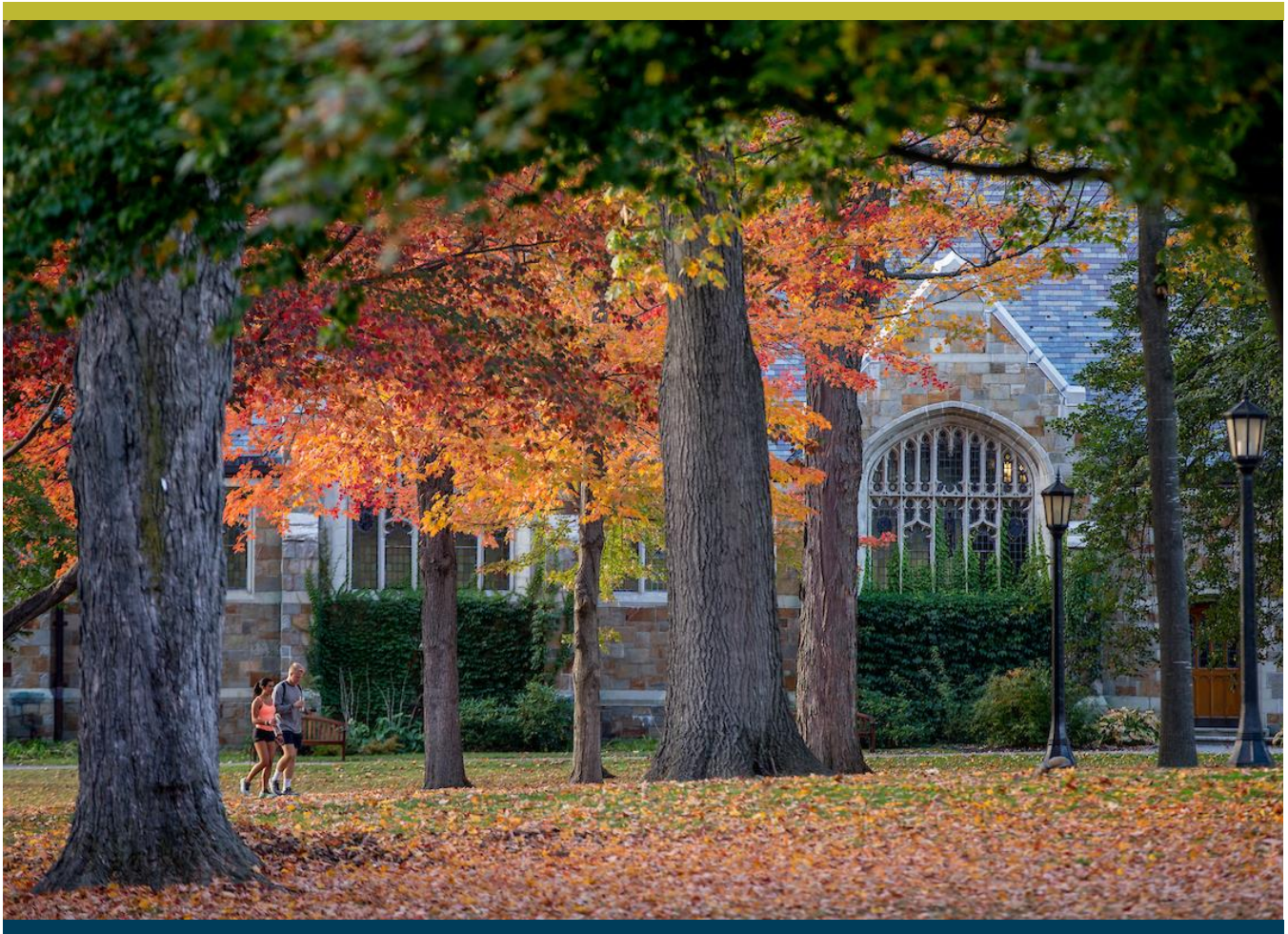


Bates

Vice President for Equity and Inclusion

Leadership Profile

Summer/Fall 2022



WittKieffer

Executive Summary

Since 1855, Bates College has been dedicated to the emancipating potential of the liberal arts. Bates educates the whole person through creative and rigorous scholarship in a collaborative residential community. With ardor and devotion—*Amore ac Studio*—we engage the transformative power of our differences, cultivating intellectual discovery and informed civic action. Preparing leaders sustained by a love of learning and a commitment to responsible stewardship of the wider world, Bates is a college for coming times.

– Bates College Mission Statement

Bates College, one of the nation's leading liberal arts colleges, seeks a dynamic leader and collaborative campus partner to serve as Vice President for Equity and Inclusion (VPEI). This position reports to the president and serves as a member of the senior staff. The successful candidate will understand the role of equity and inclusion in delivering on the promise of a residential liberal arts education.

The next VPEI will have the opportunity to develop and implement a strategic framework for equity and inclusion work at Bates in collaboration with colleagues who are engaged in this work, serving different constituencies across the college. The VPEI will lead and be part of a systemic and institution-wide approach to equity and inclusion, including the Board of Trustees, faculty colleagues aiming to achieve inclusive excellence in curriculum and pedagogy, staff committed to equity and inclusion for employees, student affairs colleagues focused on equity and inclusion in the student experience, colleagues in alumni outreach and engagement, and students. Not every office doing equity and inclusion work will report up through the VPEI, but as the institutional leader in this domain, the VPEI will set the tone and vision for equity and inclusion work for the college as a whole.

To submit a nomination or express personal interest in this position, please see the Procedure for Candidacy at the end of this document.

Role of the Vice President for Equity and Inclusion

The Vice President for Equity and Inclusion will provide institutional leadership to ensure that the college's commitment to equity and inclusion is reflected authentically in campus culture and carried out in furtherance of the mission of the college and the experiences of all who are part of the Bates community. Working with colleagues in different departments, the VPEI will be responsible for providing an overarching leadership framework, and for managing the staff and operating budget of the Office of Equity and Inclusion, which is overseen directly by the VPEI.

Work focused on other constituencies in the college community are situated as follows. The college's Office of Intercultural Education (OIE) is the primary student-facing organization for equity and inclusion. Initiatives focused on faculty and academic matters are generally driven by the Office of the Dean of the Faculty in partnership with the VPEI; the plan is for staff-focused initiatives to be developed and led by the Office of Human Resources; and alumni and family programming focused on Black, Indigenous and people of color (BIPOC) alumni and families is the province of the Office of College Advancement. The VPEI serves as the liaison and staff coordinator for the Board of Trustees' Committee on Equity, Inclusion, and Antiracism, established in the fall of 2020.

The precise responsibilities of the VPEI position will be shaped in collaboration with the successful candidate based on the experience, expertise, and interests they bring to the role.



Leadership Opportunities and Challenges

A commitment to the values of access and equity in education runs deep in Bates' history and mission and animates our current efforts to ensure that all members of our community are supported to thrive. In recent years, Bates has garnered significant philanthropic support for its equity and inclusion work, including a substantial grant from the Mellon Foundation, focused on the humanities, and a Howard Hughes Medical Institute Inclusive Excellence grant, focused on science, technology, engineering, and mathematics (STEM) disciplines. Both grants support curricular transformation and inclusive pedagogy. Bates has been an institutional leader in both the national organization of Liberal Arts Diversity Officers (LADO), a consortium of more than 24 liberal arts colleges, and the Creating Connections Consortium (C3), funded by the Mellon Foundation. As a result, the new Vice President for Equity and Inclusion will be part of a community where equity work is a visible institutional priority to which substantial resources have been and will continue to be devoted.

The VPEI will possess the ability to create a coherent, sustainable, and motivating vision for equity and inclusion work at Bates, build trust with campus constituencies, and be effective in moving the work of equity and inclusion forward within the context of a liberal arts college. They will identify key challenges, set priorities, build relationships, support ongoing work, share expertise and ideas for new approaches, and inform decision-making for the college as a whole.

Much of the VPEI's work will be accomplished through strategic collaborations across the college. The VPEI will work to understand the experiences of historically marginalized students, faculty, and staff as they arrive at Bates and work with colleagues to design effective strategies of support that will help them to be successful in what they have come to Bates to do. The VPEI will also serve as a visible leader and accessible presence as we work collectively to create an authentically inclusive and equitable community.

Opportunities

More specifically, the Vice President for Equity and Inclusion will be expected to:

- **Oversee the staff and management of the Office of Equity and Inclusion.**

This office serves as a resource for the college as a whole, providing educational programming and training in equity and inclusion for the Bates community. The VPEI and their staff also provide counsel to colleagues in managing specific situations in their departments involving equity and inclusion issues. Over the past five years, many Bates faculty and staff have participated in racial equity training and other programming. The Director of Equity and Inclusion Education, a position created within the Office of Equity and Inclusion and reporting to the VPEI, led these efforts. With the departure of the Director of Equity and Inclusion Education in 2021, we have left this position open so that the next VPEI has maximum flexibility to define the path forward for racial equity training and education at Bates, drawing on outside experts and speakers, as necessary. The budget of the Office of Equity and Inclusion supports full-time staff in the office and provides funds that can be used to engage experts and speakers from outside Bates.

- **Enhance approaches to faculty and staff recruitment, development, and retention.**

In collaboration with colleagues in academic affairs and human resources, the VPEI will create policies and structures that enhance the recruitment and retention of a diverse and inclusive faculty and staff. They will develop resources for search committees, including guidelines and protocols that reflect current research on effective practices in recruiting, hiring, and retention. The VPEI will develop and promote opportunities to support the career development of faculty and staff with particular attention to those traditionally underrepresented in the academy. They will identify strategies to strengthen effective mentoring practices, to facilitate networking, to foster the acquisition of skills, and to provide career guidance to ensure an inclusive environment that supports faculty, administrator, and staff development and career progression.

- **Work with colleagues to promote equity and inclusion in the student experience and ensure that all students, and particularly those from traditionally underrepresented groups, are supported for academic success and full participation in the student experience.**

Our goal is to recruit a VPEI who enjoys and has experience teaching or working with students in other ways, and who will welcome the opportunity to get to know Bates students and the student culture on campus. We do not expect the VPEI to manage student programming or support services directly, but rather to work with colleagues in student affairs, particularly those in the Office of Intercultural Education, to make sure that students receive the support they need to participate at Bates in ways that fulfill their own goals for their college years. We also hope that the VPEI will involve students in the work of equity and inclusion in ways that will promote their growth and development.

- **Support college-wide efforts in inclusive curriculum and pedagogy.**

With respect to the academic program, the VPEI will collaborate with the dean of the faculty and faculty across the college to support efforts in curricular transformation and inclusive pedagogy within divisions and departments. At the beginning of the past academic year, the dean of the faculty called on all academic departments and interdisciplinary programs to develop a plan for “foundational dialogues” in their own academic unit, to be completed by the end of the 2022–23 academic year. The goal of these dialogues is to help units build the intellectual and emotional capacity as well as the background knowledge in their fields to begin or continue curricular transformation with the goal of creating a more inclusive curriculum and pedagogy. This work is in addition to the work on inclusive excellence funded by Howard Hughes Medical Institute (HHMI) in STEM disciplines and by the Mellon Foundation in the humanities and in the humanistic social sciences.

- **Lead assessment and evaluation of initiatives.**

Working in collaboration with senior staff and the Office of Institutional Research, the VPEI will ensure that effective systems are established to assess the needs of the community in different areas and measure the success of the specific approaches undertaken to address those needs.

Challenges

Work in equity and inclusion at Bates is broad-based and intentional. At the same time, we have faced challenges in this work, which provide important context as we welcome the next VPEI.

- Most significantly, our Office for Intercultural Education (OIE) has experienced extensive turnover in the past several years. Because the OIE serves as a physical hangout space for students, as well as the entity most involved in student programming and support in the area of equity and inclusion, the turnover among the staff overseeing the OIE has led to serious issues of trust with students, particularly those from marginalized backgrounds who rely heavily on the OIE. The instability in the OIE has led students to question the college's commitment to issues of equity, inclusion, and student support. Beginning in the winter semester of 2021, the OIE became part of the Office of Student Affairs, and the college has recruited a creative and motivated staff to the OIE, including a new Associate Dean and Director of the OIE, who joined Bates this summer. The new staff have revitalized both the physical space and programming beginning early in the 2021–22 academic year, and we are optimistic that the OIE is now on a positive trajectory that will benefit from sustained collaboration with the next VPEI.
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- Over the past five years, Bates has offered extensive educational programming addressing issues of race, power, privilege, and white supremacy for the college community in a variety of formats and settings. We also engaged an outside consultant to offer training sessions for more than a third of Bates' staff and many faculty as well. Beginning in academic year 2021–22, we created a staff position that provided us with internal capacity for racial equity education and training and hired the inaugural Director of Equity and Inclusion Education. This individual served in this position for a year before leaving to begin a doctoral program in higher education. Having internal capacity for education and training was a positive resource for the college, but there were challenges as well. The demand for training by various units across the college far exceeded what one person could take on. As a result, it was hard to move beyond multiple introductory sessions so that employees could build progressively on their knowledge and competence with respect to equity and inclusion. As noted, we have left this position open, to be filled or re-thought by the next VPEI.
 - Most fundamentally, Bates faces the challenge, shared by many colleges, universities, and other organizations, to define the leadership role in equity and inclusion in a way that empowers a strong professional with a motivating vision to be an effective strategic leader for the college without getting overwhelmed by an endless demand for engagement on tactical matters. With these considerations in mind, we undertook an extensive process of consultation during 2021–22 year to document where the work of equity and inclusion is being carried out effectively, and by whom, and to solicit advice on how best to position the next VPEI for success in a systemic approach to the work across the college as a whole.

Professional Qualifications and Personal Qualities

Bates seeks an intellectual and administrative leader committed to the values of equity and inclusion and the central role they play in a liberal arts education that aims to offer a life transformative experience for all of our students. They should possess a point of view on effective approaches to the work of equity and inclusion on a liberal arts campus, and a view of how they would go about developing a specific framework and vision for this work at Bates. Once here, they will need the communication skills necessary to share, and achieve buy-in for, their vision and approach; and the ability to translate this vision into clear and meaningful action.

We will consider candidates with academic training who have achieved tenure as well as those who are earlier in their careers. We also welcome applications from those whose experience has occurred outside of higher education, though we will seek evidence that these candidates understand the field in general and small liberal arts colleges, specifically. The right mix of training, education, and experience may take a variety of shapes, all of which we are open to considering.

Candidates should possess many of the following qualities:

- Significant and successful experience in creating, implementing, overseeing, and evaluating institutional equity programs within an academic environment; a demonstrated track record of advancing equity and enhancing inclusiveness; and an ability to bring groups and individuals to common ground across lines of difference.
- A commitment to engage collaboratively with faculty, staff, and students and to respond effectively to their needs and concerns.
- A systems thinker with the ability to keep a broad institutional view and strategy in balance with tactical engagement with constituents and programs.
- Proven skills to serve in an administrative role, with demonstrated ability to mentor and support their staff and provide successful oversight of people, budget, and space.
- Demonstrated success in supporting and advocating for faculty, staff, and students from traditionally underrepresented groups, including international students and scholars.
- Proven ability to lead with discretion, equanimity, and ideas that inspire, accompanied by a sense of responsibility and follow-through.



About Bates College

Overview

Bates College was built by people who put their ideals into action and made liberal arts a dynamic force for the public good. With their progressive call in 1855 to admit African Americans and to educate men and women together, the founders of Bates affirmed that all human potential deserves to be developed. Bates was exceptional in taking these positions in the mid-nineteenth century. However, our efforts at true equity, inclusion, and access have always been imperfect, shaped from the beginning by U.S. social norms that promote hierarchies of race and gender: The first six female students were forced out of the college, no African Americans graduated until 1874, and some early philanthropy came from cotton fortunes derived from slave labor.

Today, we continue to strive for equity and rigorous inquiry, believing each of those to have particular salience in a democracy whose strength depends on justice.

Students



The student body consists of approximately 2,000 students, of whom about 1,800 are on campus each semester. Our students bring strong academic credentials from a wide variety of backgrounds and represent 44 states and 53 countries. About 26 percent are domestic students of color, 9 percent of students are international students, and 12 percent of all students are first generation to college. The college provides approximately \$38 million in need-based institutional grant aid each year, and it meets 100 percent of a student's demonstrated financial

need. Typically, between 40 and 45 percent of enrolled students receive financial aid. The average institutional grant award for fiscal year 2021 was \$48,708. In September 2021, Bates announced a transformative partnership with the Chicago-based Schuler Education Foundation to significantly expand the number of Pell-eligible, low-income, and DACA or undocumented students attending Bates. Bates is one of five colleges in the country chosen for the inaugural year of this program, which will transform our capacity to recruit, admit, and support students from an increasingly diverse and highly qualified population.

Faculty

The College's 200 faculty provide the foundation for a Bates education. Faculty-student mentoring, senior thesis, and collaboration on research and course design are successful because of the college's intimate scale and its commitment to innovative and evidence-based approaches to teaching and learning. By facilitating a wide range of faculty-student interactions—both formal and informal—Bates catalyzes deep learning and transformation, as well as life-long connections to the college community. Bates' faculty are engaged teachers and active scholars.

Over the past ten years, Bates has made measurable progress toward recruiting and retaining a more demographically representative faculty and developing programs to support them for success. In 2012, new BIPOC faculty represented 14 percent of tenure-track hires. By 2015, that percentage had grown to 50 percent. In 2020, the new faculty cohort was 67 percent BIPOC-identified.

Staff

Approximately 600 staff members are integral to the work of the college. As one of the top employers in the state, Bates recruits its staff nationally, regionally, and locally. Bates' staff consists of individuals with a broad range of professional and personal experiences, but our progress on diversifying the staff demographically has not been as strong as it has been for faculty. In 2012, 6.7 percent of our staff was BIPOC-identified. In 2021, that figure had increased to 11 percent. Clearly, work remains to be done in these areas, and Bates' human resources department is eager for a robust partnership with the next VPEI.

Senior Staff

The senior staff consists of the president and the nine individuals who lead different aspects of the Bates' programs and operations. Current members are:

- Eric Foushee, Vice President for College Advancement
- Malcolm Hill, Vice President for Academic Affairs and Dean of the Faculty
- Michael Hussey, Vice President for Institutional Affairs and Secretary to the Board of Trustees
- Joshua McIntosh, Vice President for Campus Life
- Patricia Schoknecht, Vice President for Information and Library Services and College Librarian
- Geoffrey Swift, Vice President for Finance and Administration and Treasurer
- Leigh Weisenburger, Vice President for Enrollment and Dean of Admission and Financial Aid
- Currently open: Vice President for Equity and Inclusion, search underway
- Incoming: Vice President for Communications and Marketing, to be announced shortly

President Clayton Spencer



Clayton Spencer became the eighth president of Bates College on July 1, 2012. Under her leadership, Bates has launched new initiatives in a number of areas, including: transforming the college's approach to preparing students for work and career, creating a program in digital and computational studies, elevating the leadership on equity and inclusion issues to the senior staff level, launching a \$100 million initiative to expand the number of Pell and low-income students at Bates, and significantly increasing fundraising and the value of the college's endowment. Before joining Bates, Spencer served for 15 years as a senior administrative leader at Harvard, the last seven as Vice President for Policy, with responsibility for directing strategic initiatives on behalf of the president. Spencer also served as a lecturer at Harvard's Graduate School of Education, where she taught courses on federal higher education policy. Before Harvard, Spencer was Chief Education Counsel in the United

States Senate, under Senator Edward M. Kennedy, and an Assistant United States Attorney in the District of Massachusetts.

Lewiston, Maine

Bates is located on the ancestral homelands of the Wabanaki peoples, including the Passamaquoddy, Penobscot, Abenaki, Mic'maq and Maliseet Nations. The college is situated on a beautiful, 133-acre, traditional New England campus in Lewiston, Maine, which is the second largest city in Maine after Portland, with a population of 34,000. With an engaged citizenry and a historic downtown, this walkable city is 35 miles north of Portland, 140 miles north of Boston, and 340 miles north of New York City.

Together, Lewiston and Auburn, Maine form a demographically diverse urban center of about 65,000 people that offers opportunities for cultural enrichment and entertainment as well as meaningful community-engaged learning and leadership. With a rich industrial past, Lewiston is engaged in an ongoing process of redefining its economic, social, and cultural landscape.



Procedure for Candidacy

Inquiries, nominations, and applications are invited. For fullest consideration, applicant materials should be received by the priority deadline of October 15, 2022, though candidate interest will be considered and materials accepted until an appointment is made.

Candidates should provide, as two separate documents, a curriculum vitae and a letter of application that addresses the responsibilities and requirements described in the Leadership Profile. References are not requested at this time.

Application materials should be submitted using WittKieffer's [candidate portal](#).

Nominations and inquiries can be directed to the WittKieffer consultants supporting this search:

Charlene L. Aguilar, Ed.M., and Darrien Davenport, Ed.D.

batesvpei@wittkieffer.com

Bates College is committed to the principle of equal opportunity and providing an educational and work environment free from discrimination. The college prohibits discrimination on the basis of race, color, national or ethnic origin, religion, sex, sexual orientation, gender identity or gender expression, age, disability, genetic information or veteran status and other legally protected statuses in the recruitment and admission of its students, in the administration of its education policies and programs, or in the recruitment of its faculty and staff. Bates College adheres to all applicable state and federal equal opportunity laws and regulations. All college faculty, staff, students, contractors, visitors, and volunteers are responsible for understanding and complying with the Non-Discrimination Policy.

Inquiries concerning the college's policies, compliance with applicable laws, statutes, and regulations (such as Title VII, Title IX, and ADA/Section 504), and complaints may be directed to Gwen Lexow, Title IX Officer, at 207.786.6445 or via email at glexow@bates.edu.