**Template for Proposals for Tenure Track and Continuing Non-Tenure Track**

**Positions for 2025-2026**

**To: Committee on Academic Priorities (CAP)**

Please fill out the questionnaire below, entering your answers after each question. Concise, clear answers are preferred; at the end of the questionnaire, there is room to submit a narrative addressing anything else that helps to contextualize your application. Please use this narrative as an opportunity to convey to CAP how the proposed position would contribute to your curriculum and address enrollment challenges. Information supplied via this questionnaire need not be repeated in the narrative. Please submit the completed questionnaire, which should not exceed 12 pages in total, and the provided Excel spreadsheet between **December 01, 2025, and January 15, 2026** to Tina Bockius – cbockius@brynmawr.edu.

\* Indicates required question

1. Please indicate the name of your department or program and the name of the person to whom correspondence should be addressed. \*
2. Which of your department members have participated in the crafting of this proposal? \*
3. Is the proposal for a tenure line or continuing non-tenure track position? \*
4. If tenure-line, the default is hiring an Assistant Professor. If you want to search for an Associate Professor or open rank, please provide reasons for doing so.
5. What is the field and subfield of your proposed search? How does this fit with the curricular needs of your department, the state/direction of your field, and the strategic goals of the College? \*
6. Is this a resubmission of a proposal that was not approved by CAP in the past 5 years? If so, please provide the date when it was originally proposed, and explain how you have addressed CAP’s suggestions from its previous iteration. \*
7. What are the main stressors or new initiatives that have led to your department/program making this position request? Your answer may address departmental and college curricula, and/or directions your field is taking. \*
8. Which students do your department or program regularly serve? (Please check all that apply.) \*

[ ] Undergraduates

[ ] Pre-med postbacs

[ ] Graduate students

[ ] Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Which curricular tracks do you offer? (Please check all that apply.) \*

[ ] Major

[ ] Minor

[ ] Concentration

[ ] Second major

[ ] A.B./M.A.

[ ] Master's

[ ] Doctorate

[ ] Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Please list all current continuing faculty in your department/program, their rank and their FTE. Please note any recent or upcoming departures and how they affect your departmental FTE. If a new departmental/program member will be joining you this year or you have an approved position that remains open, please note their expected contribution to your program. \*
2. What are the course enrollment caps for the 000- (if any), 100-, 200-, and 300-level courses in your department/program? \*
3. Do you have prerequisites for entry to your major? If so, please list them and explain how students can meet them.\*
4. At the undergraduate level, how many courses (not including prerequisites) are required for your major(s), minor, and/or concentration? \*
5. Does your department offer courses that are prerequisites for other majors/minors? If so, please list them and their CEs, and note whether they still count towards your major/minor.\*
6. Beyond any prerequisites, does your department/program allow or require that students take courses outside the department towards the major/minor/concentration, e.g., in allied disciplines? \*
7. Do courses offered by faculty in your department/program count towards other majors/minors at the College (beyond those listed as prerequisites in Q14?) If so, do those courses also count towards your major/minor? Please summarize; individual course descriptions not needed. (Note, CAP may consult the chair(s) of those departments/programs for any clarification.) \*
8. How is undergraduate student research supervision, including the senior capstone experience, structured in your department? Do faculty get teaching credit for supervising student research/capstone, either as part of the standard 5 CEs or do they supervise research/capstone on top of the 5 CEs? \*
9. If your curriculum includes courses with mandatory laboratory sections, how long are the labs at different levels of the curriculum, and what are the enrollment caps? \*
10. Is there a Haverford (HC) analog of your department/program, and if so, what is the relationship between those departments/programs? Please note how HC students and curricular options available (or not available) at HC affect your enrollments. \*
11. If you are a Bi-Co or Tri-Co department/program, please describe Haverford's and/or Swarthmore's contribution to your major/minor/concentration (please specify any FTEs or CEs dedicated to this program at other institutions).
12. Please describe the conversations about this position request you have had with related departments and programs. Are there specific people that CAP can contact to speak to how your proposal will affect their department and program?
13. If your department offers a graduate degree program, please describe what tracks you offer, how many graduate students enroll per year, how many years they stay on average, how do you staff graduate courses, and how does your departmental faculty supervise graduate student research (please note CEs where appropriate). How do your graduate students contribute to undergraduate teaching and mentoring?
14. How do you plan to maximize the diversity of the candidate pool in the proposed search\*
15. In reviewing the Institutional Research data, is there something you would like to amend or amplify? \*

Please use the space below for a narrative contextualizing your application. This can be as short as one page, but no longer than three. Use this narrative to convey to CAP how the proposed position would contribute to your curriculum and address enrollment challenges. Information supplied earlier in this questionnaire need not be repeated in the narrative. Feel free to include visual aids, keeping in mind the total page limit (12 pages).