

Committee on Academic Priorities 2006-2007

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B R Y N M A W R

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ANNUAL REPORT TO THE GENERAL FACULTY 2006-2007

The Committee on Academic Priorities (CAP) met two times per week during the academic year (AY) 2006-2007. CAP members included Kim Cassidy (Psychology, CAP Chair), Jim Martin (Graduate School of Social Work and Social Research, Chair Elect), Liz McCormack (Physics), Steve Salkever (Political Science), Christine Koggel (Philosophy, Spring 2007) and Sharon Ullman (History, Fall 2006). The Provost was in attendance at some CAP meetings by invitation. CAP gratefully acknowledges the informational assistance provided by the Provost and the Associate Provost and the administrative support provided by Laurie Leininger and Anna Canavan.

During AY 2006-2007, CAP met with the President on several occasions. CAP met with the Committee on Appointments (CA) at the beginning of the year to talk about upcoming searches and on two occasions to consult with the President on the new guidelines for CNTT positions. Given that Steve Salkever was co-chair of the Curriculum Committee, CAP kept in regular contact with Curriculum Committee regarding curricular issues and specifically regarding recommendations for the CSem program. CAP met once each semester with our Haverford counterpart, the Educational Policy Committee (EPC), chaired by Professor Jerry Gollub. The CAP Chair and another CAP member also sat on the Committee on Institutional Priorities (CIP) (which did not meet this year, but did convene its Budget Subcommittee) as well as on the Two College Committee on Academic Cooperation (TCCAC). A subset of CAP members also met with the external review committees for Chemistry, Biology and English; the Department Chairs of Economics, Spanish and Mathematics; the Film Studies Steering Committee; the Education Program; and the Middle East Studies Initiative Steering Committee.

CAP and CA will also meet after CAP staffing recommendations have been approved by the President, and the recommended searches come under the auspices of CA at the end of the academic year. The two committees consider the transmission of information from CAP to CA of critical importance for the search process.

This year all CAP members served on the Board Task Force on Balancing the College's Mission and Resources. Some members also served on either the Task Force Sub-Committee to Review the Graduate Programs in the School of Arts and Sciences, or the Task Force Sub-Committee to Review the Graduate School of Social Work and Social

Research. The work of the Task Force and the two sub-committees is likely to finish next year. Given the work of CAP members with the graduate school deans in the context of their task force work, CAP did not meet independently with the deans this year. CAP is taking a leadership role in the Task Force discussions concerning the construction of an institutional planning process that will replace and perhaps enhance the work of the Task Force. As a proposal for this planning process emerges, CAP will consult with the faculty to get their input on the most effective way for the Faculty to be involved with the setting of institutional priorities.

This year CAP sponsored or co-sponsored many faculty conversations regarding important College issues. CAP met with faculty early in the fall to discuss its participation in the Board Task Force on Balancing Mission and Resources. CAP sponsored two conversations with the CFO: one on the college's budget and its comparison to comparable institutions, and the other on institutional trade-offs. With Nancy Vickers, the Graduate Council and the Curriculum Committee, CAP facilitated a series of faculty conversations on academic models and the role of graduate education at Bryn Mawr. CAP will continue to support these conversations as a way of better informing and engaging the faculty around important institutional issues.

CAP's Evolving Procedures

CAP's participation in the Board Task Force on Balancing Mission and Resource has made CAP acutely aware of the need to make each long-term faculty position (new and replacement) maximize its benefit both to the department who receives it, and to the College as a whole. In its AY 2005-2006 Report CAP stated, "a responsible setting for academic priorities requires that all departments and programs consult and collaborate with allied fields in some fashion and configure their requests with regard to existing faculty resources, programs and future curricular objectives as these are envisioned in the larger academic world." In its recent deliberations (AY2005-2006 and AY 2006-2007), CAP has tried to look at each position request in terms of: (a) its contributions to short and long term departmental/disciplinary directions, (b) its relation to existing faculty resources within and across departments, (c) its impact on Bi-College cooperation, (d) its relation to academic priorities and the College's mission, and (e) the position's ability to help meet the demands of our sabbatical leave policy.

In attempting to implement these criteria, CAP has developed some new procedures. In its AY 2005-2006 report, CAP asked all departments to submit long range plans that outline their goals in relation to the College's mission, their department/program staffing needs, and the future intellectual and pedagogical directions of their specific academic area. CAP would like to especially thank those departments and programs that have submitted their plans (about one third) and CAP urges all departments/programs to do so as soon as possible. While time does not permit meetings with everyone, CAP has met with some departments to discuss these plans, and CAP continues to offer this consultation. CAP has found these reports invaluable in its deliberations regarding position requests.

This year CAP sent a representative to each department/program that expressed intent to submit a position request before the deadline for submission. These meetings allowed departments/programs to discuss their particular issues and to clarify their understanding of CAP's recommendation criteria. CAP intends to continue this practice in AY 2007-2008.

As a deliberative body, CAP reviews each position request, both in terms of its own merits and in terms of its long-term impact on the curricular and financial interests of the College. After extensive discussion of each proposal within CAP, CAP meets with each department or program submitting a tenure track proposal and often meets with those submitting CNTT proposals as well. CAP appreciates the time and thoughtfulness that was evident in this year's proposals and the care with which departments and programs tried to address CAP's criteria and procedures.

In its AY 2006-2007 deliberations, CAP considered the following criteria (not in order of priority):

- The importance of the position for the department's curriculum, both now and in the future, with attention to emerging trends in the field or shifts in disciplinary focus. In thinking about the disciplinary needs, CAP was mindful that the position as defined serves the department/program now and well into the future. In cases where the proposed area represents curricular growth, CAP encouraged departments to consider areas of the curriculum that might be pruned or in other ways modified to require fewer resources.
- The department's long term staffing plan and the relation of the new position to this staffing plan. In particular, CAP was interested in the ability of these positions to staff against leave and looked favorably on situations where departments/programs were able to use these positions to staff against leave in such a way that they would ask for few if any interim leave replacements.
- Well thought out and mutually planned cooperation with allied departments (including Bi-Co and Tri-Co cooperation) and disciplines, such that these positions might also support other departments/programs or other curricular needs, such as the College Seminar program.
- Use of existing resources to meet curricular needs within departments/programs by using curricular flexibility, and between departments by giving credit for relevant courses in allied disciplines.
- Attention to the curricular needs and goals of the College as a whole.
- Enrollment pressures, service courses and numbers of majors.
- Guidelines provided by the recent College Policy on the hiring and use of CNTT positions (see Appendix).

Response to Departmental and Program Requests

Tenure Track Requests

All of the tenure track positions that CAP recommends below are positions that were filled with tenured or tenure track faculty in the recent past. As such, these recommendations do not represent an increase in the overall size of the faculty. In all cases, the departments/programs did not simply ask for a replacement. Instead, departments used these vacated positions as an opportunity to reexamine departmental/program priorities and as an opportunity to reinvent themselves in such a way as to make (in CAP's opinion) better use of their existing resources and to better use these requested positions—both for themselves and for the broader college curriculum. CAP sees these not as cost neutral (as they would be if they were merely replacements), but rather as *cost saving* and *quality enhancers*. In all cases, departments seem to be getting more mileage from these positions. That is, they are configuring positions and/or their curriculum to reduce the need for leave replacement. CAP sees this staffing pattern as advantageous for several reasons. Having more tenure track faculty is consistent with the College's teacher/scholar model of staffing, it increases the stability of the curriculum and the overall quality of faculty engagement with students, it saves existing faculty the time and the energy of having to hire and manage interim faculty, and it increases the number of faculty providing services to the students (such as thesis supervision and major advising). In addition, the financial resources saved by reducing the number of interim hires may eventually be able to be shifted to create new faculty positions in areas of curricular growth or pressure.

Classical and Near Eastern Archaeology

The Department of Classical and Near Eastern Archaeology asks authorization to search for a full time tenure-track position in classical archaeology, with a focus on the study of the material culture of classical antiquity in the Mediterranean and the Near East. In discussion with CAP, the Department said that it would cast its net broadly, and that the successful candidate could be someone whose fieldwork might be centered anywhere within the area once ruled by the Roman Empire, from Britain to Afghanistan and including Egypt and North Africa.

This position is requested in response to the retirement of a faculty member, and would maintain the FTE level in the Department at five. A similar request was brought to CAP last year; CAP suggested that the position request be revised to comply with the new CAP guidelines. This year's proposal does that in several ways.

The Department has undertaken a major revision of its undergraduate curriculum. In the future, there will be more offerings at the 100 level, designed to provide a variety of topic-centered introductions to the discipline, rather than one comprehensive survey. These new courses will broaden the experience of majors in ways that respond to current undergraduate student demand. The Department believes that many undergraduates now come to Bryn Mawr to study archaeology in a broad sense, rather than Classical and Near Eastern archaeology, strictly speaking—many want to do things like Celtic Studies, and many are interested in museum careers. The Department plans to respond to this new

demand by becoming more flexible in its 300-level courses, and by relying more on advising undergraduates in shaping their major program. The Department realizes that to do this they will need to reach out to other departments. The Department will in the future be able to spend substantially more of its teaching resources on undergraduate work, due to a significant (50%) cut in faculty time devoted to teaching graduate seminars.

CAP recognizes the changes in program made by the Department of Classical and Near Eastern Archaeology, and recommends authorizing the search for this position for 2007-08. CAP feels that the changes in curriculum mean that the Department will be, under normal circumstances, staffed against leave. CAP also hopes that the new appointment will enable the Department to continue to contribute to interdisciplinary programs, including participation in the College Seminar program.

The Department's position description proposes searching at either the Assistant or the Associate Professor level. CAP recognizes that including Associate Professors will increase the number of applicants for the position, and might lead to hiring a more experienced teacher and researcher. Nevertheless, CAP believes that given the rank of the current members of the Department (two full professors, two at the advanced assistant or beginning associate level), it would be better to search for a relatively new assistant professor.

Biology

The Department of Biology requested two positions, one for an individual with expertise in developmental biology/evolution and the second in the area of computational ecology. In effect these are both replacement positions. The developmental/evolutionary biologist replaces a position in developmental biology, most recently held by Peggy Hollyday, who passed away in July 2006. The computational ecologist replaces the spanning position in computational biology.

Developmental biology is a core area of the discipline, one that intersects with many other areas of the field and with the research interests of many current faculty. A strength of this proposal was the addition of the evolutionary component, giving the position the double benefit of coverage of the field and the ability to follow trends for future directions in the field. The fact that it is an emerging area makes the candidate pool likely to be deep and strong, and makes it a promising area for student interest and involvement. Defining the position in this way also allows the department to more effectively staff against leave (e.g., this person could teach the evolution course) and is consistent with the department's curricular innovations, which are moving towards more integrative courses that break down the barriers among different areas in the field. Given the core nature of the position and that Biology has large enrollments across all levels of their curriculum, CAP recommends that this position be searched for in the Fall of 2007. Searching at this time also would allow the person to be present to plan the renovations of their lab space, as Biology is undergoing significant renovations in the summers of 2008 and 2009.

In the 2006 CAP report, CAP recommended that the science chairs revise their proposal for a computational scientist to more squarely seat the position within a department where it might more effectively staff against leave, particularly in a department where there was the most enrollment pressure (Biology or Psychology). Biology's proposal for a computational ecologist addresses the leave replacement situation in Biology, while at the same time providing support for the emerging program in Environmental Studies for which ecology is a core component. Computational methods have become a new core set of tools across Biology (as well as in other sciences) and, hence, one that should be represented in any future-thinking Biology curriculum. A computational ecologist would be able to provide basic courses in computational modeling, which would be of obvious interest to the department, but would also benefit a larger group of students in the other sciences. Such modeling courses might be particularly helpful to Computer Science and support the minor in Computational Methods. Upper-level courses in this area would provide more electives for the department and these courses would provide additional offerings for the Environmental Sciences Program. Importantly, the person in this position could teach many of the core offerings in Biology (and Environmental Studies); thus it would effectively staff against leave. While the need for this position is compelling, given the fact that it is virtually impossible to conduct two simultaneous searches and that the start-up costs for this position may be high, CAP recommends that the President authorize this search, but defer the filling of the position until Fall 2008.

Biology has traditionally been a department that reaches beyond its borders, actively contributing to the College Seminar Program, the Environmental Sciences Program and the Neural and Behavioral Sciences Concentration. It is also a department that faces significant enrollment pressures. Filling these positions will enable Biology to continue to contribute strongly to these areas of the curriculum. Due to their enrollment pressures, Biology typically asks for significant interim faculty support for leave coverage. In its proposal, Biology claims that the filling of these positions (which are effectively replacements) will make it "leave proof." That is, assuming a normal schedule of leaves, they will not need to ask for any additional leave coverage. CAP sees many advantages to this approach.

Cities

The Program in Growth and Structure of Cities requests that CAP convert a part-time (0.8) continuing non-tenure track position into a full-time, tenure track position in American architectural and urban history. This conversion would give Cities a second position in the architectural or visual side of the field. Cities sees this new position as allowing them to solidify its grounding in the historical evolution of the built environment, to strengthen their ability to work in U.S. topics, and to extend their participation in cooperative programs with other departments. The request notes that this position would allow the Cities Program to staff against leaves with full-time, continuing faculty.

While the Cities Program has achieved considerable growth in its staffing over the past ten years, CAP believes that the current curriculum in this program is structured and delivered in a way that is resource intensive. CAP does understand that this proposed

addition would shore up Cities' humanities offerings and would help with stability during certain periods of faculty leaves. At the same time, given the need to balance resources and the curricular demands of the College, CAP does not recommend additional staffing for this program at this time.

CAP recognizes the strength and importance of the Cities program, the appeal of its courses across other departments, its unique position in the Bi-College community, and its well deserved national and international reputation. While part of what makes the Cities program excellent is that it strives to understand the built environment from an interdisciplinary perspective, this same goal creates a challenge—the need to draw reasonable boundaries around what is essential in the context of existing College resources. In its future planning, CAP encourages Cities to think about how it can best make choices about where its coverage boundaries should be, to consider effective ways to continue its excellence in the context of the resources available at a small liberal arts college, and to think flexibly about its curriculum and staffing in ways that can make maximum use of existing College resources.

East Asian Studies

East Asian Studies became a Bi-College department in Spring 2005. As a department, its goal is to combine rigorous language training with the study of East Asian, and particularly Chinese and Japanese, culture and society. Training in Chinese language, culture, and thought is provided on the Bryn Mawr campus; training in Japanese language, culture, and thought is provided on the Haverford campus. East Asian Studies is requesting someone who specializes in “China’s Intellectual and Cultural Traditions, with an ability to teach courses on the flow of ideas and culture between China and other East Asian countries.”

East Asian Studies has experienced a period of instability with the departure of several key faculty members over the years. Given the importance of this area of the world, it is vital for the College to help stabilize the department. Therefore, CAP believes it is important to fill this position and has two specific recommendations. The Department can better achieve stability if the position is advertised at the level of senior assistant or early associate and if the position is defined broadly. A more experienced person with the benefit of some years of teaching and research could move into the position of Co-Chair, help stabilize the department, and be the program builder that the department needs. A more seasoned person would also, the Department argued, be the kind of scholar most likely to have developed a broad and comparativist approach to East Asian Studies. Such a person would study East Asia as a cultural region and be able to compare Japan, China, and Korea through a broad understanding of the flow of ideas and their influence throughout the world.

CAP believes that someone with these broad interests can contribute to enriching the curricular offerings in East Asian Studies in the Bi-College context. East Asian Studies is to be commended for the contribution it makes to course listings in other departments (History, Cities, and Philosophy are examples). We encourage the Department to look more closely to what faculty in other departments in the Tri-College context are teaching

that can satisfy their requirements and thereby reduce the number of leave replacement requests.

English

The Department of English requests a full-time, tenure-track replacement position in English and Film Studies. This position was originally requested by English and recommended by CAP in 1999 and involved the conversion of a position focused on the history of the novel into one focused on film studies. At that time, the English Department described the position as “representing a continued commitment to the study of the narrative with an expansion of the curriculum to include film as an important form of the narrative in the 20th century.” A tenure track appointment was made and the role of film has subsequently gained strong momentum within the English Department and the College as a whole. In the current request to CAP, the English Department notes that “Having a faculty member with expertise in film has expanded the technological reach of our department, has added to the types of critical theories to which students are exposed, and has served as well to create many important connections to other departments across the college.”

CAP concurs with English that the unexpected departure of the faculty colleague who occupied this position was a significant loss both for the English Department and for the College’s Film Studies Program since, along with a position in History of Art, this position in English formed the cornerstone of the College’s Film Studies Program. CAP understands that the current proposal is intended to primarily address the English Department’s core staffing and curriculum needs with the addition of a faculty member able to teach at all levels of the undergraduate curriculum and the core courses in the major. CAP notes that this position is also intended to allow the Department to continue to offer a curriculum that includes the study of film as one of the dominant forms of narrative, and that the Department is especially interested in a scholar whose expertise spans literary and film studies and who might bring to the College one or more of the following specialties: narrative form, including non-fiction or documentary; theories of genre; cross-cultural approaches; critical theory; performance studies; television and new media.

CAP recognizes that this request is also intended to contribute future leadership to the interdisciplinary program of Film Studies at the College. In this regard, CAP notes the Department’s recommendation to recruit a qualified candidate at an advanced assistant professor level who would be able to quickly provide a leadership to the College’s Film Studies Program. CAP believes that the College and the English Department will be better served by the appointment of an entry-level assistant professor. CAP notes that the Film Studies Program has received strong leadership support from the Film Studies Steering Committee and the individual senior faculty members in this group who have had active involvement in this program. CAP trusts that with continued interest by the College administration and mentorship by the Steering Committee, the Film Studies Program will continue its notable development.

CAP is aware that the English Department at Haverford has also requested a position in Film Studies. A Film Studies position at Haverford would not change the need to have a position at Bryn Mawr; however, it should have some influence on the specific appointment that is made. As defined, there could be overlap between the two positions. Should EPC grant this position, CAP strongly recommends that the searches be conducted serially, so that both departments and the Film Studies Program can take maximal advantage of the opportunities that these positions would bring. CAP is aware that the two departments have already begun conversations about these positions and CAP strongly encourages the two departments to continue to develop a coordinated plan for implementing this/these position(s).

In considering this request, CAP is aware of the benefits for the English Department of achieving a departmental size that ensures the Department's ability to meet the demands of high enrollments and a large number of majors. CAP believes that this position would allow the English Department to continue to provide a substantial commitment to the CSem program and, with planning and coordination, CAP believes that the Department will not normally require additional interim staffing to support scheduled faculty leaves.

Based on all of these considerations, CAP recommends approval of a position for an assistant professor.

History

In its 2005-06 annual report, CAP reviewed the Department of History's request for two positions, one in Modern Europe (broadly defined from WWII to the present) and one in Medieval History (the 6th – the 15th Century) to replace two faculty departures. In its report, CAP recommended that a search proceed in 2006-07 for the position in Modern Europe (it has been successfully filled). It also recommended that History rethink its conception of the requested position in Medieval History and resubmit a revised proposal to CAP. More specifically, CAP recommended that the department pay attention to enrollment patterns and distribution and that it be mindful of the College's interest in Middle Eastern studies as an important area of curricular growth across relevant departments and programs. Therefore, CAP encouraged History to "consider the trade-offs in selecting the medieval position over a modern Middle East position, or advertising a position with emphasis on Medieval Islam."

CAP has reviewed History's resubmitted proposal and commends the department for its work in rethinking and revising the position in Medieval History in the areas recommended in last year's CAP report. History now proposes a position in Comparative Medieval History with a preference for a medievalist with an Islamic focus.

History has a convincing case for retaining a position in Medieval History in terms of giving the department a crucial piece in satisfying the chronological depth requirement central to history as a discipline. They provided evidence that student enrollments reflect a growing interest in medieval history and that positions in medieval history from the Islamic world are increasingly popular and in demand in history departments. They

argued that medieval historians are increasingly being trained as comparativists whose research straddles nation state and time periods -- including Islam and Islamic studies.

History made a strong case for the important work that now connects medieval history to other periods and cultures, the deeper pool of applicants trained in Medieval Islam, and the ways in which such a position can strengthen the Bi-College offerings. They provided a detailed five-year staffing plan demonstrating how this person could substantially contribute toward leave proofing. They also identified the ways in which such a position could complement and contribute to other departments such as English and Middle East Studies.

CAP confirms the importance of the Middle East Initiative in the Tri-College context and the College's commitment to a strong Middle East presence in the curriculum. CAP recommends this position and does so with a belief that this History search presents the College with an important opportunity to strengthen that commitment. CAP recommends that History identify the position as one in Comparative Medieval History with a preference for an Islamic focus and with the understanding that the person hired would contribute to Middle East Studies.

Philosophy

The Department of Philosophy requests approval to search for a full-time tenure track position at the assistant professor level. This appointment would restore the department to four tenure-track faculty, given the retirement of one person after Fall 2007, and would provide much needed stability for a program that in recent years has had to find temporary ways of covering Prof. Dostal's courses during his long service as Provost (from 1994-2003). The new position will be broadly defined as an opening in the closely related areas of philosophy of mind (including cognitive science) and philosophy of language, with an expectation of competence in teaching logic as well. These proposed areas complement the Philosophy offerings at Haverford as well as at Bryn Mawr, and the Department believes that the search could possibly yield a more empirically grounded philosopher than those currently at the two colleges, someone whose interests "might better connect with other departments and programs such as Psychology, Computer Science, and Neural and Behavioral Science."

CAP recommends that the President approve this search. In addition to filling important gaps in the Bi-College philosophy offerings, CAP believes that such a position will allow the Department to continue its commendable practice of reaching across departmental lines in a variety of ways: by cross-listing courses so as to offering a flexible major curriculum, by an approach to staffing and curriculum planning that has led to minimal requests for leave replacements, and by contribution to the College Seminar Program.

Continuing Non-Track Requests

Anthropology

The Department of Anthropology submitted a request for the conversion of an interim position to a CNTT position in physical anthropology. Their request was described, in

part, as a means to support their relatively recent curricular change to add a significant laboratory component to their introductory offerings. While CAP recognizes the enrollment pressures that Anthropology faces and the curricular initiative to include more laboratory work, CAP cannot recommend approval of this CNTT request because the position as currently defined does not meet the definition of a CNTT faculty position (see Appendix). Laboratory coordinators typically are responsible solely for teaching the laboratory sections of a course. While they do have significant administrative responsibilities for courses and for the laboratory equipment involved, they usually do not have primary responsibility for the lecture part of the course. The position described by Anthropology involves regularly teaching at all levels of the curriculum with what looks like a course distribution typical of a tenure track faculty member. While several of the courses proposed to be taught by the position involve laboratory work, they typify a course structure of a tenure track faculty member who teaches the lab associated with a course, rather than a model where a lab coordinator supports a lecturer by teaching and being responsible for the laboratory component. If Anthropology can justify the need for either a CNTT laboratory coordinator or the requirement for an additional tenure track line, CAP encourages the Department to return in the future with a request. Such a request should not rely solely on the idea of a conversion of a current position, but rather follow a careful process of curricular review and long term planning to determine the best use of its resources.

Geology

The Department of Geology requests authorization to search for a full-time CNTT Lab Coordinator during AY2007-2008. This request seeks a replacement for a position that will be vacant at the end of this academic year. The Department states that this is an acute need because the lab coordinator has primary responsibility for the supervision of all introductory laboratories in their 100-level courses (seven to eight lab sections) with a total enrollment of approximately 150 students per academic year. In addition to the lab coordination responsibilities for these courses and other departmental administrative duties, the lab coordinator is expected to teach at least one course, ideally in an area that would complement faculty capabilities in the Department, for example, in GIS. The request notes that the person formerly occupying this position offered a 300-level course that also drew students from allied departments. In addition, this former Lab Coordinator taught several college seminars.

In evaluating this request, CAP has looked closely at departmental enrollment and staffing patterns, administrative requirements, the instructional use of this position in the past, as well as the overall instructional pattern among tenured faculty in this department. CAP accepts that this lab coordinator position is necessary and that the position, as it is described in the current request, fits the criteria recently set by the College for CNTT positions. Based on these considerations, CAP recommends approval of this CNTT position. In making this recommendation, CAP reminds the Geology Department of the fact that CNTT faculty are not intended to serve as an ongoing source of substantial staffing for upper level instruction.

Physics

The Department of Physics requests the conversion of a current (and longstanding) contract position providing laboratory coordination in the Department to a Continuing Non Tenure Track (CNTT) position with a title of Physics Laboratory Coordinator. CAP accepts that the position, as it has functioned and as it is described in the current Physics Laboratory Coordinator position description, fits the criteria recently set by the College for CNTT positions. CAP also recognizes the importance of this position to meet the Physics laboratory demands posed by current and future undergraduate and post-bac laboratory workload. CAP recommends the conversion of the current contract position to a CNTT position. In making this request, the Physics Department notes that this conversion will result in the Department's loss of a small fraction of a teaching unit associated with the difference in standard teaching load for a CNTT position versus a contract position and Physics indicates that it will be able to adjust other aspects of its program to absorb this loss.

Math

The Department of Mathematics requests authorization to search for a Mathematics Program Coordinator to be hired into a CNTT position. The duties and responsibilities of this position include teaching at the 100-level and coordinating several activities in the Department, including placement exams, course scheduling, and summer and mini-courses. The position also entails organizing tutoring assignments, problem solving sessions and math clinic for students. While CAP believes that these teaching duties and administrative responsibilities fit the criteria recently set by the College for CNTT positions, CAP notes that the Mathematics Department already has one CNTT position and the coordination requirements of the department as stated do not seem sufficient to justify a second position.

The new CNTT policy also specifies that these positions should not be used to relieve tenure track faculty from teaching courses at the 100-level. Teaching assignment patterns in the Mathematics Department indicate that complying with this aspect of the new policy requires a rethinking of how the Department deploys its tenure track teaching resources. Based on conversations with the Department Chair, CAP accepts that this is an issue that the Department is addressing and that future scheduling will reflect compliance with this policy of deploying of tenured track faculty across the full curriculum.

CAP recognizes the fact that the Mathematics Department does have staffing needs that merit a request. It is not clear to CAP, however, that the current proposal is the correct way to address these needs. CAP recommends that the Mathematics Department explore the potential for using the CNTT position they already have for the Coordinator role and investigate whether additional staffing needs might best be met by a tenure line position rather than a second CNTT position. CAP invites the Mathematics Department to submit a new request that either establishes the need for a second CNTT faculty position consistent with new College CNTT guidelines or establishes the requirement for an additional tenure track faculty position.

Spanish

The Department of Spanish requests authorization to search next year for a renewable three-year CNTT position in language pedagogy. The Department currently has four tenured faculty members and one CNTT senior lecturer, with additional staffing provided by two long-term interim faculty, one full-time and one part-time. This position would substitute a CNTT position for interim staffing requirements. The Department notes heavy enrollments in its language courses at all levels, from elementary through Advanced Grammar and Composition, and argues that the appointment of a CNTT language pedagogue with expertise in language acquisition as well as in Spanish would help solidify the program at all levels. The Department argues that this request is within the new CNTT guidelines, including the requirement that all tenured and tenure-track faculty should teach at all levels of the departmental curriculum.

CAP supports the Department's request, and recommends authorizing the search. We are persuaded that enrollment pressures warrant it, and that a CNTT position in Spanish language pedagogy would strengthen the Department by placing its staffing on firmer ground and by reducing the need for interim hires. We expect that this position will allow the Department to expand its participation in interdisciplinary programs at the College such as Comparative Literature and College Seminars, and that every effort will be made to keep the numbers of courses staffed by interims as low as possible.

Further Reports

For several years, CAP has had a number of spanning positions that had previously been recommended by CAP, but had not been authorized by the President due to insufficient funding and to some concerns that they were not effective in staffing against leave. These positions were created, in part, to address the staffing issues caused by the enhanced sabbatical plan. Periodically, the President has asked CAP to prioritize these remaining positions in case funding becomes available. This year CAP has chosen to revisit these positions and will bring forward some recommendations for faculty discussion before the end of the academic year. After consideration of these conversations, CAP will issue an addendum to this report that discusses the spanning positions and any other items that arise at the end of the year.

APPENDIX:

Guidelines for new continuing non-tenure track (CNTT) positions:

- 1) All tenure track (TT) faculty, including those in departments with CNTT colleagues, should teach at all levels of the curriculum.
- 2) CNTT positions are useful and appropriate for teaching entry level courses only when: (a) departments have heavy enrollments in entry level courses and much lower enrollments in courses at high levels; and (b) these entry level courses entail a lot of skill building and/or drill work. Such positions may also 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.
- 3) CNTTs are expected to perform service at the College level.
- 4) CNTTs are not expected or required to do research. When reviewed for reappointment, CNTTs will be evaluated based on their teaching and service, but not on research.
- 5) The number of CNTT or interim faculty should not approach or exceed the number of TT faculty in a given department.