



**JOINING THE FACULTY
CONNECTICUT COLLEGE**

Connecticut College is intentionally building a faculty and curriculum of great diversity.

YOU WILL JOIN A COMMUNITY of scholars and teachers deeply engaged in their own fields, who also build the multi- and interdisciplinarity that characterizes our curriculum. Such different perspectives and diversity enrich our intellectual community and provide our students learning environments suited to the global society in which we all live.


The intimate scale of the liberal arts college means that faculty and students often find their intellectual partners across campus, where study of related subjects is taking place in entirely different disciplines. On our campus, for example, we have a Chinese historian, but we also have an art historian and an ethnomusicologist who focus on China. Some of the faculty in Government, Philosophy, Dance and Religious Studies — and the faculty in East Asian Languages and Cultures — are interested in Chinese culture, thought and philosophy. What ties them together is their common interest in things Chinese; and their connections

form a network that nearly every student interested in China traverses.

Recognizing the importance of a sustained and systematic approach to pedagogy, the College established the Mankoff Center for Teaching & Learning in 1997.

In addition, our departments have created five interdisciplinary centers that provide opportunities for widely diverse teaching and research.

- » The Toor Cummings Center for International Study and the Liberal Arts (CISLA)
- » The Ammerman Center for Arts & Technology (CAT)
- » The Goodwin-Niering Center for Conservation Biology and Environmental Studies (CCBES)
- » The Holleran Center for Community Action and Public Policy (CCAPP)
- » The Center for the Comparative Study of Race and Ethnicity (CCSRE)

A photograph of David Kyuman Kim, an Associate Professor of Religious Studies and Director of the Center for the Comparative Study of Race and Ethnicity, speaking in a lecture hall. He is wearing a dark suit, a light pink shirt, and a patterned tie. He is gesturing with his hands as he speaks. In the background, a chalkboard is visible with some faint writing on it.

“To take seriously the study of race and ethnicity is to re-think the liberal arts curriculum. We’ve effectively put ourselves at the forefront of the national dialogue on the meaning of the liberal arts.”

— David Kyuman Kim, Associate Professor of Religious Studies and Director of the Center for the Comparative Study of Race and Ethnicity

AWARD-WINNING



LEFT TO RIGHT:

- Stephen Loomis, Biology
- Eugene Gallagher, Religious Studies
- Marc Zimmer, Chemistry

TEACHING

Our faculty is known for excellence in teaching. Three times in the past seven years, Connecticut College faculty members have been singled out as the CASE Carnegie Professor of the Year for Connecticut, a record not equaled by any other institution.

In addition, our own faculty annually gives the John S. King Memorial Teaching Award to recognize teacher-scholars with the highest standards of teaching excellence and concern for students.

- 2008: Hisae Kobayashi, East Asian languages and cultures
- 2007: Derek Turner, philosophy
- 2006: Ann Sloan Devlin, psychology
- 2005: Sunil Bhatia, human development
- 2004: Tristan Anne Borer, government
- 2003: Peter Leibert, art

- 2002: Eugene Gallagher, religious studies
- 2001: Marc Zimmer, chemistry
- 2000: Stephen Loomis, biology
- 1999: MaryAnne Borrelli, government
- 1998: Roger Brooks, religious studies
- 1997: Maureen McCabe, art



FACULTY



LEFT TO RIGHT:

- Jefferson Singer, Psychology
- Bridget Baird, Mathematics and Computer Science
- Hisae Kobayashi, East Asian Languages and Cultures

SCHOLARSHIP AND CREATIVITY

Our faculty are active researchers who create better learning environments for students. Last year they authored 18 books and scores of articles co-written with our students. The College annually honors a faculty member with one of its highest awards for excellence in research, the *Nancy Batson Nisbet Rash Faculty Research Award*.

- 2008: Jefferson Singer, psychology
- 2007: Marc Forster, history
- 2006: John Gordon, English
- 2005: Marc Zimmer, chemistry
- 2004: Lindsey Harlan, religious studies

- 2003: W. John Coats, government
- 2002: Bruce Branchini, chemistry
- 2001: Bruce Kirmmse, history
- 2000: Robert Askins, biology
- 1999: Garrett Green, religious studies

- 1998: Peter Siver, botany
- 1997: Janet Gezari, English
- 1996: Frederick Paxton, history

SERVICE AND LEADERSHIP

The *Helene B. Regan Faculty Leadership Award* acknowledges the deep commitment we have to the development of a humane, respectful, participatory campus community dedicated to individual growth and to the collective good. It acknowledges the critical role that faculty play in forging that nature of community.

- 2008: Bridget Baird, *mathematics and computer science*
- 2007: Dirk t. D. Held, *classics*

- 2006: Eugene Gallagher, *religious studies*

“The goal of a government professor at Connecticut College is to help students become liberally educated individuals with the critical thinking skills so crucial for effective democratic citizenship. I am deeply concerned with how and why they learn. What matters is not mere facts, but the interpretation and contextualization of those facts, and an understanding of what they mean in the world — for the students, their communities and their society.”

— Tristan Anne Borer, Professor
of Government



Standards for Promotion and Tenure at Connecticut College are found in the faculty handbook, *Policies and Procedures: Information for Faculty, Trustees, Administrators* (please see the full text). This brief excerpt provides an outline for a conversation with the department about how general standards might translate into your advancement.

1.4.2 STANDARDS (excerpts)

Connecticut College is committed to excellence in teaching, in scholarship, in activity in the arts, and in physical education. For appointment, reappointment, promotion, and the granting of tenure, evaluation of each individual is based on performance in these areas of professional life, and for appointment and reappointment, on the present and future needs of the department and the institution. For reappointment, promotion, and the granting of tenure, service to the College is also considered.

1.4.2.1 Teaching: Excellence in teaching is expected by the College. It includes successful engagement of students in classes, labs, studios, honors and individual study and other teaching contexts, e.g. academic advising and research and artistic activities. Although indicators of excellent teaching vary, they express a continued active engagement in the instructor’s scholarly or creative field, and an ability to foster learning by students at all levels of their education.

1.4.2.2 Scholarship: At all stages of a faculty member’s career there should be

evidence that the individual continues to develop in his or her chosen field. The scholarship, creative achievement in the arts, or comparable activity in physical education in the early years of a faculty member’s career may be related to work done for the final degree, but should demonstrate an increase in mastery over that work. The requisite for advancement to the rank of Professor should demonstrate the ability of a faculty member to move beyond the level of earlier work.

1.4.2.3 Service: Service sustains the College community. All faculty members are expected to engage in service activities that call on their disciplinary expertise and service activities that contribute to the work of the College. Service is broadly defined as contributions to the department or program, the College, and the profession and as those activities in the larger community that call upon a faculty member’s disciplinary expertise. Service includes, for example, such activities as participation on faculty or College committees, and organization of or participation in lectures, symposia, exhibitions, or other significant activities at Connecticut College and elsewhere.

CONNECTICUT COLLEGE'S COMMITMENTS TO FACULTY

Academic Freedom: Connecticut College is committed to the faculty's freedom of intellectual expression and inquiry in teaching, research and public service. The College expresses this commitment in *Policies and Procedures: Information for Faculty, Trustees, Administration*, and has established consultative processes and grievance procedures for all appointment types.

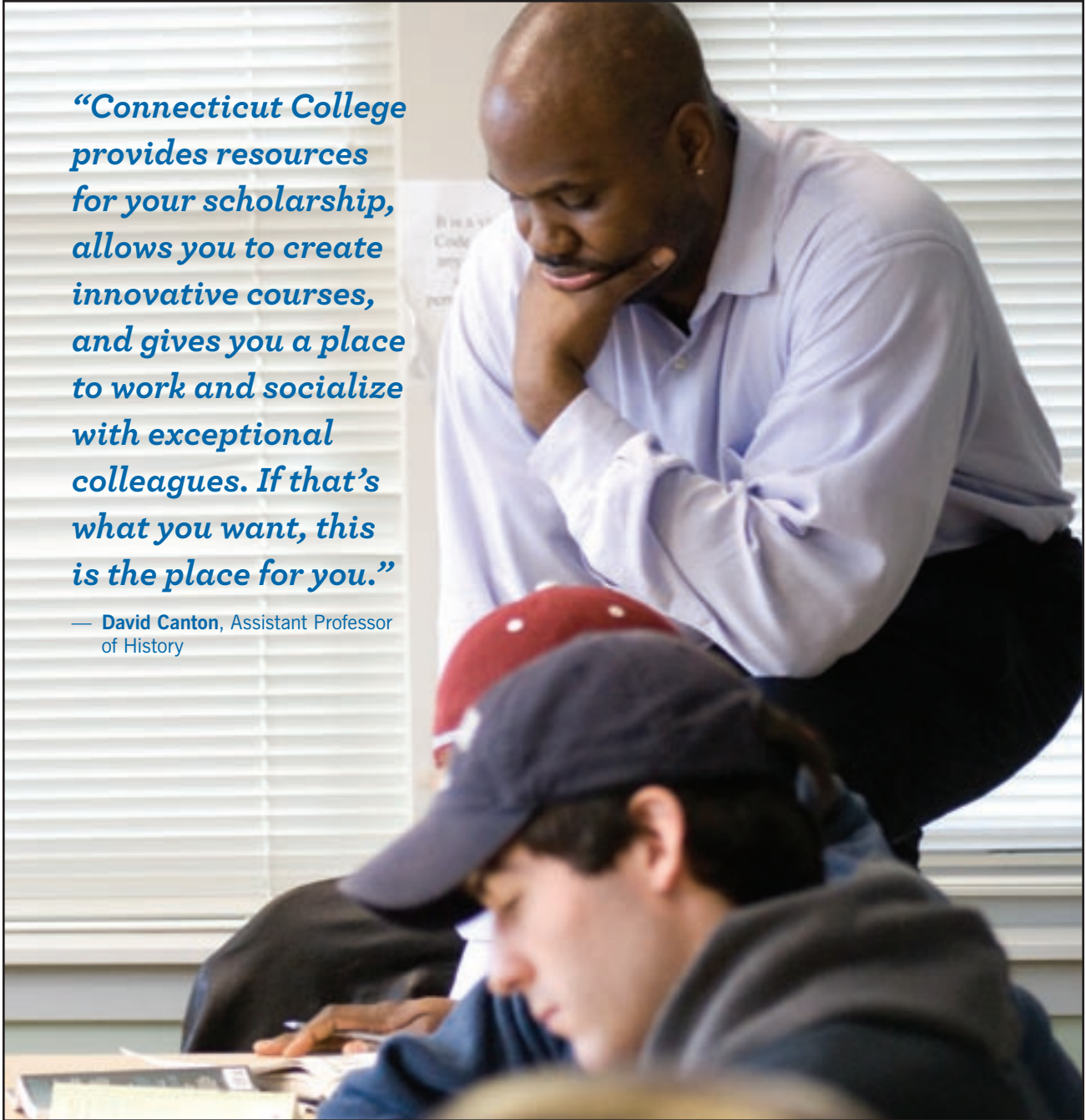
Recognition and Respect: Connecticut College recognizes the value and worth of all members of the faculty for what they uniquely contribute in their research and creative lives; in teaching activities in and out of the classroom, studio and lab; and in service and leadership. The College commits to celebrate faculty contributions and achievements throughout their entire career.

Employment Equity: Connecticut College is committed to the right of faculty to receive equitable treatment according to practices established in *Policies and Procedures*. The College commits to fair compensation in keeping with appropriate professional norms and works to provide the resources faculty members need to prosper.

Balance and Flexibility: Connecticut College is committed to helping faculty construct meaningful personal and professional lives. The College commits to ample sabbaticals, leaves and career breaks, as well as to support in handling personal responsibilities (e.g., medical or parental leave), so that faculty can appropriately support our residential liberal arts setting.

Professional Growth: Connecticut College is committed to professional development opportunities, so faculty might broaden their knowledge, abilities and skills, experience interesting challenges and opportunities for creativity, and find ever-greater satisfaction in their work. The College commits to support research, teaching and learning, and faculty leadership.

Collegiality and Community: Connecticut College is committed to building a respectful community of colleagues who value their contributions to the institution and feel concern for one another. We believe in creating occasions and spaces for faculty interaction, both formal and informal. The College commits to shared governance and decision-making.



“Connecticut College provides resources for your scholarship, allows you to create innovative courses, and gives you a place to work and socialize with exceptional colleagues. If that’s what you want, this is the place for you.”

— David Canton, Assistant Professor of History



“Connecticut College is reaching new heights as one of the finest institutions in the land. Supporting our faculty is one of our most vital strategic priorities; they are the foundation of the College’s present momentum.”

— Leo I. Higdon, Jr., President



“Connecticut College offers a complete career: opportunities for cutting-edge research, great teaching, and a real community of scholars. More still, in this intimate setting you can dramatically improve the future of your students. In my career, I have found nothing more professionally satisfying.”

— Roger Brooks, Dean of the Faculty



“Connecticut College has entered an especially dynamic period in its history. As we build the College’s diversity, we become more attentive to scholarly nuance and form a more sophisticated and cosmopolitan community. What makes this place so exciting is our embrace of new particularities while we expand our academic reach.”

— Armando Bengochea, Dean of the College Community and Senior Diversity Officer



DEAN OF THE FACULTY
860-439-2030
270 Mohegan Avenue
New London, CT 06320

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