom environments which support the academic and social success of students from diverse backgrounds.¹ On balance, student retention and eventual success are related to available networks of support at every level of the collegiate environment.

Indeed, in Bowdoin’s mission statement, we pledge to offer students “a context of density and variety—of ideas, artistic expression, and exposure to other cultures and other races—so that personal identity will not become an illusion of centrality.” Further, we assert that our mission is “to assist a student to deepen and broaden intellectual capacities that are also attributes of maturity and wisdom: self-knowledge, intellectual honesty, clarity of thought, depth of knowledge, an independent capacity to learn, mental courage, self discipline, tolerance and interest in differences of culture and belief, and a willingness to serve the common good and subordinate self to higher goals.” We thereby demonstrate our understanding that beyond the changing demographic of the student body, “an even more compelling reason to rethink faculty searches is a need to educate all students for diversity” (Smith, 6). We regard enhanced diversity among the faculty as an essential component of this mission.

Building a community with increased cultural and intellectual variety is no small task. Our commitment to these goals involves a willingness to prioritize them. We ask the faculty and administration to refocus their energies on achieving Bowdoin’s longstanding goal of increased diversity among the faculty.

Motion: We reaffirm our long-standing commitment to increase the diversity of the faculty. To that end, we urge that the recommendations in this report be implemented

Recommendations

I. Faculty Diversity Committee

We recommend that the Governance committee establish a standing Faculty Diversity Committee. This committee will be the vehicle to implement many of the recommendations that follow. The committee’s charge:

- a. Educate the faculty about best practices in faculty hiring and retention.
- b. Work with the Dean to ensure that departments and programs understand college hiring procedures.
- c. Provide trained faculty members to serve on tenure-track search committees as described below.

We recommend that the committee be composed of tenured members of the faculty appointed by GFA, the Dean for Academic Affairs, and the Associate Dean for Academic Affairs (who serves as the college Affirmative Action Officer in academic searches).

II. Hiring Plans for Faculty Positions

1. **Workshops on best practices.** The Faculty Diversity Committee in conjunction with the Dean’s Office will provide workshops for departments that may be hiring in next three years. These workshops will discuss best practices for deepening and increasing the diversity of candidate pools, including discussion of what has worked in the past for Bowdoin departments/programs. Workshops will discuss sources of information on availability of candidates from historically underrepresented groups by field, and lists of organizations or graduate programs that

¹ Daryl G. Smith, “How to Diversify the Faculty”, AAUP Academe Online (Sept-Oct. 2000) www.aup.org/publications/Academe/2000/00so/SO00Dsmit.htm (p. 6); and American Council for Education, *An Agenda for Excellence: Creating Flexibility in Tenure-Track Faculty Careers* (2005) p. 3.

may contribute to a strong representation of diverse candidates. In addition, workshops will discuss how to evaluate candidates with non-traditional career paths, or unconventional vitae.

Departments/programs are encouraged to move deliberately and have early discussions of how to expand their potential candidate pool. If a department with a tenure-track vacancy would benefit from additional time while it develops a plan, funds should be provided to hire visiting faculty.

2. **Hiring Plan.** Departments/programs with upcoming vacancies should prepare a hiring plan that explains how the department intends to develop a deep and diverse pool of qualified candidates for the upcoming search. The plan should discuss availability of candidates from historically underrepresented groups by discipline field. The plan must be approved by the Affirmative Action officer and the Dean before the hiring process commences.

3. **Developing Networks. Pre- and Post-Doc Programs.** Bowdoin should demonstrate its commitment to hiring a diverse faculty by encouraging consistent and visible attendance at conferences or meetings that are known to have a significant presence of scholars from a variety of underrepresented groups. Department/program hiring plans should include a discussion of these conferences or meetings. Cross disciplinary conferences may be crucial in this effort. In addition, departments/programs are encouraged to establish relations with key graduate schools with good network connections and/or a significant presence of diverse scholars. Bowdoin faculty members are encouraged to visit such schools, meet faculty, give talks, etc. The Dean's office should provide funds to allow faculty members to travel to attend such conferences and visit appropriate schools.

A long run objective of the academy is to increase the number of well-qualified potential faculty members. The college should do its part to increase the number of graduates from historically underrepresented groups who complete the highest degree in their fields (Ph.D., MFA, etc.) and pursue college teaching. To this end the college should continue to participate actively in pre- and post-doc programs, including the Consortium for Faculty Diversity Fellow program.

III. Hiring Process

1. **Search committees.** Each tenure track search committee will include a member of the Faculty Diversity Committee. While this person would not vote, he or she would participate throughout the search process. This person's responsibilities include serving as a resource for information, insuring that departments/programs are aware of and use the best practices relevant to their discipline for increasing the diversity of candidate pools as outlined in their hiring plan, and that diversity issues are considered in a serious way. To the extent possible, the Governance committee should endeavor to appoint people to serve in this role with experience in fields germane to the search.

2. **Long List and Short List Report.** When a search committee has identified a long list of 10-15 candidates, the search committee chair should prepare a brief report explaining the implementation of the hiring plan, actions taken to increase the diversity of the candidate pool, and the status of diversity candidates on the long list, to the extent that information is known. This report should be shared with the Associate Dean in advance of a meeting to discuss the long list. Any plans for contact with the long list (e.g. phone interviews, conversations with referees) will be discussed in this meeting. The Dean's office, in consultation with the Faculty Diversity Committee representative, will decide whether the department can proceed with current candidates or whether the department needs to take further actions to develop its pool of candidates. When the search committee arrives at a short list of candidates whom they desire to bring to campus, a similar meeting and authorization will occur.

3. **Interview Structure.** In scheduling and organizing campus interviews, departments are reminded that such visits serve not only as a time for Bowdoin to evaluate a candidate, but also an opportunity to recruit a new faculty member to campus. To this end, meeting with faculty beyond the Department / Program of hire is often an important component of a successful interview, especially for faculty from traditionally underrepresented groups. *Ad hoc* committees should be formed sufficiently in advance so that they can serve in some measure to represent the diversity of the Bowdoin faculty in gender, disciplinary focus, race and ethnicity, seniority and so forth. Ideally all the *ad hoc* committees should be formed at the same time to create a good distribution of available faculty. The *ad hoc* committee should have a clear charge and should not be treated as an afterthought in the scheduling process.

Candidate's job talks should be advertised appropriately so that members of the campus from other departments or programs whose work might overlap, however tangentially, are encouraged to come to the talks or attend an informal conversation after the seminar. This might offer a candidate a positive sense of others at Bowdoin with whom he or she might work.

IV. Retention and Faculty Development

New faculty members face many challenges upon arriving at Bowdoin. They must establish their professional and personal lives while finding balance in their teaching, service, and research work, learn student and peer expectations, involve themselves in the campus community, and develop a support structure among colleagues. These challenges may be particularly acute for faculty from backgrounds without familiarity with a liberal arts college, or from groups underrepresented in Brunswick and Maine culture. If these initial challenges are not addressed in a satisfactory way, new faculty may fail to thrive or simply move on.

We view department and program chairs as having the primary responsibility for supporting and advising new faculty members, but we all bear a collective responsibility. We recommend that department chairs discuss potential mentors with new faculty members with the expectation that, through time, untenured faculty members would gain enough information to help them identify new or additional mentors themselves. Mentors should help new members develop professionally as teachers and researchers, understand expectations and college rules, and become members of the campus community both professionally and socially.

We strongly suggest that the untenured members of the Governance and Faculty Affairs Committee organize periodic meetings of the untenured faculty to address questions of common concern and to build community. In past years, such meetings have proved to be productive. In keeping with current practice, the Dean's office should continue to organize periodic meetings of first year faculty as well as pre- and post-doc fellows.

To raise the visibility of diversity issues and presence of diverse scholars, we recommend that the Events Office and Lectures and Concerts Committee work to increase the offerings of programs discussing diversity issues. In particular, presentations by scholars from historically underrepresented groups should be given special consideration. In addition, in the case of temporary faculty vacancies, we recommend that funds be raised so that distinguished scholars from historically underrepresented groups can be brought to campus as Distinguished Visitors.

We believe it important to further strengthen the college as a community where all members feel accepted and valued. To that end, students, staff, and faculty should work to create a constructive multicultural campus environment. We should recognize the variety of service activities that create and maintain a positive campus climate such as extraordinary mentoring activities or the organization of and participation in co-curricular activities and programs that contribute to a vibrant intellectual atmosphere.

As part of faculty development, we recommend that the college continue to build associations with other colleges such as the Mellon CBB collaborative and support the development and maintenance of outside connections that new faculty bring with them. As a long-term proposal to encourage research visibility and productivity, we recommend that Bowdoin establish a research institute. The institute could be organized on an annual or multiyear basis and bring in a nationally known scholar to be in residence to organize programs. Through time, we expect that the institute would become nationally known. The institute could formally involve our Consortium for Faculty Diversity (CFD) fellows as well as current faculty members.

V. Target of Opportunity Positions

In Spring 2008, the faculty passed a recommendation that the administration seek funding beyond the faculty positions allocated in the Capital Campaign to support "Target of Opportunity" hiring as a means of increasing faculty diversity. The present economic situation suggests that -- while a high priority -- funding for such positions may not be realized for some time. In the interim, three possibilities should be considered for potential target-of-opportunity hires.

1. **Converting the line of a Consortium for Faculty Diversity (CFD) Fellow into a tenure-track position.** In exceptional circumstances, a Department or Program may propose converting the line of an existing Consortium for Faculty Diversity Fellow into a tenure-track appointment. The Department or Program would need to make the case of the extraordinary potential of the candidate as a teacher and scholar, the curricular needs the candidate would fill, and the ways in which the candidate contributed to the diversity of the College. Such a change of status would mean the loss of one CFD line going forward, so any appointment will need to be considered with great care. If for some reason the faculty member appointed in this way left the College, the line would revert to the pool of CFD fellows and the department or program would have no specific claims on the line.

2. **Filling one or more remaining campaign positions through targeted hiring as the positions are funded and authorized.** Four positions remain to be funded in the campaign. Areas of specialization have already been allocated for two (hard rock geology and oceanography) and CEP narrowed the areas of specialization under consideration for the remaining positions to four existing proposals (Psychology, Neuroscience, GWS/GLS, and Film). Funding these endowed positions remains a priority of the campaign. When funded, they could be filled by means of a targeted search within the already identified areas of specialization.
3. **“Mortgaging” a retirement for an early targeted-hire replacement.** With this approach, when a faculty member commits to a retirement at a specific future date, the Department or Program is allowed to proceed with a targeted search for the replacement rather than wait for the reauthorization. This allows the possibility of an extended period to identify an outstanding candidate for the replacement.

VI. Conclusion

Efforts to increase the diversity of the faculty will enable us to broaden the curriculum, push the boundaries of inquiry, better serve our students and community, and help us accomplish the mission of the college. We urge the college to confirm the priority of these efforts.

Policy on Shared Appointments²

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

² Approved by the Faculty May 7, 2007 (07-5-4).

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

2. Shared Appointment across Departments or Programs

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

3. Conversion of an existing tenure-track appointment to a shared appointment

- a) On rare occasions, a full-time, tenure-line appointment may be converted to a shared appointment upon application by the faculty member and his or her spouse or partner. This is done upon recommendation of the department(s) or program(s) involved and with the approval of the Dean for Academic Affairs and the President. While such a conversion is possible regardless of rank, it is normally expected that both participants are not yet tenured and will be subject to the normal tenure process. In the case of one or both holding tenured rank, the recommendation will also involve evaluation by CAPT.
- b) When a member of the Faculty desires to explore a possible shared position, the Dean's office will request the dossier of the partner/spouse. These materials will be shared with the appropriate department(s) or program(s). The departments or programs will review the partner's materials and will decide if they are interested in pursuing a shared appointment. Such shared appointments can be considered within the same departments or programs or across departments and programs.
- c) The relevant department(s) or programs(s) will make a recommendation to the Dean's office regarding the relevance of the spouse/partner's field of study to the needs of the curriculum as well as the spouse/partner's qualifications to fill those needs. The Dean's office will make a

determination whether a hire in the spouse/partner's field is in the best interests of the College.

- d) If a position is converted to a shared position within a single department, the provisions outlined in Section 1. d.-h. apply. For a shared position across departments, provisions 2. d.-f. apply.