

Committee on Academic Priorities

Penny Armstrong, *French and Francophone Studies, 2019-*

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

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', is written over a series of horizontal lines. The signature is fluid and cursive.

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.

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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

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,

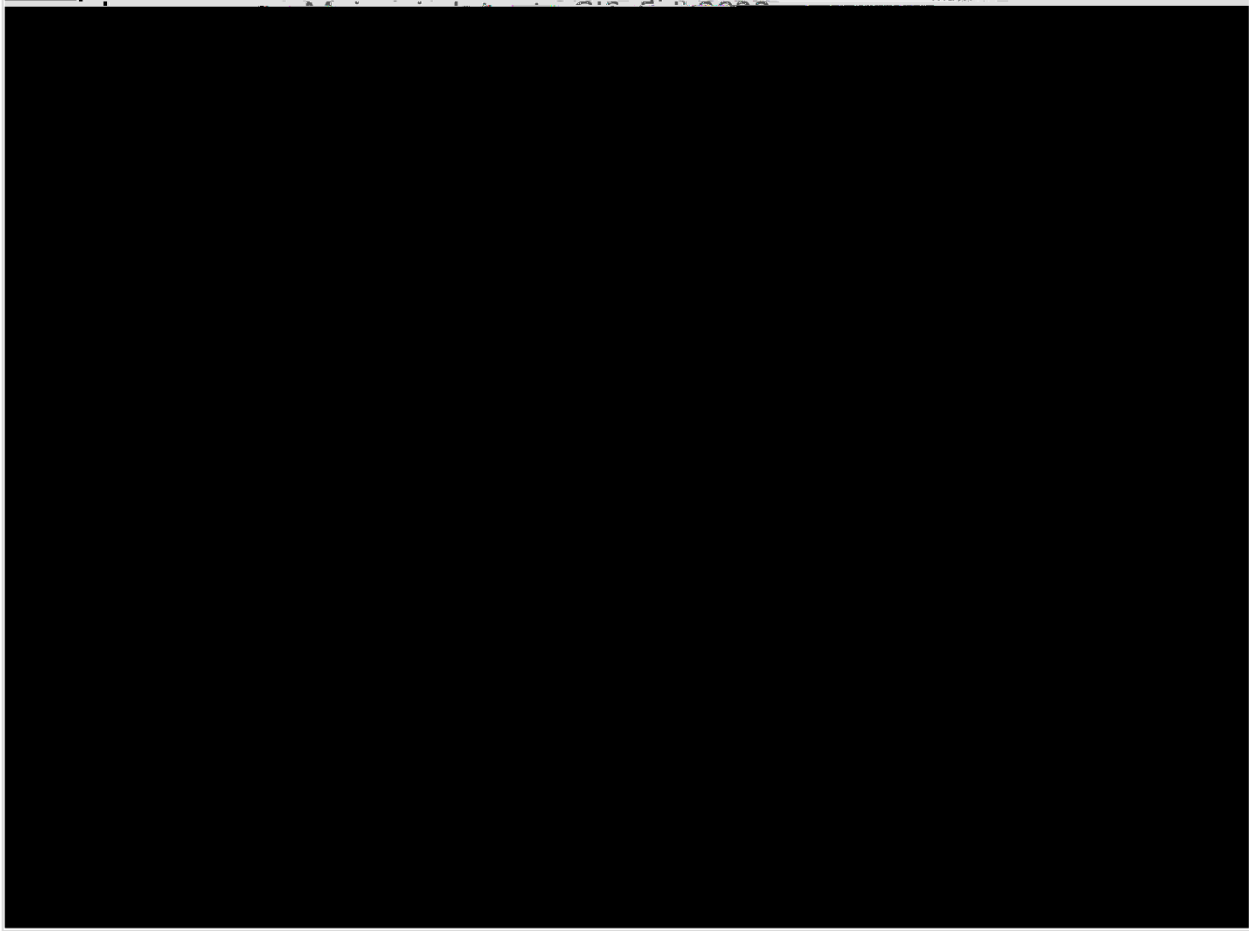
We would like to extend discussions with CAP concerning a proposal to stabilize teaching of Geographical Information Systems (GIS) for the Bi-Co through a part time (2.0+FTE) teaching position. This position would be based in Cities but provide curricular support for other departments, including: Environmental 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

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 c



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October 5, 2022

Dear Colleagues,

The Department of Physics intends to submit a request to CAP for a full-time Continuing Non-Tenure

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

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-Gari, 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

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 ity an