

Committee on Academic Priorities

Tamara Davis, *Biology, (substitute semesters I & II)*

Astrid Lindenlauf, *Classical and Near Eastern Archaeology, 2022/2023 – 2025/2026 (on leave semesters I & II)*

Michael Noel, *Physics, 2022/2023 – 2025/2026 (on leave semester I)*

Adrienne Prettyman, *Philosophy, 2023/2024 – 2026/2027*

Maja Šešelj, *Anthropology, 2021/2022 – 2024/2025, Chair*

Cindy Sousa, *Social Work and Social Research, 2023/2024 – 2026/2027*

BRYN MAWR

October 21, 2024

Dear Colleagues:

CAP has received letters of intent requesting a total of 13 tenure-track and continuing non-tenure track positions, from 10 departments and programs: Biology; Chemistry; Growth and Structure of Cities; History; Mathematics; Neuroscience; Graduate School of Social Work and Social Research; Sociology; Theater; and Transnational Italian Studies. CAP hereby invites all faculty to review these letters of intent, attached below.

This year we asked the petitioning departments and programs to identify other departments or programs that might be interested in engaging in conversation about and potentially contributing to the development of the full position proposal. CAP will be reaching out to the chairs of such departments/programs directly. If you do not hear from us but would like to contribute to the conversation regarding a particular proposal, please contact CAP or reach out to the signatory of the letter(s) in question directly. Any department/program is also welcome to contact CAP to express a particular interest in, and/or reaction to, any of these position requests, whether they relate to your own department's evolving curriculum or the College's curriculum as a whole.

Best wishes,

Maja Šešelj (for CAP)

Maja Šešelj

Associate Professor of Anthropology on the Clowes Professorship in Science and Public Policy

Department of Anthropology

Bryn Mawr College

COMMITTEE ON ACADEMIC PRIORITIES

2024-2025 Academic Year

Letter of Intent

Name of petitioning Department/Program:

Biology

Name of Chair/person to whom correspondence should be addressed:

Thomas Mozdzer

Is the proposal for a tenure-track or continuing non-tenure track position?

Tenure track.

What are the field and subfield/s of your proposed search?

Ecology that complements, but does not duplicate, our existing expertise and curriculum.

Please offer a brief rationale for the position.

The Biology Department is unable to provide a sufficient number of ecology-oriented courses to meet the needs of our students without a second Ecologist on our faculty. Since the departure of Associate Professor of Biology, Sydne Record, the Provost's Office has supported this need with an ecology-focused full-time visiting professor position (Fall 2022-Spring 2026). It is *impossible* to cover ecological content in our introductory biology sequence and provide a sufficient number of upper-division ecology-oriented courses, which are important for Biology and Environmental Studies majors and minors, without this position. We further note that Haverford's Biology department does not teach ecology-oriented courses; thus, Bryn Mawr Biology is the sole provider of this foundational interdisciplinary area in biology.

Which other departments/programs might be invested in this line and could contribute to the development of this proposal? CAP will reach out to the departments/programs you list here, encouraging them to coordinate with you in the conceptualization of this position.

Environmental Studies, Data Science

COMMITTEE ON ACADEMIC PRIORITIES

2024-2025 Academic Year

Letter of Intent

Name of petitioning Department/Program:

Biology

Name of Chair/person to whom correspondence should be addressed:

Thomas Mozdzer

Is the proposal for a tenure-track or continuing non-tenure track position?

Continuing non-tenure track position.

What are the field and subfield/s of your proposed search?

Open field in Biology with the ability to contribute to our introductory sequence

Please offer a brief rationale for the position.

This request follows our Fall 2023 proposal for one of the tenure-track expansion positions, which was not granted. Ideally, we would have asked for a CNTT at that time, but that was not an option in accordance with the guidelines. As outlined in that proposal, reliably staffing our introductory sequence of lecture and laboratory courses (Bio110 and Bio111) is our most acute staffing challenge. In addition to difficulties staffing these courses each year, enrollments for both the lecture and the laboratory sections are out of step with our peer institutions and well above levels understood to support learning and allow for inclusive teaching. We believe that this pressure will be significantly relieved by the addition of a CNTT dedicated in large part to Bio110 and Bio111. The ongoing burden of searching for interims is not sustainable. We note that this position request is intended to address our current enrollment pressures in our introductory sequence, and is not intended to address the proposed transition to a 2-2 load.

Which other departments/programs might be invested in this line and could contribute to the development of this proposal? CAP will reach out to the departments/programs you list here, encouraging them to coordinate with you in the conceptualization of this position.

The CNTT position will be contributing to introductory level courses and will not have the ability to contribute to other programs. In addition, this position could also address the substantial teaching overload currently carried out by one of our CNTTs, who is responsible for instruction of the Post-Baccalaureate Pre-Medical students enrolled in Introductory Biology lecture and lab.

COMMITTEE ON ACADEMIC PRIORITIES

2024-2025 Academic Year

Letter of Intent

Name of petitioning Department/Program:

Chemistry

Name of Chair/person to whom correspondence should be addressed:

Jonas Goldsmith

Is the proposal for a tenure-track or continuing non-tenure track position?

TT

What are the field and subfield/s of your proposed search?

Physical and analytical chemistry

Please offer a brief rationale for the position.

This proposal is occasioned both by the pending retirement of Michelle Francl and by our long-held desire (affirmed by our external reviewers) to bring analytical chemistry into our curriculum while also retaining our commitment to physical chemistry. This faculty member would teach physical chemistry, analytical chemistry and contribute to our upper level laboratory curriculum as well as to the general chemistry curriculum.

Which other departments/programs might be invested in this line and could contribute to the development of this proposal? CAP will reach out to the departments/programs you list here, encouraging them to coordinate with you in the conceptualization of this position.

None

COMMITTEE ON ACADEMIC PRIORITIES

2024-2025 Academic Year

Letter of Intent

Name of petitioning Department/Program:

Chemistry

Name of Chair/person to whom correspondence should be addressed:

Jonas Goldsmith

Is the proposal for a tenure-track or continuing non-tenure track position?

CNTT

What are the field and subfield/s of your proposed search?

General chemistry and organic chemistry

Please offer a brief rationale for the position.

Our recent external review emphasized the need for additional permanent staffing to support the organic chemistry lab as well as the introductory (general and organic) curriculum. The most effective way to achieve this is through a CNTT position.

Which other departments/programs might be invested in this line and could contribute to the development of this proposal? CAP will reach out to the departments/programs you list here, encouraging them to coordinate with you in the conceptualization of this position.

None

COMMITTEE ON ACADEMIC PRIORITIES

2024-2025 Academic Year

Letter of Intent

Name of petitioning Department/Program:

Growth and Structure of Cities Department

Name of Chair/person to whom correspondence should be addressed:

Min Kyung Lee

Is the proposal for a tenure-track or continuing non-tenure track position?

Tenure-Track

What are the field and subfield/s of your proposed search?

Architectural History (open), Urban Morphological History (global)

Please offer a brief rationale for the position.

The department has relied on Jeffrey Cohen as an CNTT to offer a stable of courses in architectural and urban morphological history for 27 years. His courses in these fields are a vital part of the Cities curriculum, and as Professor Cohen is due to retire from teaching at the end of AY25-26, our department seeks to stabilize this key pillar of our curriculum—historical study of the built form—with a Tenure Track position. It is essential in establishing a methodological balance in our department that has two tenure lines in anthropology and planning, and one tenure line in modern and contemporary architectural history. The position would be open to period and geography.

Which other departments/programs might be invested in this line and could contribute to the development of this proposal? CAP will reach out to the departments/programs you list here, encouraging them to coordinate with you in the conceptualization of this position.

History of Art, Classical and Near Eastern Archaeology, History, International Studies and Environmental Studies

COMMITTEE ON ACADEMIC PRIORITIES

2024-2025 Academic Year

Letter of Intent

Name of petitioning Department/Program:

Growth and Structure of Cities Department

Name of Chair/person to whom correspondence should be addressed:

Min Kyung Lee

Is the proposal for a tenure-track or continuing non-tenure track position?

Tenure-Track

What are the field and subfield/s of your proposed search?

Geography and planning; areas of expertise in community development, housing or climate adaptation and urban resiliency (Americanist)

Please offer a brief rationale for the position.

At present, our department faces significant and growing enrollment pressures in subject areas that equip students to enter the adult world as agents of change and work toward building more just, equitable, and resilient cities in their lifetimes. With so few faculty to teach required courses to so many interested students, existing faculty are strained to offer the diverse body of intermediate and elective courses that not only constitute any well-rounded curriculum, but also prepare students to chart their own unique path through our interdisciplinary department. Moreover, standing faculty have little opportunity to offer participate in important college-wide curricular programs, such as 360s, e-seminars, and Tri-Co Philly courses. Finally, students presently have no opportunity to experience studio-based coursework that centers questions of the built form at the community or urban scale.

The department seeks both to stabilize curricular needs and grow expertise especially in the subfields of a) community development and housing or b) climate adaptation and urban resiliency. This new colleague should (1) offer courses specifically related to American cities, a geographical region of highest student interest that is not presently represented as a primary specialization among Cities social science faculty

(2) more fully meet the exceptional student demand for electives and research mentorship on socio-spatial subfields of existential importance (3) deepen the department's engagement with grounded research in and beyond Philadelphia by leveraging expertise that combines academic training with practical experience in advocacy, community development planning, or policy and (4) expose students to studying and re-imagining the built form of urban space in ways that broaden their understanding of studio-based work and situate them to tackle both the political and physical challenges of better city-building in the twenty-first century.

Which other departments/programs might be invested in this line and could contribute to the development of this proposal? CAP will reach out to the departments/programs you list here, encouraging them to coordinate with you in the conceptualization of this position.

Environmental Studies, History, Sociology

COMMITTEE ON ACADEMIC PRIORITIES

2024-2025 Academic Year

Letter of Intent

Name of petitioning Department/Program:

History

Name of Chair/person to whom correspondence should be addressed:

Ignacio Gallup-Diaz

Is the proposal for a tenure-track or continuing non-tenure track position?

Tenure-track

What are the field and subfield/s of your proposed search?

African American History

Please offer a brief rationale for the position.

Following the hiring of Stephen Vider at the level of Associate Professor last year, a hire in African American history will enable the department to offer a full range of American history courses from the colonial period through the present, while also strengthening our departmental focus in histories of race, gender, and sexuality. We envision the position as focused on African American social, political, intellectual, and/or cultural history, in the "long 19th century" (1783-1917) in a global context. The last five years has seen the publication of a host of groundbreaking new scholarship in African American history and histories of race and indigeneity. This work has returned the focus to the everyday experiences of people of color, in particular histories of slavery, emancipation, and incarceration; gender, sexuality, and the family; and travel and migration. A position in African American history would allow the department to hire in this dynamic and critical field.

Which other departments/programs might be invested in this line and could contribute to the development of this proposal? CAP will reach out to the departments/programs you list here, encouraging them to coordinate with you in the conceptualization of this position.

Africana Studies
Gender & Sexuality

COMMITTEE ON ACADEMIC PRIORITIES

2024-2025 Academic Year

Letter of Intent

Name of petitioning Department/Program:

Mathematics

Name of Chair/person to whom correspondence should be addressed:

Erica Graham (ejgraham@brynmawr.edu)

Is the proposal for a tenure-track or continuing non-tenure track position?

CNTT

What are the field and subfield/s of your proposed search?

Mathematics

Please offer a brief rationale for the position.

The requested position would convert an existing interim line to a continuing non-tenure track (CNTT) position. The rationale for requesting this CNTT position is borne out of CAP's own established CNTT guidelines, wherein the Mathematics Department has heavy enrollments in our entry level courses, of which we typically teach 17 per academic year. These courses are regularly enrolled at or above capacity, with an average of about 506 students per year in the last five years. Further, since 2012, the Mathematics Department has requested, and been granted, interim faculty support from the Provost Office. Moreover, some of our CNTT/TT faculty have received permission from the Provost Office to teach a course overload, in an effort to fully cover various course releases and faculty leaves.

In recent years, the Math Department has relied on interim support to teach important introductory courses, namely MATH B101: Calculus I, MATH B101L: Calculus I Lab, MATH B102: Calculus II, and MATH B104: Intro to Probability and Statistics. Through an interim-led initiative, the Department has also been able to offer the new Calculus I Lab which is an optional 0.5 credit course open to students already enrolled in MATH B101 who would benefit from the opportunity to "reinforce the concepts and skills that are needed to be successful in Calculus 1" (as stated in BMC course catalog). This "lab" course is now offered every semester in which Calculus I is offered, with the goal of creating equitable access to introductory science courses with a Calculus I prerequisite, which is especially important for first-year students looking to major in a non-math

STEM field. Since its inception in Fall 2021, MATH B101L has only been taught by an interim or a mathematics PhD student.

Although interim appointments do not typically carry service expectations, the College has benefited from contributions of mathematics interim faculty to College-level programs, including the Posse and STEMLA programs (with compensation), and working with CNTT/TT faculty to establish the Coalition for Anti-Racist Literacy at Bryn Mawr (CARLA, without compensation). This demonstrated commitment to the College and its mission is in line with CAP's stated expectations of CNTTs.

If granted this position, the Mathematics Department would like to fill this position using the opportunity hire process. Although this proposed position would bring the Math Department's CNTT count to three, the Department's remaining 7 tenure track (TT) faculty would continue to teach at all levels of the Mathematics curriculum.

Which other departments/programs might be invested in this line and could contribute to the development of this proposal? CAP will reach out to the departments/programs you list here, encouraging them to coordinate with you in the conceptualization of this position.

N/A

COMMITTEE ON ACADEMIC PRIORITIES

2024-2025 Academic Year

Letter of Intent

Name of petitioning Department/Program: Bi-College Interdisciplinary Neuroscience Program

Name of Chair/person to whom correspondence should be addressed: Laura Been, Director of Bi-College Neuroscience Program (lbeen@haverford.edu)

Is the proposal for a tenure-track or continuing non-tenure track position? Continuing non-tenure track position

What are the field and subfield/s of your proposed search? We propose to search for a broadly-trained neuroscientist who could contribute courses at the introductory and intermediate levels, including Introduction to Neuroscience and an intermediate laboratory course. We also propose the CNTT faculty member support neuroscience student advising.

Please offer a brief rationale for the position.

In Spring 2021, the Bi-College Neuroscience Program launched an Interdisciplinary Major in Neuroscience, adding to the already-popular minor that had been in place since 2013. The major has rapidly become one of the most popular majors in the Bi-Co. The number of neuroscience majors has been high since the major's inception, increasing steadily from 37, to 42, to 46, to 53 majors in the successive classes between '23 and '26 (99 current majors with combined junior and senior class).

As a result of this rapid growth, students are unable to easily access the courses they need to meet the major requirements. Our required introductory course, NEUR100, has been offered 11 times since Fall '21 (3-4 sections/ year). Despite it being offered frequently, the average pre-registration for NEUR100 is 68 students (range: 49-100) for an enrollment cap of 35. Even though the faculty who teach this course routinely go above the enrollment cap, an average of 31 students (range: 14-49) cannot enroll each time the course is offered. Our intermediate laboratory

courses are similarly over-enrolled. In order to meet the material and pedagogical requirements of inquiry-based laboratory courses, these courses are typically capped at 12-16 students. As such, many neuroscience students cannot enroll until their senior year, which causes understandable stress for them, and creates a bottleneck for students who are more junior.

Other departments have had to absorb pressures created by the new major; in particular, the Psychology and Biology Departments, which are already individually strained, have faced enrollment pressures in their courses at all levels as they attempt to accommodate the new influx of neuroscience majors. Further, these departments have adjusted their own practices to offset the teaching, research, and service burden on faculty from their departments who contribute to the neuroscience program. Indeed, Neuroscience faculty are stretched beyond their limits trying to meet the demand for course enrollments, student advising, and research supervision. A CNTT in Neuroscience would help to offset these pressures, making the program sustainable for students, faculty, and other departments.

Which other departments/programs might be invested in this line and could contribute to the development of this proposal? CAP will reach out to the departments/programs you list here, encouraging them to coordinate with you in the conceptualization of this position.

As noted above, the Psychology and Biology Departments at Bryn Mawr and Haverford have been supporting the Bi-College Neuroscience Program. This has led to enrollment pressures in departmental courses, as well as additional service burden on faculty. We have been in close communication with the Chairs of these departments and would welcome their further partnership and coordination.

- Thomas Mozdzer, Chair of Bryn Mawr Biology
- Dustin Albert, Chair of Bryn Mawr Psychology
- Roshan Jain, Chair of Haverford Biology
- Shu-wen Wang, Chair of Haverford Psychology

COMMITTEE ON ACADEMIC PRIORITIES
2024-2025 Academic Year
Letter of Intent

Name of petitioning Department/Program:

Graduate School of Social Work and Social Research

Name of Chair/person to whom correspondence should be addressed:

Dr. Janet Shapiro

Is the proposal for a tenure-track or continuing non-tenure track position?

Tenure-Track (Assistant Professor)

What are the field and subfield/s of your proposed search?

The faculty of the GSSWSR need to be able to teach across an array of required courses in our MSS curriculum, and to be able to support the mentorship of students in our PhD program. This request is focused on searching for a faculty member able to teach in at least two of the following core areas in our program: 1) Power, Privilege, and Oppression, 2) Trauma Informed Social Work, 3) Research Methods and Data Analysis, and 4) Theoretical Perspectives in Social Work. From a substantive research perspective, we are working to build research capacity in areas such as child and adolescent mental health, substance use and intervention models, and risk and protective factors in health and mental health across the lifespan. We would be most interested in a colleague able to partner with colleagues in other departments and programs, such as Psychology, and Health Studies.

Please offer a brief rationale for the position.

With the recent retirement of Professors Bailey and the departure of Assistant Professor Hausmann-Stabile, we have critical needs in core required courses in our curriculum. We also need to address needs for faculty advising and student mentorship, for both MSS and PhD students. Our full CAP proposal will elaborate on specific curricular content as well as on the domain specific areas of research a new colleague might bring as a complement to existing faculty expertise. To retain our accreditation status per the Council on Social Work Education, we must attend to the ration of adjunct:TT faculty as implement our curriculum, mentor and advise students, and engage in collaborative research with colleagues at the GSSWSR and in the broader Bryn Mawr College context. The faculty at the GSSWSR are committed to interdisciplinary collaboration and so, as always, we anticipate conversations with other departments and programs about how a new TT position in the GSSWSR could be conceptualized in support of these connections. Which other departments/programs might be invested in this line and could contribute to the development of this proposal? CAP will reach out to the departments/programs you list here, encouraging them to coordinate with you in the conceptualization of this position.

COMMITTEE ON ACADEMIC PRIORITIES

2024-2025 Academic Year

Letter of Intent

Name of petitioning Department/Program:

Sociology

Name of Chair/person to whom correspondence should be addressed:

Nate Wright

Is the proposal for a tenure-track or continuing non-tenure track position?

Tenure-track

What are the field and subfield/s of your proposed search?

Subfields will be determined after we see who we hire from this year's gender search.

Please offer a brief rationale for the position.

David Karen is retiring at the end of this year, leaving us under-staffed for offering our curriculum

Which other departments/programs might be invested in this line and could contribute to the development of this proposal? CAP will reach out to the departments/programs you list here, encouraging them to coordinate with you in the conceptualization of this position.

This will depend on which subfields we end up pursuing.

COMMITTEE ON ACADEMIC PRIORITIES

2024-2025 Academic Year

Letter of Intent

Name of petitioning Department/Program: The Theater Program

Name of Chair/person to whom correspondence should be addressed: Catharine Slusar

Is the proposal for a tenure-track or continuing non-tenure track position? Tenure track

What are the field and subfield/s of your proposed search? The field is theater with directing and playwriting as subfields.

Please offer a brief rationale for the position.

Mark Lord is retiring after 37 years here at Bryn Mawr College. In the Arts, we have been working with a two-tenured professors per discipline model, supported by interims and visiting faculty to give a breadth of experience, research, areas of focus, and pedagogy to our students. For several years we have been experiencing an unprecedented increase in students interested in the arts, particularly theater (2023-2024 was an anomaly). This year, at our annual theater event to gauge student interest, we had upwards of eighty students; sixty students auditioned to be in the curricular production; and sixty-two students expressed interest in learning and working in technical theater. We are encouraged by the numbers of students, and we simply do not have the faculty resources to adequately engage with even half of them. A tenure line is vital for the ongoing health of our program.

Which other departments/programs might be invested in this line and could contribute to the development of this proposal? CAP will reach out to the departments/programs you list here, encouraging them to coordinate with you in the conceptualization of this position.

Creative writing might be invested in this line, as we are considering a playwriting focus to be an element of this hire.

COMMITTEE ON ACADEMIC PRIORITIES
2024-2025 Academic Year
Letter of Intent

Name of petitioning Department/Program:

Transnational Italian Studies

Name of Chair/person to whom correspondence should be addressed:

Roberta Ricci (rricci@brynmawr.edu)

Is the proposal for a tenure-track or continuing non-tenure track position?

Continuing Non-Tenure Track position in Italian (CNTT)

What are the field and subfield/s of your proposed search?

Transnational Italian Studies (subfields: Italian as a Second Language, Language Pedagogy, Contemporary Italian Culture, Film Studies)

Please offer a brief rationale for the position

During the AY 2023-24 the Department of Transnational Italian Studies requested the conversion of 1 of its 2 existing interim positions into 1 Continuing Non-Tenure Track position co-sponsored by Bryn Mawr and Haverford Colleges. This request was not approved since Haverford College decided to put off making a decision about this position in consideration of their financial priorities. However, within its **2023-24 annual report**, dated April 16, 2024, CAP encouraged our department “to consider whether this position needs to be dependent on a contribution from Haverford” and recommended us to “see this moment as an opportunity for the department to reflect on their staffing model.” In that same report, the committee added that, “a resubmitted proposal should explore how a roster of 2 TT plus 1 CNTT and no interim contracts might adequately staff their classes. In developing this plan, the department should consider the CNTT guidelines that require tenure line faculty to teach at all curriculum levels.” Following CAP’s recommendation, we are ready to design “**a roster of 2 TT plus 1 CNTT and no interim contracts**” to adequately staff our classes. This wholly revised and newly resubmitted proposal builds on the following evidence and principles:

1. Our **high enrollments** in first- and second-year language instruction. As per the Guidelines for new Continuing Non-Tenure Track positions, established on March 8, 2007, CNTTs are considered “useful and appropriate for teaching entry level courses only when [...] departments have heavy enrollments in entry level courses and much lower enrollments in courses at high levels.” In the past 5 years, the numbers of students taking Italian language classes have been strong and increasing, making Italian the **third language studied at Bryn Mawr College** (after Spanish and French). At present, both our 2 sessions of Beginning Italian are at full capacity, with one even exceeding the enrollment cap. Yet, Italian is still the only language

department without a CNTT and the one with the smallest ratio of faculty in proportion to the number of students enrolled.

2. ***Service for the program and for the college.*** As per the same Guidelines mentioned in the previous point, CNTT positions are considered “useful and appropriate for teaching entry level courses only when [...] these entry level courses entail [...] a significant degree of work such as the coordination of placement exams, the supervision and development of teaching assistants, and the operation and maintenance of lab equipment.” Directing the language program in Italian (as in any of the other languages) does indeed entail a **huge amount of service activities**: a) placement exams submitted by prospective students during the summer; b) the organization of and participation in a Pre-Employment Language Workshop for Teaching Assistants during the summer; c) the supervision and mentoring of language teaching assistants throughout the academic year. Without a CNTT our Department has been constantly lacking a specific figure for these crucial tasks, and has been filling in the gaps by leveraging either 1 of our 2 TT’s willingness to accept work overload during the summer or 1 of our 2 interims with the promise of extra compensation. Both solutions proved to be not ideal. It is important to note that our entry-level language courses are not just departmental classes but **“service courses” for the entire college**, since they permit students to fulfill their language requirements.
3. ***Equity and consistency*** across language departments. Currently, CNTTs are present in every language department at Bryn Mawr College, regardless of their enrollments: 2 in French, 2 in Spanish, 1 in Arabic, 1 in Chinese, 1 in German, 1 in Russian. **Italian is the only language with 0 CNTT**, although over the past 10 years it has constantly been the third language per enrollments on campus after Spanish and French.
4. ***College policies.*** Our current staffing is composed **50%** by 2 permanent faculty (Ricci, Zipoli) and **50%** by 2 full-time interims (Genovese, Ghezzi). The Faculty Handbook at p. 20 (point 4.4.1) states that, “the number of CNTT and/or interim faculty should not approach or exceed the number of tenure-track and/or tenured faculty in a given department.” Because of our chronic understaffing, over the past 5 years we have been forced to operate notwithstanding this college regulation. A move to a roster of 2 TT plus 1 CNTT will solve this **longstanding policy issue** and will finally enable us to staff our classes in accordance with the college policies.
5. ***Lack of continuity.*** Full-time interim appointments cannot exceed six years, according to the *Plan of Governance Article III. Section 8.f*. If we count only the past 5 years, our department has recruited and rotated 9 different full- and part-time interims to staff its classes, with an average of 1.8 per year. This practice contrasts with the college’s efforts to limit rather than to increase the numbers of interim appointments. In addition, it causes a dramatic lack of continuity and a **deteriorating learning experience for our students**, who change instructors almost every year and have never had them staying for their entire 4-year cycles. It also makes it impossible for us to design long-term curricular plans.
6. The need to rebalance ***Faculty Workload*** within our Department. In view of the lack of a CNTT, our 2 TTs perform extra service to make up for specific activities of the language

program. These include: a) the organization of our weekly language table, b) the constant update of our open online textbook for our entry-level courses, c) the teaching of extra hours in the target language for content courses offered in English. In all other language departments those same **time-consuming service responsibilities are referred to CNTTs**, since, as per the guidelines at points 1 and 2, they “are not expected or required to do research” and when reviewed for reappointment are “evaluated based on their teaching and service, but not on research.” As much as TTs “should teach at all levels of the curriculum”, as per the same guidelines, having them perform service also for the language program is a form of **micromanaging**.

7. The necessity to support and contribute to *college-wide initiatives*, such as the move from a 3/2 to a 2/2 teaching load, and the implementation of Faculty Governance. A roster of 2 TT plus 1 CNTT will facilitate a **move to a 2/2 teaching load** for our department, since in this way we will be fully staffed both in case of forthcoming sabbaticals and leaves, and of a prospective reduction of 2-3 courses per year. In addition, our 3 permanent Faculty will contribute to our **College Governance**, since, as per the 2007 guidelines, “CNTTs are expected to perform service at the College level.”
8. **Financial aspects**. 1 CNTT will **maximize financial resources**, because it will replace the 2 full-time and benefits-eligible VAPs that the college has been hiring every year over the past 10 years to accomplish only teaching duties.

Which other departments/programs might be invested in this line and could contribute to the development of this proposal? CAP will reach out to the departments/programs you list here, encouraging them to coordinate with you in the conceptualization of this position.

N/A