The EPC invites proposals for tenure-line positions in 2022-23. In addition to continuing to allocate positions using the Special Opportunity Hiring (SOH) Initiative to increase faculty diversity, the EPC invites proposals for positions to be filled through a traditional search.

The EPC is keenly aware that many departments are facing significant staffing challenges due to several factors, including recent retirements, student demand, long-standing reliance on visiting faculty, and the need for curricular innovation. Recognizing these challenges, the EPC has revised its procedures and guidelines for the coming year, though the criteria by which proposals are evaluated will remain those outlined in the Faculty Manual. At this time, as per the Appendix, we anticipate a minimum of 10 faculty lines available for allocation.

Of these 10 lines, five will be reserved for allocation through the SOH process, continuing to advance our commitment to increase the diversity of Trinity’s faculty, including representation of historically underrepresented groups in the United States. For the remaining positions, the EPC will make recommendations to the Dean of Faculty after the evaluation of proposals. The guidelines for both processes, including deadlines, are outlined below. Note that the SOH guidelines remain unchanged from last year.

Whether a department or program submits a proposal through the SOH process or for a traditional search, they must include a section that addresses their commitment to diversity, equity, and inclusion, as outlined below.

**Commitment to Diversity, Equity, and Inclusion**

Each EPC proposal should include a section that addresses, and provides evidence of, the department’s/program’s general commitment to diversity, equity, and inclusion. This section should address the following questions:

1. How has the department/program supported diversity, equity, and inclusion at Trinity, including within the department/program?
2. Have members of the department/program engaged in DEI initiatives outside of Trinity (e.g., within the Hartford community, within their disciplines)?
3. How has the department/program experienced success in recruiting and retaining faculty from diverse backgrounds? How has it learned from any challenges in this area?
4. How has the department/program experienced success, or taken steps to make progress in, supporting the diversity of students in majors/minors/courses?

**Guidelines for Positions to be Filled via a Traditional Search**

With many departments and programs experiencing significant staffing shifts, the need for long-term curricular planning becomes imperative. This year’s EPC process is designed both to encourage this type of planning process and to provide the time needed to do it well. The EPC often finds that departments and programs emphasize staffing pressures (both in terms of pressing curricular gaps and student demand) over long-term thinking. We want
to be responsive to staffing pressures, broadly understood, while also encouraging more comprehensive planning. Therefore, this year, our proposal process will take place in two phases.

For Phase One, rather than a standard proposal, departments/programs will describe the staffing challenges currently facing the department.

*Only those departments whose responses provide a compelling argument will be asked to submit a Phase Two Proposal.*

For Phase Two, departments and programs will submit a standard, full EPC proposal based on the four criteria as outlined in the *Faculty Manual*. In addition, departments will be expected to include a description of the curricular planning efforts undertaken by the department in advance of the submission of the proposal.

Additional details for each phase are given below.

**Phase One: Staffing Challenges**

*Format:* All Phase-One submissions will be structured as a narrative describing the way in which staffing challenges have impacted the delivery of the curriculum. All submissions should be a maximum of 5 pages (1.5 line spacing, 12-point font).

*Substance:* Substantively, submission should include responses to the following series of questions, and include relevant data as appropriate:

1. Has your program had one or more recent retirements or resignations?
2. Does your program rely heavily on visiting faculty?
3. Does your program face a chronic inability to meet student demand for courses?
4. Have recent retirements resulted in critical curricular gaps in your program?
5. Do you have sufficient full-time faculty to handle advising for your program?
6. Do you have sufficient full-time faculty to reasonably provide the opportunity for all interested students to do independent work (e.g. senior theses, independent studies, etc.) with faculty?

*Deadlines:* There will be two submission deadlines this year, June 1 and October 1. There is no advantage to submitting a proposal early. The early option is provided for those departments who have already undergone significant curricular planning and who would benefit from an early decision on phase one.

**Phase Two: Submission of a Full Proposal**

Phase-two proposals will focus on the four criteria in the *Faculty Manual*:

- The strength and integrity of College majors;
- The obligation of departments and programs beyond the major;
- The need for curricular experimentation and innovation; and
- Student choices and their effect on teaching responsibilities.

*Format:* All Phase-Two proposals should be structured as a narrative, with four distinct subheadings corresponding to the criteria. These sections may be ordered however departments and programs choose. All proposals should be a maximum of 10 pages (1.5 line spacing, 12-point font).

*Substance:* Substantively, each subsection should include responses to the series of questions included at the end of this document in the standard call for proposals. In addition, the proposal should include a description of the curricular planning process undertaken by the department and how the current proposal fits within the long-term vision of the department.
Deadlines: There will be two submission deadlines this year, **October 1** (early deadline) and **February 1**. The early deadline is for exceptional circumstances. Any department or program intending to submit a Phase 2 proposal in October must submit the Phase 1 proposal by the June deadline. Proposals submitted in October must include a clear and compelling argument for why an early decision is warranted.

**Guidelines for the Special Opportunity Hiring Initiative**

All proposals will be evaluated according to the four central criteria identified in the *Faculty Manual*, in addition to demonstrating an overarching commitment to diversity as outlined below:

- The strength and integrity of College majors;
- The obligation of departments and programs beyond the major;
- The need for curricular experimentation and innovation; and
- Student choices and their effect on teaching responsibilities.

**Format and Substance:** Proposals should be structured as a narrative, with four distinct subheadings corresponding to the criteria in the *Faculty Manual* (found below): Curricular Strength and Integrity of Majors, Impact beyond the Major, Experimentation and Innovation, and Student Interest and Needs. These sections may be ordered however departments and programs choose. Additionally, each proposal should include a section on Commitment to Diversity, as outlined above. All proposals should be a maximum of 10 pages (1.5 line spacing, 12-point font).

**Deadline:** The target date for submission this year is **November 1**. Though the *Faculty Manual* allows for proposals to be submitted at any time, the EPC may defer consideration of a proposal submitted prior to the deadline unless the proposal includes a well-articulated argument as to why the proposal merits immediate consideration.

**EPC Criteria**

**I. CURRICULAR STRENGTH AND INTEGRITY OF MAJORS**

How will the position contribute to the strength and integrity of your curriculum? In your response, please address each of the following factors, noting that “Duplication of curricular areas [in a department/program] will be discouraged” (*Faculty Manual*). Positions that build clusters of strength and excellence across the College and provide candidates with a broad intellectual community are welcome.

- Breadth or depth of offerings;
- Diversity of voices and perspectives (including theoretical approaches, texts, methodologies, or pedagogies) and the position’s contribution to making the curriculum more inclusive;
- The department/program’s vision for its future, as well as its most recent external review; and
- Comparison with peers, especially in terms of FTE’s, number of requirements for the major, and how similar positions fit into the curriculum.¹

¹ EPC Comparison Schools: Amherst College, Bates College, Bowdoin College, Bryn Mawr College, Bucknell University, Colby College, Colgate University, Connecticut College, Davidson College, Hamilton College, Haverford College, Macalester College, Middlebury College, Mt. Holyoke College, Sarah Lawrence College, Skidmore College, Smith College, Swarthmore College, Union College, Vassar College, Wellesley College, Wesleyan University, Williams College.
II. IMPACT BEYOND THE MAJOR

How will this position contribute to the College’s overall liberal arts curriculum and intellectual life, including academic centers and co-curricular programs? In your response, please address each of these factors:

- Contribution to diversifying or making the College curriculum (and not just the department’s or program’s) more inclusive; and
- Impact on new curricular opportunities for non-majors, both in and out of the division (e.g., gateway programs, First-Year Seminars, pre-health students, interdisciplinary programs, other majors).

III. EXPERIMENTATION AND INNOVATION

How does the position respond to emerging trends in your field and beyond it? In your response, please address each of these factors:

- New developments in your field and connections to other disciplines or events in the world;
- Trinity’s distinctiveness among other selective liberal arts colleges, including support for the College’s strategic goals (i.e., creating a first-choice college, connecting to Hartford and the world in transformative ways, or building on our historic strengths to ensure a sustainable future).

IV. STUDENT INTERESTS AND NEEDS

How does this position address enrollment pressures and trends in your department/program? In your response, please address each of these factors:

- Enhancing the quality of teaching and advising in your department/program to better meet student needs;
- Responding to current student interest in the discipline and the potential for generating new interests;
- Developing students’ knowledge of critical areas and skills, cultivating their appreciation for a diversity of perspectives, and better preparing them to work, live, and learn in a diverse and changing world.
We had 17 lines become vacant this academic year (2021-22); in addition, 2 lines became available for allocation late spring 2022.

Of these 19 lines, we allocated 5 lines to SOHs. (A sixth candidate hired through the SOH mechanism had already been allocated through the traditional process.)

This leaves 14 open lines available for allocation in 2022-23, although 4 of these are tied to a specific department: Art History (endowed chair), Political Science (dean), Religious Studies (restricted funds), Public Policy (non-tenure-line conversion to tenure-track). These departments will still have to submit a full two-phase proposal to the EPC for approval.

Of the 10 remaining lines, moreover, five will be allocated through the SOH initiative.