Committee on Academic Priorities
Tamara Davis, *Biology, 2011-12 – 2014-15, Chair 2014-2015*
Grace Armstrong, *French and Francophone Studies*, *2011-12 – 2014-15 (on leave Semester II)*
Jane Hedley, *English, 2012-13 – 2015-16*
David Karen, *Sociology, 2013-14 – 2016-17*
Michael Rock, *Economics, 2014-15 – 2017-18 (on leave Semester I)*
Janet Shapiro, *GSSWSR, 2014-15 – 2017-18*

BRYN MAWR

April 13, 2015

Annual Report to the Faculty
2014-2015

The Committee on Academic Priorities (CAP) membership for 2014-15 included Tamara Davis (Biology, CAP Chair), Penny Armstrong (French and Francophone Studies), Jane Hedley (English), David Karen (Sociology), Janet Shapiro (Graduate School of Social Work and Social Research) and Michael Rock (Economics). The Provost attended most CAP meetings by invitation. CAP is grateful for the support provided by the Provost's Office and especially thanks Linda Butler Livesay.

CAP meets once a week during the Fall semester and twice a week during the Spring. This year, in addition to meeting with departments and programs whose position requests are discussed below, we met with members of the Political Science Department as well as faculty from Italian, Cities and History of Art to discuss position-related issues. In addition, CAP met with the Committee on Appointments to discuss College procedures for enhancing the diversity of the faculty, and with members of the Curriculum Committee to discuss our collaborative review of position requests. We also plan to meet with Haverford's Educational Policy Committee (EPC) prior to the end of the semester. As Chair of CAP, Tamara Davis served on the Advisory Council of the Faculty and on the Strategic Advisory Group, and Jane Hedley served as the representative to the Board of Trustees and to the Curriculum Committee.

In carrying out its charge, CAP examined each position request in terms of its relation to the College's mission and academic priorities, its contributions to short- and long-term departmental and disciplinary directions, its impact on overall faculty resources at Bryn Mawr and in the Bi-Co, including our capacity to respond to sabbatical leaves, the history of previous requests and the College's commitment to enhance the diversity of our faculty. In light of this commitment, all searches are expected to make every effort to reach a broad and diverse pool of applicants. This year, CAP received several requests that proposed innovative ways to increase the diversity of the faculty, including the conversion of interim positions and postdoctoral fellows, the identification of emerging scholars, and greater flexibility around the search timeline. CAP encourages departments, programs and schools to strategically pursue such innovative procedures in relation to their core needs, with the understanding that all position requests are being evaluated against the constraint of no increase in the faculty size.

CAP received a total of 15 tenure track (TT) and continuing non-tenure track (CNTT) position requests this year; one TT position request was withdrawn.[1] We worked with the Curriculum Committee in reviewing requests and meeting with departments/programs. In this report, we present each position request along with recommendations regarding the requests and the timing of searches.

Postdoctoral Fellowships

Two applications for a postdoctoral fellow through the Consortium for Faculty Diversity at Liberal Arts College (CFD) were received. Efforts to hire a CFD postdoc this year were unsuccessful; therefore, funds for this position will be available next year. CAP discussed modifications to the process for requesting CFD postdocs that might provide an opportunity for this consortial resource ultimately to increase the diversity of the tenure track faculty at the College through the strategic placement of these positions in departments in which a tenure track hire is impending.

Two applications for a postdoctoral fellow in the Humanities and Humanistic Studies in the Social Sciences were received. A search for a fellow specializing in ancient history to support the Departments of Greek, Latin and Classical Studies, Classical and Near Eastern Archeology and History was approved, and a search is currently underway.

Responses to Position Requests

This year CAP reviewed requests for two continuing non-tenure track (CNTT) and twelve tenure track (TT) positions.[1] In developing their requests, we expected all departments and programs to consult and collaborate with allied fields at both Bryn Mawr and Haverford Colleges. The completed "request for position" template that must accompany each request requires that departments and programs demonstrate consultation and collaboration.

All position requests were evaluated according to the parameters described above. CAP also considered CNTT requests according to the established guidelines on the nature of CNTT appointments. One of the TT positions we recommend is in a department that has depended heavily upon interim faculty; the small increase in resources necessary to support continuing ranked faculty is justified by the resulting stabilization of staffing and the curriculum and does not constitute an overall increase in faculty FTEs.

Five position requests that CAP received this year came from three different departments or schools that also had a member serving on CAP. To avoid a conflict of interest, CAP followed its usual policy of excusing that member from consideration of this department's proposals.

CAP is scheduled to meet with the Committee on Appointments (CA) in early May, after CAP's staffing recommendations have been acted upon by the Board. At this meeting, we will jointly review and approve advertisements for the approved searches, which will come under the auspices of CA at the end of the academic year. Given the College's commitment to enhancing faculty diversity, we have explicitly asked departments with approved searches to use language in their job ads that will maximize the number of applicants from underrepresented groups in each search pool. The two committees consider the transmission of information from CAP to CA to be of critical importance to the search process.

[1] An additional tenure track position request submitted by colleagues in Italian, Cities and History of Art was withdrawn.

In response to CAP's recommendations, President Kim Cassidy has indicated her agreement (pending budgetary review). At her request, CAP has communicated these decisions to each department and program. As has been the custom, the President will provide a formal response to the CAP Annual Report at a later date. CAP will also provide an addendum to this report that includes issues addressed subsequent to its distribution.

Chemistry

The Chemistry Department submitted a request for a continuing non-tenure track (CNTT) position to teach the General Chemistry laboratory sections due to the impending retirement of the CNTT who currently teaches these sections. General Chemistry enrolls ~90 undergraduate students each semester, which requires that four 3-hour laboratory sections be offered. In addition to teaching the four lab sections each semester, the CNTT is responsible for planning the experiments, purchasing the necessary equipment and supplies, writing the lab manuals, preparing reagents and setting up the lab, cleaning up the lab at the end of each section and grading student work. Furthermore, the CNTT is responsible for hiring, training and coordinating the teaching assistants who help manage the undergraduate students during the lab period. The responsibilities described for the General Chemistry CNTT are typical for CNTTs who teach the laboratory component of introductory science classes, and amount to a full-time teaching load.

In discussions with CAP, the Chemistry Department indicated that their ideal candidate would have expertise in analytical chemistry, as this is an area of increasing importance in chemistry. The Chemistry Department is also interested in candidates with expertise in biochemistry, as a large percentage of the students who take General Chemistry have expressed interest in health professions and there is an increased emphasis on biochemistry in the competency skill set required of pre-medical students. In addition, the Chemistry Department seeks a colleague who would be innovative in designing laboratory experiments and will also have the strong organizational skills necessary to coordinate the preparation and implementation of weekly experiments for four lab sections. CAP discussed with the Department the possibility that this colleague might also teach in the summer, as an overload for extra compensation (the previous incumbent did this for several years). The Department did not want to build this component into the position description, but expressed willingness to give this colleague, once hired, the opportunity to do summer teaching as well.

CAP recommends that the Chemistry Department's request for a CNTT position to teach the General Chemistry laboratory sections be approved, for the following reasons:

CAP recognizes the need for the Chemistry Department to have regular, stable staffing of the General Chemistry laboratory sections. Enrollments remain high in General Chemistry, a course that serves many student constituencies.

Computer Science

The Computer Science Department requested approval for a tenure track (TT) position in core computer science (CS) (Theory/Algorithms or Systems) at the level of Assistant Professor. The CS faculty justified the request by noting increasing enrollment pressures in CMSC-B110: Introduction to Computing, CMSC-B206: Data Structures and CMSC-B231: Discrete Mathematics, given the growth in the number of CS majors and minors as well as the increase in the number of students who seek out introductory CS courses to support their work in other disciplines. CS faculty articulated that this position would complement the expertise of the existing faculty and function to

provide core curriculum coverage. This position would begin in the fall of 2016, following the completion of an interim faculty member's 3-year term. Indeed, the Computer Science Department has had full-time interim staffing since 2010.

CAP acknowledges the growth of the Computer Science major and minor. In addition, CAP notes the positive nature of the working relationship between the BMC and Haverford CS departments. Evidence of the collaborative efforts between the two departments include the fact that certain core courses, such as CMSC-B240: Principles of Computer Organization and CMSC-B245: Principles of Programming, are taught in alternating years on each campus. Furthermore, each campus offers unique courses that are available to students from both Colleges, including Discrete Mathematics, which is required for the Haverford CS major but has only been taught at Bryn Mawr in recent years, as well as electives that are only taught at Haverford.

Noting that the enrollment pressures described by the CS faculty are predominantly at the introductory level, CAP wondered whether a CNTT position would better meet the needs of the Department. The CS faculty responded that a TT hire would be preferable to a CNTT, both because a TT would provide curricular flexibility that would enable CS to participate more with other college programs and because having an additional TT member in the Department would provide improved continuity and consistency of upper-division curricular offerings. The CS faculty further suggested that having more robust offerings at the upper level could lead to the possibility of developing specialized tracks within the CS major, which in turn might increase overall enrollments in upper-level courses and potentially the number of majors and minors. Additionally, the faculty hoped that a TT position would bring a more diverse pool of candidates.

The CS faculty also discussed the importance of CS to the College's strategic plan in science, technology, engineering and mathematics (STEM) education and noted that the CS Department's strategic vision has been to integrate the study of CS with other disciplines at the college. They noted the percentage of students in the introductory CS courses who are non-CS majors. The CS faculty indicated that their ability to develop new courses in this regard is limited by staffing pressures.

CAP recommends that the Computer Science Department's request for a tenure-track position in Theory/Algorithms or Systems be approved at the Assistant Professor level, for the following reasons:

The Computer Science Department has had full-time interim staffing for 6 years, indicating a consistent need for additional staffing. This CAP recommendation comes with the expectation that this position will make the Computer Science Department leave proof and enhance the Department's collaboration with other programs and departments at Bryn Mawr College such as, but not limited to, the Balch Seminar Program and the planned introductory-level course in computer science for biology majors. CAP agrees that a tenure track search would be more likely to yield a diverse applicant pool, and expects that the CS faculty will take the necessary steps to achieve this goal.

English

The Department of English requested approval to conduct sequential searches - one in 2015-16 and one the following year - for two tenure-track (TT) positions at the level of Assistant Professor. The recent resignation of one colleague in 2014 and the upcoming retirement of a second at the end of 2015-16 will leave the Department without their two Early Modern specialists. Nonetheless, English

proposes to make only one hire who focuses on that period: namely, a specialist "in Early Modern Literature who can teach Shakespeare and drama, with an emphasis on race and globalization." Given the current training of candidates in this field, such a scholar would engage "Islamic, Hispanophone, Asian or African connections" because of 15-16th-century colonialist ventures and would be an important anchor of the geographical-temporal axis that the department sees as one of the two defining its curriculum. The second position, proposed for a search in 2016-17, would reimagine the current position in Early Modern poetry, whose occupant had already broadened her expertise to include aspects of modern poetry, and address the needs of the second axis defining the curriculum, namely theoretical and formal concerns. This position would have as its focus the new poetic forms emerging in music, in spoken voice, in print and online and would be embedded in "the long history of African American and Afro Caribbean lyric forms." The Department sees itself affirming its commitment to the inclusion of race and diversity in its curriculum by the broad vision of the position in Early Modern drama and by the innovative and forward-thinking redefinition of poetics in the second. It further argues that the very nature of the two proposed positions will encourage the building of relationships with other fields in humanities and the social sciences; it attached numerous letters from other departments and programs attesting to the desirability of such outreach.

Colleagues in English, CAP and the Curriculum Committee representative discussed the global implications of the first position requested, both for the research and course offerings of candidates as well as for the direction in which the Department sees itself moving. We also noted that there are no courses in the Bi-Co on Shakespeare and his contemporaries taught by a tenure track professor and that this lack will not be remedied soon, given the Provostial commitments of Haverford's Shakespeare specialist and his teaching interests in other areas once he returns to his home department. In the discussion of the second request, English faculty wanted to allay concerns about a possible overlap with the courses of their colleague specializing in African literature. When questioned about the imbalance between modern and pre-modern specialties to which this second request would contribute, they pointed as well to the synergies among the modernists currently in place, forming a heuristic cluster of specialists in Latino/a novel and Asian-American film. They stressed the attractiveness that this nexus of interests would present to candidates. Since the Department hopes to field a strong pool of diversity candidates, this would be an important factor.

CAP recommends that the English Department's request to search for a tenure-track Assistant Professor specializing in Shakespeare and Early Modern drama with an emphasis on race and globalization be approved for the following reasons:

Consistently healthy enrollments in Shakespeare, in particular, and 16th-century literature, in general, point to the importance of this position for students not only majoring/minoring in English but also taking such courses for their interest. The centrality of Shakespeare and his contemporary dramatists to the studies of Early Modern theater as a basis for study of modern English dramatic (and other) literature(s) convince us that this position needs to be approved. The current absence of any tenure-track professor teaching this specialty argues most strongly for approval of this position request. English made a convincing case for the global perspective engaged by potential candidates in this field, who are regularly exposed to and become expert in issues of race and colonialism raised by plays of Shakespeare and his contemporaries. We are convinced that such an emphasis is present in training at top graduate schools and represents an important future direction of the field.

CAP recommends that the English Department's second request for a tenure-track position in new poetic forms emerging in music, in print and online, embedded in the long history of African American and Afro Caribbean lyric forms, be revised and resubmitted.

CAP and Curriculum were impressed by the Department's desire to diversify its curriculum and faculty and by its strategic thinking around reimagining a "poetry position" at the intersection of current print, musical, and online lyric compositions with the theory and formal study of poetry. CAP encourages the Department to explore both research and curricular intersections with colleagues in other disciplines. Nonetheless, both Committees are concerned that the current definition of the proposed position is temporally too narrow and unnecessarily limits this position's focus to the contemporary period without devoting enough attention to the Anglophone poetic tradition across the centuries, as engaged by authors of different genders and races. While CAP appreciates the thoughtful description of the Department's two axes and the ways that this second position would map onto the formal-theoretical one, we believe that it should also reflect a broader geographical-temporal axis.

Environmental Studies

The Environmental Studies (ES) Program submitted a position proposal to request approval to conduct a search for a tenure-track position in 2015-16. During the course of the listening meeting in Fall 2014, CAP representatives again emphasized the importance of rooting the tenure-track (TT) position request in terms of substantive curricular needs and the Program's larger mission and goals.

The current position request was motivated by many factors including the challenge of staffing the Tri-College Environmental Studies minor without the benefit of faculty wholly dedicated to the Environmental Studies program. The ES faculty proposes that the requested TT position be situated within the Environmental Studies program so as to regularize coverage of the core courses associated with ES as they look towards developing an Environmental Studies major. The current proposal requests a TT position focused on the interface between ES and the social sciences so as to complement current ES faculty strengths in the humanities (Stroud) and natural sciences (Barber). In particular, the ES proposal highlights the importance of GIS and articulates the numerous ways in which faculty from multiple departments would benefit from a colleague with expertise in geospatial analysis. In recent years, GIS instruction on all three campuses has been underwritten by a Tri-College Mellon grant. The ES proposal details many others examples of tri-college cooperation as well as interdisciplinary connections among departments.

CAP recommends that the request for a tenure track position in Environmental Studies not be approved at this time.

CAP asks that the ES faculty continue to work to clarify and define the vision of the ES program and the ways in which their long-range vision for the ES program fits with the strategic goals of the College. CAP believes that such an exercise, with the support of external consultants, will help ES determine how to prioritize substantive areas within the field and will thereby direct them toward clear foci for this new position. After this process, CAP would welcome a new position request that reflects the new mission and vision. We would hope that this richer conceptualization of ES's goals and mission would highlight multiple pathways through the ES minor (or, eventually, major) and help the ES faculty develop an overarching plan to maximize cooperation with the ES faculty at Haverford and Swarthmore.

French and Francophone Studies

The Department of French and Francophone Studies submitted a request for a continuing non-tenure track (CNTT) faculty member to anchor the non-intensive French language and culture track (a CNTT position held from 2006 to 2014 by a recently resigned colleague). This colleague would teach one section of Regular Elementary French (001-002) each semester and would oversee the colleague(s) entrusted with the second section of these courses. In addition, the CNTT would teach one section of Regular Intermediate French (003-004) each semester, coordinate the three other sections on the Bryn Mawr and Haverford campuses, and train the undergraduate teaching assistants for all four sections of 003-004. A fifth course each year would be FREN-B105 *Directions de la France contemporaine* OR FREN-B251 *La Mosaïque France*, or their equivalents. The position would carry full curricular responsibility for all of these courses and for oversight of the summer placement test. Ideal candidates would bring experience with the most recent technologies related to language teaching, willingness to help organize co-curricular activities such as French Table, and accreditation (or willingness to seek accreditation) in the ACTFL program of Oral Proficiency Testing, an expertise that could potentially serve other language departments as well. The position also includes a component of peer instruction: senior and junior TT colleagues will look to this colleague to keep them abreast of innovations and best practices in language teaching. This level of curricular responsibility and scope for innovation should make the position attractive to candidates who have specialized in language pedagogy at the graduate level.

CAP and the Curriculum Committee representative raised concerns about the number of responsibilities associated with this position. In response, the French and Francophone Studies Department clarified their priorities for the CNTT: the primary responsibility would be the coordination and teaching of French language and culture in the regular track. The other responsibilities proposed for this position, such as overseeing the summer placement test, coordinating co-curricular activities and acquiring accreditation to serve as an American Council on the Teaching of Foreign Languages (ACTFL) oral proficiency tester, are expected to be shared by other members of the department.

CAP recommends that the Department of French and Francophone Studies request for a CNTT position be approved, for the following reasons:

CAP is persuaded that there is an ongoing need for the four-course "Regular" language sequence; enrollments continue to warrant multiple sections of both 001-002 and 003-004. Most of the students who choose this track in preference to the "Intensive" language/literature and culture sequence are meeting the College's language requirement and/or will minor rather than major in French. That said, a CNTT position with primary responsibility for this track (as opposed to meeting these needs with temporary adjunct staffing) is clearly desirable to ensure that the "Regular" sequence is well taught and delivers good preparation for upper-level courses.

German

The German Department originally submitted a request to search for a continuing non-tenure track (CNTT) colleague in 2015-16 to stabilize core offerings in German language teaching. In light of the CAP decision of spring 2011 that reduced German from 3 to 2 full time equivalents (FTE) and stated that both FTEs were to be tenure track, the Chair of German at Bryn Mawr College (BMC), in consultation with her Haverford colleagues, then substituted a request to search for a tenure track (TT) colleague. This search would take place in 2015-16 at the end of the three-year transition period called for by CAP. The search would be conducted for a generalist either at the beginning

Assistant Professor or advanced Assistant Professor levels, who would be able to teach genre and survey courses but would expand beyond traditional boundaries by bringing a specialty in Global Cities, Film and Visual Culture, or Gender and Sexuality Studies. Such specialties would complement the expertise of the three members of the Bi-Co department and contribute to their mission of teaching German in a cross-cultural, transnational context. This new hire must also bring experience and expertise in language teaching at all levels, given both the loss of the current interim language coordinator at the end of AY 2015-16, and the ever-greater demand to incorporate technology in language pedagogy. The expertise in language pedagogy is all the more important in that usually half of the courses taught on each campus are language courses. The proposal emphasized the extra-departmental engagement of the three Bi-Co members, especially of the Chair of German at Bryn Mawr, who teaches at all levels of the Comparative Literature program and whose regular offerings are cross-listed in Philosophy and International Studies.

Bi-College German faculty, CAP and the representative from Curriculum Committee began by discussing the desirability of a tenure track position over the CNTT hire originally requested. Given the heavy proportion of language classes in *each* campus' offerings that the colleagues see no way to reduce, a CNTT might seem a more logical option. The German colleagues countered that a TT hire would contribute more than a CNTT pedagogue to the scholarly profile of the department and thus bring the stability required to assure coverage of 200- and 300-level courses in light of sabbatical leaves and extra-departmental teaching obligations. They averred that two TT positions at Bryn Mawr, in addition to the two at Haverford, are necessary for a viable Bi-Co German program. Furthermore, graduates of doctoral programs in German are trained in language pedagogy and expect that the teaching of language at all levels is central to the excellence of a literary and cultural studies program. There was disagreement as to the necessity of a coordinator for the first two years of language study and direction of the undergraduate teaching assistants, since the Bryn Mawr department has been used to the role played by a language coordinator, whereas Haverford TT colleagues have not. This is an issue that will need to be addressed further, as Bryn Mawr German is limited to 2 FTE. During the conversation CAP and the Curriculum Committee representative acknowledged on many occasions the importance of German colleagues' heavy engagement in extra-departmental programs in Comparative Literature, Music, Philosophy, and Africana Studies. They replied that such engagement is consonant with their transnational view of German studies, of which they are understandably proud.

CAP recommends that the Bi-College German Department's request to search for a tenure-track generalist at the Assistant Professor or Advanced Assistant Professor level with additional specialties that would contribute to interdisciplinary programs be approved for the following reasons:

Given the levels of experience in the Bi-Co Department (two Full Professors, one advanced Assistant Professor), it is important to assure a stable future for German at Bryn Mawr by appointing a tenure track colleague who will offer courses at all levels and will soon be able to contribute to leadership and administrative responsibilities. CAP's recommendation of this tenure-track position carries with it several expectations. The stability provided should, as the department contends, increase the numbers of majors and minors. This hire must be made with the goal of enhancing the Bi-Co collaborative enterprise and the optimal use of resources, most notably in avoiding duplication on the two campuses of under-enrolled courses. This TT appointment will also provide the opportunity to see how the absence of a specifically trained language pedagogue affects the Bryn Mawr program. At the time of the next retirement, CAP will need to look carefully at all

the evidence to determine whether a CNTT position makes more pedagogical and programmatic sense than a tenure-track hire.

Graduate School of Social Work and Social Research

The Graduate School of Social Work and Social Research (GSSWSR) submitted requests for two positions. In 2015-16, they request to search for a tenure track (TT) assistant professor who would meet their accreditation needs for their Clinical Social Work concentration. The following year they wish to search for a TT assistant professor who would be central to their Foundation Practice course sequence. These position requests originated with two unanticipated retirements. They are *not* related to other recent and/or impending retirements that will vacate three positions scheduled to be eliminated by CAP's decision of spring 2011. GSSWSR's position request did, however, integrate their thinking about these CAP-directed staffing reductions into their request.

As opposed to other academic departments, GSSWSR, as a professional school, operates under a double constraint imposed by various licensing organizations: it must offer specific degree-relevant courses and is required to have those courses taught by duly credentialed (MSS or MSW) individuals. Further, the ratio of tenure track to interim/adjunct faculty must be above 1:1 in order to avoid the (negative) attention of the Council on Social Work Education (CWSE). GSSWSR has a large number of adjuncts at least in part because of its supervisory responsibilities of its students' field internships. Given these constraints, GSSWSR convincingly argued that the holes in the curriculum left by the two unexpected retirements are impossible to fill without new hires. One of the requested positions will mainly fill needs in the Clinical Social Work concentration, while the second will cover courses central to Foundation Practice. The two retired faculty both taught two-course core sequences in their respective sub-fields. In addition, they both taught one of the most popular electives – Family Therapy.

Candidates for both positions are expected to contribute not only to the Graduate School of Social Work and Social Research's required course sequences but also to broader College goals. The substantive areas mentioned in the position requests are relevant to a number of recent College initiatives, such as Health Studies and Child and Family Studies. In addition, candidates for both positions would potentially contribute to social science departments that deal with issues related to structural inequalities, substance abuse, and community health/violence.

CAP recommends that the requests from the Graduate School of Social Work and Social Research for Assistant Professors specializing in Clinical Social Work and Foundation Practice be approved, for the following reasons:

We acknowledge that in order to function as a professional school, GSSWSR is constrained to offer specific, required courses as part of certified degree programs that must be taught by credentialed instructors. In addition, the School must demonstrate that it has a core group of tenure track faculty that regularly teaches these courses. With the retirements of the two faculty central to CSWE credentialing, GSSWSR needs to fill foundational course sequences for two of its major tracks. That said, GSSWSR has demonstrated a willingness to open its courses to the rest of the College and to take advantage, when possible, of courses offered in the College to fulfill (non-CSWE-regulated) degree requirements. Some GSSWSR faculty are able to offer courses within the undergraduate curriculum on a semi-regular basis. Recent enrollments at the GSSWSR justify the maintenance of the full 10-person faculty, agreed to by the Task Force on Balancing Mission and Resources in spring 2011. It would be extremely difficult for GSSWSR to fulfill its obligations without these positions. Nonetheless, the substantive subspecialties of new hires should be discussed in the

context of the continuing effort to further define the vision and mission of the School in order to create a more coherent set of intellectual foci. Finally, the recent, so-far-successful, pilot of an AB-MSS degree sequence suggests continued commitment by GSSWSR to innovative collaborations with the larger community, even in the context of certification/credential constraints.

Italian and Italian Studies

The Department of Italian and Italian Studies has requested to search for a tenure track (TT) assistant professor in modern Italian literature and Italian studies (from the 19th century to the present). Viable candidates for this position would need to be well prepared to teach the Italian language, since first- and/or second-year language courses would be a regular component of this colleague's teaching. The requested position would strengthen and stabilize the department's offerings in Italian language, literature and culture, and would increase its potential contribution to the College's inter-departmental majors in Romance Languages and Comparative Literature. A capacity to contribute to Film and Media Studies, Gender and Sexuality Studies, and/or International Studies is also foreseeable and would be welcome.

In the spring of 2011 the Department of Italian was downsized from a full-time equivalent (FTE) of three [two TT lines and one continuing non-tenure track (CNTT) line] to an FTE of two. At present the Department has just one tenured member. After its other tenured member retired in 2008, interim staffing was engaged for courses in literature, culture and film studies as well as for elementary and intermediate language instruction on a year-to-year basis; in 2012-13, following the recommendation of CAP, a Visiting Assistant Professor was hired for a three-year term ending in 2015-16. In the meantime a new major in Italian Studies was approved by the Curriculum Committee that incorporates courses from other departments taught in English.

At stake in this position request is the question of whether the second FTE in Italian should be a CNTT language pedagogue or a tenure track assistant professor; if the latter, then both TT members of the department must take responsibility for language instruction to the tune of two or three courses per year.

Putting the viability of the two TT model to the test, the Visiting Assistant Professor has taught at all levels of the department's curriculum and has offered interdepartmental courses. This position request affirms, on the basis of that experiment, not only that a department of two is viable but also that it represents the minimum level of staffing necessary for the College to continue offering majors in Italian Literature and Italian Studies. The Department would still need one additional language course as the curriculum is currently structured, and would not be leave-proof. The Department of Italian and Italian Studies has no counterpart at Haverford, although for many years Haverford has paid for one or more sections of elementary Italian to be offered on their campus as well.

CAP recommends that the Italian and Italian Studies Department's request to search for an Assistant Professor specializing in modern Italian literature and Italian studies be approved, for the following reasons:

For some years now the Department has been hampered in its effort to recruit new majors by its dependence on interim staffing. A second tenure line will restore for first- and second-year students of Italian the expectation, should they decide to major, of continuing to be taught and mentored by faculty members who will still be there when they are seniors. The Department notes that American graduate programs are preparing their PhDs in Italian literature and culture for teaching positions

that include a significant component of language instruction. Insofar as most students who major in Italian do not begin to study the language until they get to college, having the department's permanent faculty teach at all levels, from 001 through 398, will be the best way to yield prospective majors in Italian and Italian Studies from the elementary and intermediate language courses. A second tenured member will also be in a position to share in the administrative and service load that is crucial to the Department's well-being and the morale of its majors, to teach Emily Balch Seminars from time to time, and to build long-term relationships with faculty in other departments who contribute to Italian Studies. It is, nonetheless, the case that a department of two tenure-track faculty is very small to carry the responsibilities listed above; future discussions will need to focus on the viability of Italian Studies as a stand-alone department and to consider possible associations with other departments to alleviate some of the strains involved.

As originally submitted, the Department's request was for a search to be conducted in 2015-16. In view of an Italian Studies conference to be hosted at Bryn Mawr in the spring of 2016 that was subsequently funded and is currently in the planning phase, this search might need to be postponed until the following year. If so, it is to be hoped that the three-year interim appointment that is now in its second year could be extended through 2016-17.

Philosophy

The Philosophy Department submitted a request to search in 2015-16 for a tenure track assistant professor in either philosophy of science and epistemology or comparative philosophy (East and West). The context for this request is the impending retirement of a colleague who has regularly offered courses in philosophy of science, theory of knowledge, and aesthetics. Whereas each of these areas is important, philosophy of science has particular importance for Bryn Mawr, given the College's commitment to providing a strong liberal arts education for women scientists. This colleague has co-taught philosophy of science courses with colleagues in other departments, and there is no one else in either Haverford's or Bryn Mawr's Philosophy Department who can offer courses in this area, going forward. Comparative philosophy is a newer sub-field within philosophy, one that is also not covered by either department at present; a hire in this sub-field would enhance the College's capacity to build a more global curriculum. Each of these specializations would make different kinds of curricular connections with other departments and programs. The Department has proposed that candidates in both sub-fields be invited to apply for the position: the strongest possible hire could then be made with a view not only toward rounding out the philosophy major, but also toward staffing the two-semester introductory sequence, contributing to the Emily Balch Seminar Program, and collaborating with colleagues in other departments to work up clustered (e.g., 360s) or team-taught courses. Listing both fields would expand the applicant pool, thus improving the chances of making a diversity hire as well.

In the wake of the tenured ethicist's recent departure, the department searched this year for a tenure-track assistant professor of ethics and feminist philosophy. Assuming the success of that search, a hire next year in comparative philosophy or in philosophy of science would bring the department's faculty complement back to four full-time members, which has been its level of staffing since the early 1990s.

CAP recommends that the requested search be approved, for the following reasons:

Enrollments in the two-semester Historical Introduction to Philosophy, which is required for the major but elected in good numbers by non-majors as well, have been robust in recent years; the same goes for Logic, another course that attracts good numbers of non-majors as well. To down-

size the department any further would compromise its ability not only to offer a major in Philosophy, but also to serve the broader goals of the liberal arts curriculum. The current department has a strong record of contribution to the Emily Balch Seminar Program, to "360" collaborations, to International Studies, Gender and Sexuality Studies, and Comparative Literature.

A request to fill this position was brought forward last year, along with the request to search this year in ethics and feminist philosophy. CAP declined to act on this second position request at that time, and advised the department to wait for this year's search to yield a new colleague who could then be involved in crafting the proposal for a fourth position. Since, however, both of the department's current members will be on leave in 2016-17, CAP now thinks the search for this fourth department member had best go forward sooner rather than later. Were this year's search to fail, we would recommend searching in Ethics again next year and postponing the search requested in this proposal until 2017-18.

Physics

The Physics Department requested to conduct a search for a tenure track (TT) position in the context of the impending retirement of a colleague. The Department has requested to begin its search for the position two years ahead of this retirement, with an eye to building as diverse a pool of candidates as possible. The Physics Department justified the need for this position based on the very high enrollments they experience in their introductory level courses, including a semester-long course designed for non-science majors that satisfies the scientific investigation (SI) and quantitative (QM) distributional requirements (such as Physics 106/156), two year-long sections designed for post-baccalaureate and advanced undergraduate students (Physics 101/102), and a year-long calculus-based sequence (Physics 121/122) designed for Physics and other science majors. Approximately half of the Physics Department's teaching power is dedicated to these courses (16.5 courses = 3.3 FTE). The Department is requesting a TT position to maintain their staffing at 6 TT, 1 CNTT, which would allow them to remain leave-proof under ordinary circumstances. No specific area of expertise would be designated for this position as physics PhDs are broadly trained in the basic principles of the physical sciences and should therefore be able to teach a variety of courses within the Department's curriculum. The open nature of the proposed search, in terms of disciplinary focus, should be advantageous from a diversity perspective as well.

The enrollment pressures described by the Physics faculty are predominantly at the introductory level, prompting CAP to inquire about the possibility of hiring a continuing non-tenure track (CNTT) faculty member, rather than a TT, to meet their staffing needs. The Department argued in response that a CNTT position would be considerably less attractive to a diversity candidate.

CAP recommends that the Physics Department's request for a tenure-track position be approved at the Assistant or Associate Professor level, with the following conditions:

CAP commends the Physics Department's goal of diversifying the faculty with this position. The Physics Department clearly outlined several steps they have taken and plan to take in order to identify and recruit a diverse candidate pool, giving solid evidence of their commitment to this approach.

CAP's recommendation pre-supposes the intention to search for a colleague who will diversify the College's faculty as a whole. CAP recommends that the Physics Department devote up to 3 years to this search in order to maximize the likelihood of success in recruiting a diversity candidate. If that

effort is unsuccessful, the Physics Department will need to submit a new position request to CAP, one that re-visits the question of whether a TT or a CNTT best meets their staffing need.

Psychology

The Psychology Department requested approval to conduct a search for two tenure track faculty positions. The first request was for a position to be searched for in Social or Cultural Psychology during 2015-2016. The second request was for a position to be searched for in Behavioral Neuroscience during 2017-2018. These position requests were occasioned by many factors, including increased enrollment pressures due to an increase in Psychology Majors (the Department anticipates 90 majors in the combined classes of 2015 and 2016), personnel changes due to current and anticipated retirements, as well as programmatic/curricular enhancements made over the last several years. Some of these curricular changes were made in response to an External Review and, according to the Psychology faculty, their implementation has produced very positive results. We note, in particular, the restructuring of the laboratory component of Introductory Psychology as well as innovative approaches to the Junior and Senior Seminars. The Department argued that the Social/Cultural Psychology position was important to search for first because of the timing of the current social psychologist's retirement and because "understanding the roles of cultural and social processes in influencing psychological phenomena are important areas of research in Psychology" and offer many connections with other departments at Bryn Mawr and Haverford. The Psychology Department anticipates that the proposed hire in Behavioral Neuroscience would also connect to several programs of study and provide a model for conducting behavioral neuroscience research within the context of a liberal arts college. The Behavioral Neuroscience position has particular resonance with the interdisciplinary program in Neuroscience and with faculty in the Biology Department.

The Psychology Department, the Curriculum Committee representative, and CAP discussed how these position requests would fill curricular needs and address current challenges such as enrollment pressures within the major. The Department expects that these positions will have a neutral effect on enrollment pressure, but the faculty also indicated that courses in social/cultural psychology and in behavioral neuroscience will likely be of interest to students outside the major. In view of this, increased flexibility allowing Psychology students to take courses from other departments that would count for the major may well be needed. The Department anticipates that both positions would provide important research opportunities for undergraduates and many opportunities for interdisciplinary collaboration.

Psychology contacted a number of programs and departments for input on their requests and discussed possible collaboration. For the Social/Cultural Psychology position, these programs/departments included Sociology, the Graduate School of Social Work and Social Research, Anthropology, Economics, Political Science, the Bi-Co Health Studies Minor, and the Child and Family Studies Minor. For the Behavioral Neuroscience position, these programs/departments included Biochemistry, the Post-Bac premed program, Biology, Philosophy, the Bi-Co Health Studies minor, and Neuroscience. The Department also indicated ongoing collaboration with the Haverford Psychology Department in scheduling courses.

CAP recommends that the Psychology Department's position requests for a Social/Cultural Psychologist and for a Behavioral Neuroscientist be approved at the beginning Assistant Professor level for the following reasons:

CAP recommends the approval of a search for a tenure-track Social/Cultural Psychologist in 2015-16 and for a Behavioral Neuroscience Psychologist in 2017-18. Given the many openings that Psychology will have over the next few years, the social/cultural search may be relatively broad, with subsequent searches targeting narrower areas as needs become more clearly defined and degrees of freedom are reduced. As noted, this position has the potential to connect with many other programs/departments. The subsequent search for a behavioral neuroscience psychologist will be more targeted but will still serve central needs of Psychology while connecting to other programs/departments and larger College needs.