

CONNECTICUT COLLEGE FACULTY

Joining the Faculty



Each semester Professor Pelletier's classroom becomes vibrantly alive with creativity. Her students are the last to leave ... at night and the first to arrive in the morning, engaging constantly in innovative visual and verbal dialogue. [She] encourages experimentation and in-depth exploration through expression, precision and intention in the creation of artwork, and passion and intelligence in its content.

Professor Pelletier embodies the spirit of a liberal arts education.

~ Gwen Shockey '10





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 careers.

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 helps faculty construct meaningful personal and professional lives by providing ample sabbaticals, leaves and career breaks, as well as support in handling personal responsibilities (e.g., medical or parental leave), so that faculty can thrive and maximize their productivity in 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 engaged in 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 IS INTENTIONALLY BUILDING A FACULTY AND CURRICULUM OF GREAT DIVERSITY.

1. You will join a community of scholars and teachers deeply engaged in their own fields, who also build the multi- and interdisciplinarity that characterize our curriculum. Such different perspectives and diversity enrich our intellectual community and provide our students with learning environments suited to the global society in which we all live.
2. The intimate scale of a 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 ethno-musicologist 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.
3. Recognizing the importance of a sustained and systematic approach to pedagogy, the College established the Joy Shechtman Mankoff Center for Teaching & Learning in 1997.
4. 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 & the Liberal Arts
 - The Ammerman Center for Arts & Technology
 - The Goodwin-Niering Center for Environment
 - The Holleran Center for Community Action & Public Policy
 - The Center for the Comparative Study of Race & Ethnicity

*right: David Canton, Associate Professor, Department of History; Assistant Chair, Department of History;
POSSE 5 Mentor; History Department Student Advisory Board Faculty Advisor*

cover: Denise Pelletier, Associate Professor, Department of Art; Chair, Department of Art





CONNECTICUT COLLEGE SUPPORTS ITS FACULTY

The faculty is at the heart of our institution, and Connecticut College strives to provide the kind of support that will enable our faculty members to do their best work as they teach, do research and creative projects, and serve the community. Our support is offered both by individuals in various offices and through programming. The Dean and Associate Dean of the Faculty are always interested in hearing from faculty about ways in which the College can be helpful.

OFFICES

- The Dean of the Faculty office oversees all academic departments, centers, and programs; handles employment and promotion processes; administers accounts related to faculty grants; and assists with problems faculty members encounter.
- The Corporate, Foundation and Government Relations office staff work with faculty on research and travel grants and serve as a link to hundreds of public and private organizations that support the College's mission.
- The College Relations office assists individual faculty members with setting up their profile on the website and publicizing their research. It also helps departments update their websites.

NOTABLE PROGRAMS

- Faculty Connections welcomes new colleagues into our community, introduces them to faculty in other departments, and offers guidance on everything from mapping out a research program to learning more about departmental and College culture. It provides opportunities to socialize off-campus.
- Research Matters supports faculty research and creativity throughout a career. It launches new faculty in successful research careers, sustains faculty research programs through tenure and beyond, and allows faculty to deepen or switch their research programs as new interests emerge.
- The Joy Schechtman Mankoff Center for Teaching and Learning promotes engaged and effective teaching that cultivates significant student learning.

Award-winning Faculty

TEACHING:

THE JOHN S. KING MEMORIAL TEACHING AWARD

Our faculty is known for excellence in teaching. Three times since 2000, Connecticut College faculty members have been singled out as the CASE Carnegie Professor of the Year for Connecticut, a record marking the excellence of this faculty.

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.

2013 WINNER: Denise Pelletier, *Associate Professor, Department of Art*



Material culture, historical image, and literary influences converge in Denise Pelletier's ceramic, mixed media and site-specific sculpture. In her work and in her courses, she makes use of time-honored traditions in process and materials, industrial and new technologies, research and improvisation. She was honored for her commitment to her students and for her interdisciplinary approach to teaching art.

SCHOLARSHIP AND CREATIVITY:

THE NANCY BATSON NISBET RASH RESEARCH AWARD

Our faculty are active researchers who create better learning environments for students. In a typical year they author 20 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 Research Award.

2013 WINNER: Joan Chrisler, *Professor, Department of Psychology*

Professor Chrisler is an expert in women's psychology and issues relating to women's health. She was recognized for the depth, breadth, and sheer quantity of her original research; for winning multiple awards; for earning national and international recognition by her peers; and for her ability to collaborate with students and faculty and with national and international peers.



SERVICE AND LEADERSHIP: THE HELEN B. REGAN FACULTY LEADERSHIP AWARD

The Helen 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.

2013 WINNER: Lawrence Vogel, *Professor, Department of Philosophy*

Lawrence Vogel is an expert in ethics, applied ethics, phenomenology and existentialism. He was honored for his College-wide commitment to service and leadership, including chairing most of the major faculty and campus committees at some point over the course of his career.



CHALLENGE AND HIGH ACHIEVEMENT: HELEN MULVEY FACULTY AWARD

The Helen Mulvey Faculty Award is presented to an assistant professor who regularly offers classes — like those taught by “Miss Mulvey” — that challenge students to work harder than they thought they could and to reach unanticipated levels of academic achievement.

2013 WINNER: Anthony Graesch, *Assistant Professor,
Department of Anthropology*



Professor Graesch, a four-field-trained anthropologist whose research and teaching focus on the archaeology of North America, was honored for his ability to challenge and engage his students. He teaches courses that address the practice and theory of archaeological anthropology, as well as intensive seminars that explore the relationship of contemporary urbanites to their material worlds, the methodological foundations of scientifically rigorous field-and laboratory-based archaeology, and the study of colonialism.



PROMOTION AND TENURE

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, in physical education and in service. For appointment, reappointment, promotion and the granting of tenure, evaluation of each individual is based primarily on teaching and scholarship or comparable activities in the arts and physical education. For reappointment, and the granting of tenure, service is highly valued; for promotion to the rank of professor, service is considered essential (see 1.4.2.3 Service).

1.4.2.1 TEACHING

Connecticut College expects excellence in teaching. Although indicators of excellent teaching may vary across disciplines, the following criteria apply to all faculty: active involvement in the instructor’s scholarly or creative field and the ability to engage students in current disciplinary developments; availability to advisees and current students; thoughtful course planning that provides clear learning goals and expectations for students; the ability to foster learning by students at all levels of their education; engagement of students through methodologies that are effective and appropriate; development and implementation of activities, assignments, examinations and other learning opportunities that challenge students and encourage them to perform to their highest potential; and careful evaluation of student work with timely and constructive feedback.

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** may consist of an array of activities that help foster our creative and intellectual community and accomplish the faculty's role in shared governance. Such activities include, for example, effective participation in faculty or College committees; service to departments, programs or College Centers; activities on behalf of the College; and service to the faculty member's academic discipline. Service also advances engagement in the intellectual and cultural life of the community through organizing or participating in lectures, symposia, performances, film series or exhibitions, and advising student groups. Service also requires regular and sufficient availability to students and colleagues, as well as attendance at faculty meetings, Convocation and Commencement.



Ana Campos-Holland, Assistant Professor, Department of Sociology

*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*



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