To: Department Chairpersons and Program Directors  
From: Scott Gac, Chair, Educational Policy Committee  
Subject: Requests for Faculty Positions  
Date: October 8, 2019

EPC CALENDAR 2019-2020

- Submission of Intent to File to Dean’s Office (email to Sylvia DeMore) - October 25, 2019
- Submission of Proposal to Dean’s Office (email a SINGLE Word or pdf file to Sylvia DeMore) - January 17, 2020 NOON
- EPC Report to Faculty - May

On behalf of the Educational Policy Committee, I am writing to you concerning requests to the EPC for faculty positions.

All vacated positions return to the College for redistribution. At this point, eight positions have been returned to the College for possible allocation in the spring of 2020. As in any year, positions returned to the College may not all be allocated. Factors that could contribute to a decision to withhold a position from immediate allocation include the College’s budgetary constraints and the status of academic planning.

The sponsor of any proposal submitted to the EPC must submit to Sylvia DeMore an intent-to-file email, by October 25, 2019. The email simply needs to state the department and area of the position. EPC will be better able to plan the spring semester knowing how many proposals to expect. The list will also be circulated to chairs/directors. The EPC hopes that this disclosure will promote and facilitate discussion among potential sponsors.

Anita Davis, Vice President for Diversity, Equity and Inclusion will join the EPC at a meeting on Monday, November 18, 4:15 p.m., in the Dangremond Family Commons Room (Halden). The meeting will focus on diversity, equity and inclusion as it relates to faculty proposals, ads, and searches. There will also be an opportunity to ask questions regarding the process. All departments and programs submitting a proposal are expected to send a representative to the meeting.

Consistent with its charge in Faculty Manual 2.2.1, the EPC will consider the following criteria in its consideration of proposals:

- Departmental/Disciplinary Needs
- General Education
- Enrollment/Major Pressures
- Evidence of deliberations within and/or between departments and programs regarding the formulation and execution of targeted strategies to attract a diverse applicant pool.
- Evidence of deliberations regarding collaboration between and among departments and programs
- Contributions to two of Trinity’s broad-based curricular initiatives
SUPPORTING INFORMATION: In order to ensure uniformity in the presentation of data in support of a departmental or program proposal, please use the attached data provided by the Dean’s Office. The data for AY2015-2019 include:

1. a table displaying the number of permanent faculty members, number of majors, number of graduates, number of majors per permanent faculty member, number of graduates per permanent faculty member, number of instructional FTEs (permanent and temporary faculty TUs divided by 5), total enrollment, enrollment per instructional FTE and

2. graphs displaying the ratios, sorted largest to smallest. Please let us know in advance of filing your proposal if you have any questions or see discrepancies. Departments and programs are welcome to provide additional information, such as data regarding peer institutions or feedback from external evaluators, which may be helpful in supporting an argument for a faculty position.

GENERAL GUIDELINES FOR EPC POSITION REQUESTS

Proposals may vary from discipline to discipline and from request to request. However, requests should conform as much as possible to the following format.

I. The Proposal should be no longer than 10 pages (1.5 line spacing, 12-point font).

II. Describe the need for this position based on the SIX criteria above, using each as a heading.

Departmental/Disciplinary Needs: How would the position contribute to the intellectual integrity of the department or program? How would this hire strengthen your department/program? How would it enhance the major’s course offerings and/or provide curricular innovation? How would it allow your department/program to adapt appropriately to future changes in your field? How would the hire contribute to the distinctiveness of your program? How would the hire respond to student demand and interests? How does the hire relate to recommendations from recent external reviews?

Provide the new hire’s proposed teaching schedule for the first two years. Describe the new hire’s relation to other anticipated departmental/program needs over the next several years regarding projected curricular offerings. What other courses (or types of courses) might the person in this position teach in the long term?

Are there other ways of meeting your requirements – such as visiting or adjunct positions? How have you planned for the eventuality of this request being unsuccessful?

General Education: How would the position contribute to distribution courses, non-majors courses, First-Year Seminars, general education courses, College courses, cross-listed courses?

Enrollment/Major Pressures: How is the position an effective response to enrollment and major pressures?
Diversity Strategies: How do the nature of the proposed position and the language of the job ad maximize your chances of yielding a diverse pool of applicants? Which specific strategies, beyond advertising the position broadly, will you pursue to attract a diverse applicant pool?

Evidence of deliberations regarding collaboration between and among Departments and Programs: How would this hire contribute to the college as a whole? How would the position make a structural contribution to the needs of other departments and programs? How have appropriate partners (departments or programs) been consulted in the formulation of the position? How would it provide curricular innovation?

Contributions to two of Trinity’s broad-based curricular initiatives: To what extent would the position enhance course offerings focusing on EITHER gender, race, ethnicity, sexuality, or class issues OR urban or global issues? Does the position effectively enhance offerings in one of these two areas? To what degree is the proposal congruent with the college’s strategic plan?

III. Please contextualize the data provided as it relates to your department/program. Graphs and tables are generally the most effective way to present quantitative data. If it proves necessary to provide additional data in addition to that listed above then you may include a brief appendix for this purpose (lengthy appendices may not be read by the Committee). You are welcome to provide additional information, such as data regarding peer institutions or feedback from external evaluators, that may be helpful in supporting an argument for a faculty position. Please indicate how these data were collected. The College uses a standard list of comparison colleges.¹

IV. Additional recruitment strategies – please provide:
   a) Standard advertising and interviewing practices in the field, with timetable;
   b) Proposed ad copy. See examples in Appendix A.

NOTE: if departments/programs have multiple retirements and/or resignations and do not plan to submit proposals for all of them this year, the EPC requires a detailed multi-year plan that helps the committee understand the department’s/program’s intentions and which will be used to judge future proposals. The plan should describe how each position enhances the intellectual integrity of the major in the submitted proposal. This plan should include a detailed description of the fields, collaborations, and timelines for searches.

¹Comparison Schools: Amherst College, Bates College, Bowdoin College, Bryn Mawr College, Bucknell University, Colby College, Colgate University, Connecticut College, Davidson College, Hamilton College, Haverford College, Middlebury College, Mt. Holyoke College, Sarah Lawrence College, Skidmore College, Smith College, St. Lawrence University, Swarthmore College, Union College, Vassar College, Wellesley College, Wesleyan University, Wheaton College, Williams College
Sample 1

The Department of History invites applications for a tenure-track position in Chinese history to begin in August 2019. The field of specialization is open, but we seek candidates who can offer introductory courses covering the broad scope of Chinese history, who would also be able to offer some courses that intersect with existing interdisciplinary programs such as Urban Studies, International Studies, Women and Gender Studies, or Human Rights. The successful candidate will be able to teach courses and specialized seminars in his or her specialty on a regular basis. The applicants should have a PhD in Chinese History at the time of application, or the reasonable expectation of completing the PhD by August 2019.

Trinity’s teaching load is 5 courses per year, but new hires teach only 4 courses a year for their first two years. In addition, we provide a pre-tenure semester leave, and subsequent semester leaves every fourth year. Trinity is a liberal arts college located in, and deeply engaged with, Connecticut’s capital city of Hartford. Our 2,200 students come from all socio-economic, racial, religious, and ethnic backgrounds across the US, and 17 percent are international. Trinity has a number of campuses and exchange programs across the globe, including one with Fudan University in Shanghai.

To apply, submit a letter of application, CV, short writing sample, and contact information for three individuals who will provide letters of recommendation. Please direct any questions to Jeffrey Bayliss, Chair of the History Department. Applications will be reviewed as they are received, with full consideration given to those received by November 14, 2018. Trinity is an AA/EOE and warmly encourages women, members of minority groups, LGBTQ individuals and people with disabilities to apply. We are committed to enhancing our campus culture and curriculum through the diversity of its faculty, staff, and students.

Sample 2

The Biology Department invites applications for a tenure track position as Assistant Professor in Biology to begin in fall 2020. We seek a broadly trained field ecologist with a strong commitment to teaching a diverse student body, and research that integrates undergraduate students in a liberal arts environment. Teaching responsibilities include a majors course in Ecology, an upper-level course in their area of expertise (e.g., Community Ecology, Urban Ecology), and a course that contributes to the department’s biological diversity requirements (e.g., Plant Biology, Invertebrate Zoology, or Entomology). Other teaching duties include annual contributions to introductory biology and periodic offerings in nonmajors science courses.

The successful candidate is expected to establish a productive research program involving undergraduates that takes advantage of Trinity’s urban location and varied local ecosystems. Applicants who examine ecological interactions and processes at the population, community, or ecosystem level and integrate a strong field component into their research and teaching are
especially encouraged to apply. Candidates should have a Ph.D. in a relevant field; post-doctoral experience is preferred. The Department is especially interested in candidates who, through their research, teaching, and service, will contribute to the diversity and excellence of the academic community.

Trinity College is a coeducational, independent, nonsectarian liberal arts college located in Connecticut’s capital city of Hartford. Hartford is located on the Connecticut River and has an extensive park and green corridor network. The greater Hartford area includes diverse forested and aquatic ecosystems across an urban-rural gradient. Our student body, in the department and campus-wide, is diverse, coming from all socio-economic, racial, religious, and ethnic backgrounds across the U.S. and internationally. Trinity College is committed to building a representative and diverse faculty, staff, and student body. Candidates with a demonstrated ability to incorporate diverse perspectives into teaching and mentorship are preferred.

The application should include a letter of application, detailed CV, a statement of teaching and mentoring, a statement of research, graduate and undergraduate transcripts (combined as one document), up to three representative recent research papers (combined as one document), as well as names and contact information for three references. Consideration of applications will begin September 15, 2019 and will continue until the position is filled. Inquiries may be addressed to Professor Kent Dunlap.