

Committee on Academic Priorities

Penny Armstrong, *French and Francophone Studies*, 2019-20 – 2022-23 (Chair, 2022-2023)

Donald Barber, *Environmental Studies and Geology*, 2019-20 – 2022-23

Astrid Lindenlauf, *Classical and Near Eastern Archaeology*, 2022-23 – 2026-27

Michael Noel, *Physics*, 2022-23 – 2026-27

Maja Šešelj, *Anthropology*, 2021-22 – 2024-25

Kate Thomas, *Literatures in English*, 2021-22 – 2024-25

BRYN MAWR

October 24, 2022

Dear Colleagues:

CAP has received letters of intent requesting positions this year from seven departments: Computer Science, Graduate School of Social Work and Social Research, Growth and Structure of Cities, Literatures in English, Philosophy, Physics and Spanish. These letters are attached below. We urge you to contact any of these writers of letters of intent to whose conversations you would like to contribute as they go on to develop their full position request. Please also contact CAP to express a particular interest in and/or reaction to any of these position requests, whether in light of your own department's evolving curriculum or in the context of the College's curriculum as a whole.

Best,

Penny (for CAP)

Grace Armstrong
E. M. Schenck 1907 Professor of French
Department of French and Francophone Studies
Bryn Mawr College

Date: September 29, 2022

To: Committee on Academic Priorities

RE: Computer Science request for a new Tenure-Track Position

Dear Colleagues,

The Department of Computer Science is preparing a request for a new tenure-track appointment beginning in academic year 2024-25. The primary reason for this request is to address the increase in the numbers of majors and minors. The number of majors in the department has grown from a total of 14 declared majors in 2013 to over 55 in 2022-23. With this increase comes the need for providing adequate coverage of the core and upper-level curriculum of the department. Computer Science is now one of the largest majors at the college (rank 5/6). The department is inadequately staffed to address the needs of so many majors.

For the past three years, and looking ahead to the next two, Computer Science majors make up 7-9% of the college's graduating class. Yet, the size of the department with four tenure-track faculty, one CNTT, and one year-to-year Lecturer is inadequate to sustain the number of majors and minors in the program. Since its inception, the department has been intrinsically committed to offering advanced upper-level courses that straddle several interdisciplinary initiatives. The department is also committed to supporting other college and bi-/tri-college initiatives: the Data Science Program, the Concentration in Computational Sciences at Haverford College, and the tri-college Linguistics program. The current need is directed to address key areas of shortcomings in our core curriculum: lack of expertise in key core areas of computer science – theory, algorithms, and systems. Additionally, the challenges of supervising 20-25 senior projects/theses each year is untenable.

We should mention here that the year-to-year lecturer position mentioned above is funded by the Data Science initiative. The three-year commitment from the college for the position ends at the end of 2022-23. We have a separate request simultaneously submitted to CAP for converting this position to a permanent CNTT position. Even if converted, that position would not address the programmatic need expressed above. It would only provide continuity in the department's support for the Data Science and other initiatives that require students to take our introductory courses, but not resolve issues related to core and elective course offerings or senior thesis advising.

The department's last request to CAP for a tenure-track position was in 2018. That request was to replace a tenured faculty member who departed the college in 2017. The position was approved, and several searches and offers later we were able to hire Prof. Aline Normoyle starting in 2020-21. During that time, Prof. Richard Eisenberg, who was hired in 2016-17, announced his departure from the college in 2019. Since it was a departure of a junior colleague, CAP approved the replacement promptly. Eventually, Prof. Adam Poliak was appointed to that position starting in 2022-23. The last truly new position requested to CAP that was approved was in 2014-15 which led to the hiring of Prof. Eisenberg. At that time, computer science was experiencing growth in the number of majors. We had 14 declared majors at that time; we now have 55.

The department has a very close and cordial relationship with our counterpart department at Haverford College. In the past ten years, the Haverford Computer Science department has experienced even more growth compared to Bryn Mawr. They have also responded by adding two new tenure-track faculty lines. The addition of new faculty lines at Haverford College helped us to lean on them during the years we were experiencing faculty departures and hiring struggles. However, the enrollments in the two programs have continued to blossom. The new hires at Haverford were also partly driven by creating a reduced teaching load for their faculty. Thus, even with the net addition of new faculty, the impact on core course offerings remained unchanged. With increasing enrollments in the numbers of majors, there is an immediate need for providing more frequent offerings of many core computer science courses, advanced electives, and supporting the senior capstone experiences.

We welcome Bryn Mawr community feedback on this plan and look forward to discussions with CAP.

A handwritten signature in black ink, appearing to read "Deepak Kumar". The signature is fluid and cursive, with a horizontal line underneath the name.

Deepak Kumar
Professor and Chair
Department of Computer Science

Date: September 29, 2022

To: Committee on Academic Priorities

RE: Computer Science request to convert a year-to-year position to a CNTT position

Dear Colleagues,

The Department of Computer Science is preparing a request for a CNTT appointment beginning in academic year 2023-24. This position represents a **conversion** of an existing year-to-year Lecturer position the department has had for the past four years. The conversion of the interim lecturer position to a CNTT will shore up the department's staffing under continued enrollment pressures. The current position, partially supported by the college's new Data Science initiative for the past three years, does not have any support beyond 2022-23. A more permanent commitment from the college is needed to ensure continuation of the department's course offerings.

The Data Science initiative at the college was officially launched in Spring 2020 by the appointment of a Director of Data Science (Prof. Marc Schulz) and the launching of the new Minor in Data Science. It was recognized that the Minor in Data Science will require commitments from Department of Computer Science in the form of introductory and elective level courses that would fulfill requirements for the Minor. In 2020, a 3-year position funded by the Data Science initiative was created in the Department of Computer Science to provide this support and to alleviate some of the enrollment pressures the department was already experiencing. Since then, the position has been sustained on a yearly renewal and is now entering its third year. It is not clear if this position will continue beyond the current academic year. Given the ballooning interest in the Data Science Minor and continued demand within computer science, it is vital to make a more permanent commitment to this position in the form of a CNTT position. Without it, the department will not be able to sustain its commitment to support the Data Science program. Of the 24 declared Data Science Minors, 17 (70%) have taken introductory computer science courses.

We are also experiencing a rise in demand from at least one other bi-college initiative – the Concentration in Scientific Computing at Haverford College (see link: <https://www.haverford.edu/scientific-computing>). This initiative lists our two introductory courses among a year-long requirement (Category A), that is 1/3rd of the requirements, for

There has been an increase in the demand for students in other majors to take introductory computer science courses. The world needs college graduates to have more than a passing knowledge of using computers. The students realize this and hence flock to the introductory computer science courses to develop deeper knowledge in computing. Our 100-level introductory courses also fulfill the college's QM, SI requirements and the Haverford College C requirement (Physical and Natural Processes). Despite multiple sections of introductory courses, each semester we have to deny seats to several dozen students.

Beyond addressing the sustainability of the current situation, this position does not, and will not address other enrollment and programmatic issues the department is also facing. Another proposal, for a tenure-track position, is also being prepared to address that need.

The department's last request to CAP was in 2018-19 for a CNTT position that was approved. In 2020, Chris Murphy was appointed in that position and now serves as the Program Coordinator for the department. This CNTT was approved to address the enrollment pressures the department had been experiencing since well before 2010. As is the case with the current situation, for several years the college had provided interim lecturer appointments to sustain enrollments and leave replacements. The creation of a new CNTT represented the fifth permanent FTE position in the department. In 2018, the department's majors (declared juniors and seniors) had increased from 8 prior to 2010 to 14 in 2018. In 2022-23 the department has over 50 majors and has become one of largest majors at the college (rank of 5/6).

Hiring in computer science is already a challenging exercise. In recent years, the department has had departures of two tenure-track faculty, in 2017-18 and again in 2018-19. After several failed searches and seven failed offers, we finally filled one position in 2020 and the second one in 2022. During these failed searches several attempts were made to make one-year interim appointments, all of which failed. We have had years of unsuccessful hires in both adjunct and interim appointments leading to shortage of staffing and course cancellations. There is a larger pool of candidates for permanent teaching positions in computer science. We are hopeful that a CNTT position will enable us to attract excellent candidates.

In 2019 we were able to appoint Geoffrey Towell to a one-year position. Starting in 2020, Geoffrey Towell was appointed as the year-to-year lecturer supported by the Data Science initiative. At this point, it is unclear if we will be able to continue to appoint Geoff in 2023 and beyond. It is also not clear if Geoff will be interested in a position beyond 2022-23. We additionally have a need for a full-year leave replacement as Prof. Aline Normoyle avails of her Junior Leave in 2023-24. By converting to a CNTT position, we hope that we will be able to successfully attract candidates who are interested in more permanent appointments.

We welcome Bryn Mawr community feedback on this plan and look forward to discussions with CAP.



Deepak Kumar
Professor and Chair
Department of Computer Science

GRADUATE SCHOOL OF SOCIAL WORK
AND SOCIAL RESEARCH
OF
BRYN MAWR
COLLEGE

October 3, 2022

TO: Committee on Academic Priorities

From: Dean Janet Shapiro on behalf of the Graduate School of Social Work and Social Research

RE: Letter of Intent to Request One Tenure-Track Position in the Graduate School of Social Work and Social Research

This letter is to convey the wish of the GSSWSR to request permission to search, during the 2023-2024 AY, for one tenure track position at the rank of Assistant Professor. Over the last 8 years, the GSSWSR has experienced 8 faculty retirements and/or losses. The “right-size” for the GSSWSR faculty is a complement of 10 faculty FTEs. Even with recent faculty hires, we are not at our full complement and anticipate continued faculty shortages and related challenges to covering the curriculum required by the Council on Social Work Education. A full complement of faculty at the GSSWSR supports our ability to achieve with regard to strategic initiatives at the College such as academic excellence, knowledge development and teaching as relates to diversity, equity, inclusion and social justice, and supporting our students to make an impact through their academic work and skill development.

With the recent retirement of Professor Jim Martin and the upcoming retirement of Professor Darlyne Bailey, we anticipate critical needs in core required courses in our curriculum. Our most recent hire is that of Dr. Lisa Young Larance, a new assistant professor who will be starting at the GSSWSR in August of 2023. Our full CAP proposal will elaborate on specific curricular content as well as on the domain specific areas of research a new colleague might bring as a complement to existing faculty expertise. We also need to address needs for faculty advising and student mentorship, for both MSS and PhD students.

To retain our accreditation status per the Council on Social Work Education, we must limit the number of adjunct faculty who teach core courses and preserve a CSWE approved ratio of TT to interim faculty. In addition to rebuilding our faculty, we have also made significant changes designed to enrollment at the GSSWSR and more effectively deploy our resources through changes such as increasing class sizes and limiting the number of electives that we offer each semester.

The faculty at the GSSWSR are committed to interdisciplinary collaboration and so, as always, we anticipate conversations with other departments and programs about how a new TT position in the GSSWSR could be conceptualized in support of these connections. For example, we would expect a new hire in the GSSWSR to connect to one of the interdisciplinary minors or programs, including Data Science, and to initiatives at the College such as Global Bryn Mawr and Praxis.

We would very much like to have a listening meeting with CAP later this fall, and we appreciate your initial consideration and review.

To: CAP

From: Growth and Structure of Cities

Re: Part-time Continuing Non-Tenure Track Line to support GIS at the college

Date:

Dear Colleagues,

We would like to extend discussions with CAP concerning a proposal to stabilize teaching of Geographical Information Systems (GIS) for the Bi-Co through a part time (2.0+FTE) teaching position. This position would be based in Cities but provide curricular support for other departments, including: Environmental Studies, Geology, and Data Science. The position would be modeled on the concept of a professor of practice or fine arts at peer liberal arts institutions and draw on our 35 years of success in architectural studio in collaboration with Daniela Voith as a Senior Lecturer at the college. A local professional would offer one GIS class, generally at the intro level, each semester and also assist students on advanced/thesis projects.

GIS entails data analysis, data visualization, and critical thinking. Geographic Information Systems allow researchers to link multiple kinds of data to map locations, not only enriching description but also revealing patterns in space and society (<https://education.nationalgeographic.org/resource/geographic-information-system-gis>). While this still demands collection and evaluation of data, it is the ability of this technology to organize spatial data and relationships that has made it so foundational to many social and scientific investigations as well as communication of data outside of scholarly communities.

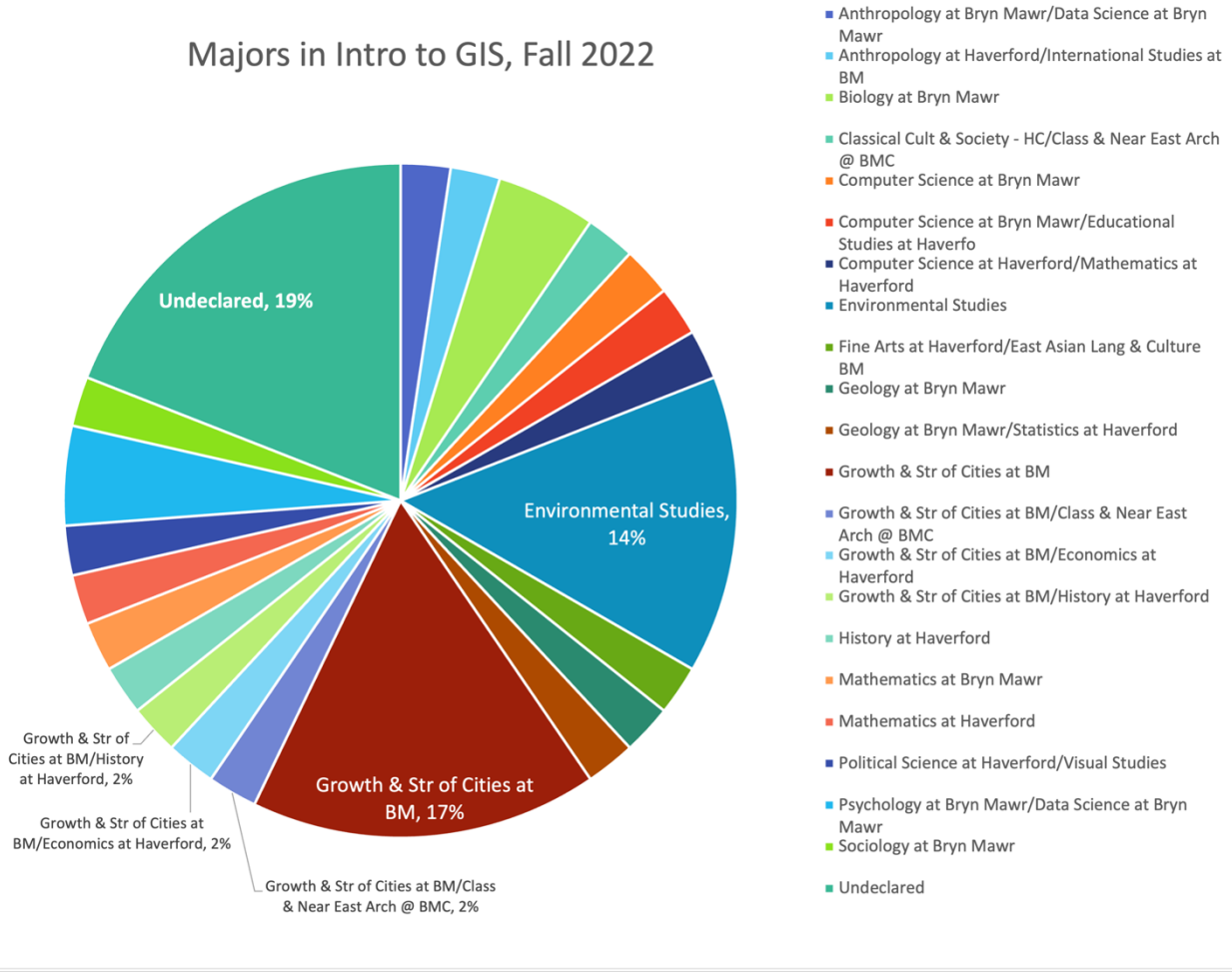
A GIS education grounded in the liberal arts engages students in critical debates about the collection, analysis, and representation of spatial data in ways that prepare them for original research, praxis opportunities, and life beyond the Bi-Co. Indeed, for undergraduates who intend to pursue deeper engagement with the problems and potentials of urban life, proficiency in GIS is now expected by graduate schools and early-career opportunities alike. This is true, too, for students in a diverse range of academic disciplines: GIS is widely used not only in urban studies, architecture, and landscape, but also in sociology, environmental studies, archaeology, biology, public health, and history, among other fields.

Until this year, demand for the college's Introduction to GIS (CITY B201) has consistently far exceeded capacity: in Spring 2022 there were 43 students pre-registered for a course that can support only 22 students. This has meant limiting the course to majors; it has also reduced opportunities for sophomores and even juniors to do the sort of introductory work that would allow them to develop more advanced skills over time. However, this fall various circumstance allowed the college (CNEA) to hire Jennifer Hurley for a second section of CITY B201, which opened new opportunities across the college. In this "open" call, only 24% of the students are in Cities (see table below), substantiating the wider demand that exists across the college.

Nonetheless, for decades, GIS instruction at college has been precarious, sustained by ad hoc hires whose visiting status frustrates the ability of the teaching faculty, department, and

college to make the sort of long-term investments in curriculum development and student engagement that are the hallmark of a Bryn Mawr education. Hence, to resolve both the perennial issue of unmet demand for GIS and the precarity of teaching staff for the program. We are asking CAP to create a multi-year position at the 2.0+FTE level that will be held by someone with training and strong professional capacities in teaching GIS, to be recruited through a limited but rigorous local search (local in terms of career but rigorous in terms of demanding a classroom exercise amongst other demonstrations of capability). This will be someone not only with both professional and technical expertise, but also a commitment to teaching GIS in the mode of critical inquiry that make the current and future program of GIS a key component of students' liberal arts education in – and well beyond – the Growth and Structure of Cities.

Majors in Intro to GIS, Fall 2022



BRYN MAWR

COLLEGE

October 5, 2022

Dear Members of the Committee on Academic Priorities:

The Literatures in English Department proposes to search for two assistant professors in staggered searches (for AY 2023-4 and AY 2024-5). We first ask to search for an Assistant Professor who can teach courses and direct theses in Asian American and/or Pacific Islander literatures, with methodological expertise in postcolonial theory. We then request a search for an Assistant Professor with expertise in African American and/or literatures of the African diaspora. Our request for two tenure-track lines reflects the recent losses our department has suffered as well as the opportunities we now have to reshape our curriculum.

Current State of the Department

In the last two years, we have lost three full tenure-track FTEs, and we were already down one FTE. Michael Tratner's death in August 2021 was quickly followed by Mecca Sullivan's departure in December 2021, and Linda-Susan Beard will retire at the end of this academic year. We hired one tenure-track faculty last year (which brought our FTE deficit from four to three); Pardis Dabashi focuses on film and modernist novels, and she is an affiliate member of the Film Studies Program and the MECANA (Middle East, Central Asia, and North Africa) Program. We are still down three full FTEs and have enormous gaps in our curriculum, including African American and African diasporic literatures and postcolonial literatures.

About a decade ago, the Department faced a similar series of losses, with the back-to-back retirements of Jane Hedley and Peter Briggs and the departure of Katherine Rowe. We then met to think about the future of the department in a holistic way, and after much research and discussion, we shifted our curricular foci to include contemporary poetry and poetics, children's literature, and trans studies. Those shifts helped move our department forward, keeping up with student interests and the changing intellectual anchors of literary study. They also specifically aligned with the College's mission to "attract, provide access for, and graduate a diverse undergraduate student body."

We now find ourselves in a similar situation, and we have again taken time to discuss the future of our department. We have dedicated ourselves to pursuing a more global approach that encompasses diasporic literatures in English and to decolonizing a field that developed under colonial and Anglo/Eurocentric conditions. These hires—along with the hire of Pardis Dabashi this past year—are central to those goals, both for our department and for the College.

Importance of the Positions

Both lines will provide crucial support for the department's global focus on diasporic literatures in English, expanding both the kinds of texts our students read and the methodologies they use to read them. Moreover, both positions will help resolve enormous curricular gaps here and throughout the Bi- and Tri-Co. Bakirathi Mani is leaving Swarthmore at the end of this semester, and Raji Mohan is retiring from Haverford at the end of next year, so the Tri-Co will

be without any tenure-track faculty working in literatures of the Asian American diasporas or postcolonial theory. Similarly, when Linda-Susan Beard retires in May, our department will have no one with expertise African American or African literatures. This absence is glaring, differentiating our department and the College negatively compared to our peers.

The Tri-Co Asian American Studies Program offers a minor in Asian American Studies at all three colleges. The first position is a key support for that program, particularly with the losses of Prof. Mani and Prof. Mohan. We have invited Bakirathi Mani and Jo Park (University of Pennsylvania) to talk with us this fall about the state of Asian American and Pacific Islander literary and cultural studies, so we can craft an informed job ad that will entice scholars working at the cutting edge of the field.

Likewise, a hire in African American and/or African diasporic literatures would directly support the Africana Studies Program. We have timed these two searches specifically to coordinate with the College's ongoing development of Africana Studies. This line would complement any hires made in that Program, and we see this line as necessary for the health of Black Studies in our department and across the Tri-Co.

Thank you for your consideration, and we look forward to following up with a fuller proposal and discussion with CAP. We would like to have a listening meeting when the time comes.

Sincerely on behalf of the Literatures in English Department,

Jamie K. Taylor
Professor and Chair, Literatures in English

September 29, 2022

Dear colleagues,

The Department of Philosophy seeks to initiate the process of requesting authorization for a tenure-track position. Our request is motivated by Collin Rice's departure in June 2022. In what follows, we will provide a brief overview of our reasons for requesting this position, a description of how this proposed position addresses the College's mission and Strategic Directions, and ways the proposed position could be relevant to other departments and programs.

With the departure of Rice, the department will be left with three faculty members: Macalester Bell, Adrienne Prettyman, and Thimo Heisenberg. The department has had a steady staffing of four lines since the early 1990s. Rice's departure will constitute a serious loss to the College and the Philosophy Department. Rice has developed and taught ten distinct courses at all levels of the curriculum. He has offered advanced courses such as Phil 247: Science, Mind, and Culture and Phil 343: Philosophy of Biology, as well as two 360 course clusters with members of the Biology and Political Science departments focused on models and climate change.

Many of the philosophy courses Rice taught are central to the major. A major in Philosophy must take, at minimum, 11 semester courses. At present, the following courses are required:

- Two-semester Historical Introduction to Philosophy (PHIL 101 and 102);
- Ethics (PHIL 221);
- Theory of Knowledge (PHIL 211), Metaphysics (PHIL 212) or Logic (PHIL 103);
- Senior Conference (PHIL 398 and PHIL 399)
- At least three other courses at the 300-level are required, one of which must concentrate on a single philosopher or period of philosophy.

As should be clear, losing a colleague who regularly teaches Phil 102: Science and Morality Modernity, Phil 103: Logic, Phil 211: Theory of Knowledge, and Phil 398-399:Senior Seminar will be very disruptive to our major.

To maintain the consistency of our major curriculum and continue to contribute to Bryn Mawr's educational mission, we seek to search for a new tenure-track colleague. As the College's mission statement makes clear, Bryn Mawr "...teaches and values critical, creative, and independent habits of thought and expression in an undergraduate liberal arts curriculum for women..." Philosophy is at the heart of any liberal arts curriculum, and in our classes, we help students cultivate critical thinking and writing skills and encourage their interests in fundamental

questions. In short, the proposed position will directly contribute to the College's mission by allowing the Philosophy Department to continue to offer the courses required for its major while at the same time meeting the needs of the many non-majors who take our classes to fulfill general education requirements or simply out of intellectual curiosity.

In addition to our course offerings, members of our department have supported several other departments and programs across the College. The department regularly contributes to the Emily Balch seminar program, International Studies, Environmental Studies, and the Gender and Sexuality program. Faculty members have created several innovative 360° Courses, such as China and the Environment, Climate Change: Science and Politics, Science, Power and Truth. Some of our courses are cross-listed with Political Science, and unlike other departments in the humanities, we regularly offer a course (Phil 103: Logic) which satisfies a College-wide quantitative reasoning requirement. We anticipate that the proposed position will allow us to continue to contribute to the College in these ways in the years to come.

Our most recent CAP request was made in 2018-19 and was prompted by the retirement of Robert Dostal. The department asked for permission to conduct an open search to complement our existing strengths, and our request was granted. In 2020, we were successful in hiring Thimo Heisenberg. As part of CAP's response to our proposal, it was noted that "[i]n order to serve their students and provide an appropriate philosophy curriculum, a fourth faculty member is necessary." Given that our number of majors and contributions to the College has only increased since 2018-19, we hope that CAP will appreciate that a fourth faculty member in philosophy is still necessary. In fact, our 2021 external review actually suggested that we be staffed at *five* full time faculty members, given our contributions to the College, number of students, and the size of philosophy departments at comparative institutions.

Philosophy is, as a field, overwhelmingly white and male. As part of our commitment to recruiting a diverse pool of applicants, we seek authorization to conduct a national search with a disjunctive Area of Specialization: Philosophy of Science, Epistemology, or Comparative Philosophy, all broadly conceived. The Philosophy Bi-Co is strong in a number of subfields within philosophy (including Ancient Philosophy, European Philosophy, Philosophy of Race, Feminist Philosophy, Philosophy of Mind), and we would not seek to duplicate our coverage of these areas. With Rice's departure, we are left without coverage in several areas, including areas he taught such as Philosophy of Science and Epistemology, as well as areas we have long desired to offer classes in, such as Comparative Philosophy. Since these will all be gaps in the Bi-Co's coverage after Rice's departure, we seek permission to search in these three areas. Doing so will allow us to maximize the diversity of the pool, ensure we have a number of high quality candidates in our three most pressing areas of need, while also avoiding the pitfalls of a completely open search.

Our department would very much welcome the opportunity to schedule a listening meeting with CAP at your earliest convenience. We look forward to our conversations.

Sincerely,

Macalester Bell
Adrienne Prettyman
Thimo Heisenberg

BRYN MAWR

COLLEGE

October 5, 2022

Dear Colleagues,

The Department of Physics intends to submit a request to CAP for a full-time Continuing Non-Tenure Track position in Physics. This position will be a necessary replacement for the department's current CNTT, Senior Lecturer Mark Matlin who will be retiring at the end of Spring 2024. The primary responsibilities of this requested CNTT will be as an instructor in both the lecture and laboratory portions of the non-major introductory physics courses (Phys 101 and Phys 102) which serves both undergraduate students as well as students in the Postbaccalaureate (postbac) program. In addition, this CNTT will serve as the coordinator of the non-major introductory physics laboratory curriculum.

The Department of Physics has long held a crucial role at the College in the teaching of introductory physics courses that serve a broad population. At the undergraduate level, non-major introductory physics courses and laboratories are taken primarily by students in science majors, though a number come from non-science majors as well. A large subset of students take these courses as part of the application process for medical school. Introductory physics courses are required for admission to the majority of medical schools, and the addition of physics laboratory work is also recommended for most of these schools.

Though these courses focus on the needs of students outside the physics major, the department deeply appreciates the importance of investing considerable time and energy in the development, support, and execution of these courses which support not only the College's mission and strategic directions, but the broader goal of a well-informed general populace. By using material that highlights the connections to and utility of physics in many other STEM disciplines, in addition to everyday life, the courses help accomplish the College's mission to foster a thirst for knowledge and cultivate intellectual curiosity. The laboratory curriculum has been designed to be highly self-directed, allowing students to get a taste of both quantitative analysis and independent research through guided exploration of the topics rather than rigid procedures—both key elements of the College's strategic direction for developing Skills for Effective Lives. Moreover, the contribution of these courses to the postbac program—a high-impact, signature program—supports the strategic direction of Academic Excellence.

Given the importance of these courses, all members of the department, tenure-line and CNTT alike, contribute by directly teaching the undergraduate and postbac lecture and laboratory, as well as providing frequent curricular and pedagogical input to the structure and content of the course. Experience in teaching non-physics majors is as important a training element for physics faculty as teaching within the major; learning how to steadily improve communication of physics concepts and applications to a wide range of student backgrounds helps build and sharpen these skills used in teaching majors topics.

The large enrollment of the courses makes incorporating a CNTT position crucial to maintaining smooth operation particularly for the laboratory aspect. Over the last ten years (Fall 2012 to Spring 2022), the introductory physics lecture and laboratory series has served on average 236 students each academic year which includes about 136 postbac students and 100 undergraduate students.

Organizing effective and rigorous laboratory experiences for this large population is particularly challenging and one best suited for a CNTT position.

Thus, a vital component of the requested position, like the current one held by Mark Matlin, would be as coordinator for the introductory, non-major laboratory course. The lab course incorporates a self-directed, exploratory approach, which requires upwards of 16 different laboratory setups to be run simultaneously in each of two rooms. The CNTT must maintain, refresh, and develop a wide variety of experimental apparatuses and manual guides that cover a broad subject range, as well as continually update and adapt new labs to reflect the frontiers of physics understanding. Examples of this include the incorporation of biomedically-relevant setups. The large enrollment of students rotates through the different labs each week and must be carefully scheduled by the coordinator at the beginning of each semester. In addition, the coordinator must arrange dozens of make-up experiments each semester for students who miss their scheduled labs.

The requested CNTT position would also serve as one of the instructors in the lecture portion of the introductory courses, able to teach either the undergraduate or postbac sections depending on department needs. Here, the proposed position deviates from its existing form. Mark Matlin's current position serves every level in the department—from teaching the non-major intro course to teaching graduate-level seminars. The proposed position, however, will focus teaching efforts primarily in the introductory lectures and labs. Despite this shift, the large enrollment numbers will continue to necessitate teaching contributions from the tenure lines in both lecture and laboratory, though, as mentioned, the department views this arrangement as advantageous to the physics faculty and beneficial to both major and non-major students. Centering the CNTT position around the introductory courses provides more opportunity and incentive for the instructor to craft and incorporate new material as topical highlights and pedagogical approaches evolve.

The department's last CAP proposal was a request for an experimentalist tenure-track assistant professor to replace long-time physics faculty member, Elizabeth McCormick. This request was approved and the position was filled by the hiring of Asja Radja who started this Fall. The department has not submitted a CNTT request since Mark Matlin's hiring in the early 2000's.

We look forward to CAP's consideration of this letter of intent. The department currently does not feel a listening meeting with CAP is necessary, but will be happy to provide any additional information regarding this position request as needed.

Sincerely,



David Schaffner
Associate Professor and Chair
Department of Physics

B R Y N M A W R

October 5, 2022

To the Members of the Committee on Academic Priorities:

The Spanish Department intends to submit a request for a tenured or tenure-track position in 19th to 21st century Spanish (Peninsular) culture and literature. Following the departure of Rosi Song after her multiyear leave, and the sudden retirement of Enrique Sacerio-Garí, both in 2021, we requested and were granted a tenure-track position for a Latin Americanist. Assuming that this search is successful, by Fall 2023 our department will consist of only two tenured professors—Martín Gaspar in Latin American literature and cultural studies and María Cristina Quintero in early modern Spanish (Peninsular) literature and culture—, two CNTTS—Inés Arribas and Kaylea Berard—, and the new TT hire. While the addition of a Latin Americanist will help maintain the integrity of our language offerings and core curriculum, hiring a specialist in the areas formerly taught by Rosi Song remains essential for the viability of the Department of Spanish in the immediate and mediate future, for the following reasons:

- a) The department anticipates a retirement over the next two to three years. Searching next year would provide continuity and prevent the department from being reduced to one tenured and one tenure-track professor.
- b) The area of specialization we are seeking (modern Peninsular literature, film, and cultural studies) is currently not covered by any professor in the Bi-Co. The new hire will ensure that we offer a robust and varied curriculum to major and minors and serve the needs of students wishing to fulfill the language requirement with Spanish.
- c) Enrollments in the department continue to be strong: we are serving 255 students this semester alone, a six-year high. Moreover, the number of students in the upper-level courses has grown and will continue to do so as we attract more majors. There are strong signals and factors that this will be the case: the sharp increase in juniors and minors this year, and the reopening of study abroad programs (in the past, a number of students declared a major once they returned from Junior Year Abroad).
- d) It is standard for Spanish departments in peer institutions (Smith, Wellesley, Barnard, Ahmerst, Vassar) to have no less than four and often five or more tenure and tenure-track faculty. Until 2021, and for over twenty years, Bryn Mawr had a comparable number of FTE's. Fewer than this number would make the department less competitive in attracting students interested in pursuing Spanish at the college level.
- e) The hiring of a tenure track person would help us meet our current staffing needs and ensure stability and continuity in a department that perennially has had to rely on temporary hires.

We would want to keep the field relatively open and, as such, we would advertise for someone with expertise in one or more of the following areas: immigration/migration literature, film and media studies, ecocriticism, gender studies, all preferably from a global, multicultural or multilingual perspective. These areas are currently either underrepresented at the Bi-Co or not represented at all. In addition to offering courses in a particular area or areas of expertise, the successful candidate

would contribute to the teaching of language courses at all levels—from beginning Spanish through 120 (Introducción al análisis literario), the gateway course to the major. Experience teaching heritage students would be a plus, given the number of Latina students we serve every year. As is this case with all the current tenured faculty in the department, the successful candidate would also contribute to other interdisciplinary programs such as Latin American, Iberian and Latino Studies, Comparative Literature, Gender and Sexuality, Film Studies, the Emily Balch seminars; and, potentially, Africana Studies, Environmental Studies, and International Studies.

There is no doubt that this position would enhance the College's mission and commitment to diversity and inclusivity. During the student walk-out, major representatives met with the senior members of the department and communicated the desire for more courses related to issues of race, gender, and marginalized communities. Although we already offer courses related to these topics, we acknowledge the need to expand our curriculum and include broader coverage within the field of Spanish (Peninsular) literature and culture. The new position would address this need. Finally, given the current state of the job market and enrollments in top programs and the profile of many doctoral students and recent Ph.D.'s in Hispanic studies, the department would have no trouble attracting a diverse group of applicants.

Although we understand that it is no longer a requirement, a meeting with CAP would be useful in helping us refine the proposal to address the pressing staffing needs of the department and to enhance its future contribution to the mission of the college.

Sincerely,

A handwritten signature in black ink, appearing to read 'M. Gaspar', with a stylized flourish at the end.

Martín Gaspar
Associate Professor and Chair of Spanish