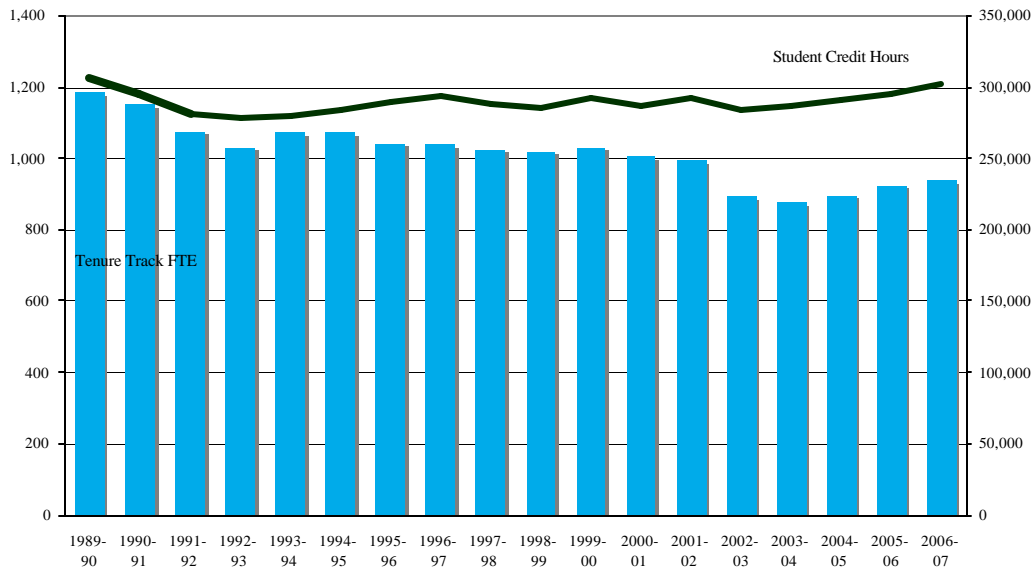


Amherst 250 Plan
Status Report and Program Outline for AY 2007-08

The Amherst 250 Plan

- Rebuild the tenure-track faculty
 - Loss of more than 300 FTE (26%) in 15 years
 - Two successive recessions
 - 1990-91
 - 2000-01



- Rebalance the faculty
 - Multiple retirement incentive programs
 - Large-scale, random attrition
 - Highly variable across units
 - Distorted distribution across ranks
- Renew the faculty
 - Second largest faculty hiring opportunity in campus's history
 - Focus on existing and emerging needs
 - Not restore status quo ante
 - Not grow proportionately
- Research and Scholarship
 - Recognize and build on existing strengths
 - Restore critical core areas
 - Position for emerging opportunities
- Teaching
 - Address critical instructional imbalances
 - Establish reasonable teaching expectations
 - Direct resources to close largest gaps

Progress to Date

- Program is entering its third full year
- Funding commitments now total 150 positions:
 - AY 2005-06 (Phase I): 48
 - AY 2006-07: 45
 - Phase IIA: 26

- Phase IIB: 19
 - AY 2007-08 (Phase III): 57
- Of the 150, 81 have been allocated to programs
- 54 have resulted in appointments:
 - Phase I: 42
 - Phase IIA: 11
 - Phase IIB: 1
- 27 have been allocated but not yet appointed
- 69 remain to be allocated
 - Phase IIA: (2 spousal)
 - Phase IIB: (2 spousal, 8 research & scholarship pool)
 - Phase III: (all 57 commitments)
- The 54 hires to date are already making a difference
 - Corrected much of the random attrition of 2000-02
 - Significant infusion of resources in areas of greatest instructional need
 - Jump-start in attracting next generation of scholars
- With 60% of program resources committed, some shifts in emphasis
 - From short term to longer term
 - From correcting glaring instructional deficits to rationalizing and improving curriculum
 - From rewarding past strength to positioning for future strength
 - From A250 in isolation to A250 as catalyst
 - Strategy incorporating all hiring (replacement and net new), all instructors (TT and NTT)
 - Identifying all resources (A250 and vacancy savings)
 - Integrating with facilities and start-up planning

Next Phase

- Comprehensive faculty hiring plan
 - Begin with 3-5 year vacancy analysis
 - Once common, suspended during budget cuts
 - Retirement reallocation (1985, 1989)
 - "Tithing"
 - Potential retirement pool is rebuilding
 - Trend toward faculty mobility
 - Conducted by schools and colleges, with central support
 - Set stage for post-A250 planning
 - Central to NEASC reaccreditation process
 - Vacancy savings and A250 funds two key elements of investment pool
- Groundrules for A250 allocations
 - Entry-level salary only
 - Other costs either from S/C funds or specific Provost allocation
 - Facilities integrated into allocation decisions
 - Approaching crisis in accommodating new hires
 - Explicit and verified facilities plans required for all new hires, replacement and A250
 - Significant central funding is available
 - For both A250 and replacement hires
 - Requires significant lead time for assessing, estimating, planning
 - Special emphasis on labs, animal care, major equipment
 - Regularize start-up requirements and funding

- Review amount and funding sources of start-up packages for recent hires
- Move start-up discussion to allocation stage
- Approximate, then fine-tune
- Regularize allocation policy

Allocation Plan

■ Instruction

- Combination of base TT allocations and one-time NTT allocations has addressed major crises
 - Shift emphasis to coherence, quality
 - Incorporate broader instructional issues
- Key factors in instructional planning
 - TT/NTT balance
 - A250 primarily allocates TT lines, but proportionate need for NTT
 - Use combination of central and S/C funds
 - NTT directly addressed in S/C hiring plans
 - Gen Ed/UGrad Ed reform
 - How resources are being used
 - Educational objectives, and how they will be met
 - Institutional
 - External
 - Rationalize funding mechanisms
 - Put resources and expectations in hands of Deans
 - Involves TT and NTT instructors
 - Program Development/Enrollment Planning
 - Create context for instructional investments
 - Achieve stability and predictability
 - Balance supply and demand

■ Research and Scholarship

- Emphasis on positioning, emerging opportunities
 - "Cluster" hiring where appropriate to promote synergy
 - Premium on interdisciplinary planning, hiring
 - But... acknowledge and resolve issues of tenure home, evaluation, cross-pressures on faculty
 - Respect past performance in context of future opportunities
 - Consistent with Research Council recommendations
- Two allocation paths
 - RFP process (research and scholarship pool)
 - Establish case for opportunity
 - External (discipline, funding agencies)
 - Internal (benchmarking, AQAD)
 - Show benefits of interdisciplinarity
 - Specify cost-sharing, measurable outcomes, consequences
 - Performance
 - Recent trends
 - External validation
 - Major emphasis on NRC study
 - Benchmarking in other disciplines

■ Faculty Hiring Summary: AY 2007-08

Regular replacement (est.)	40
A250 Carryover	
Previously Allocated	27
To be allocated	
Research & Scholarship Pool	8
Spousal Pool	4
A250 Carryover Subtotal	39
A250 Phase III (AY 2007-08)	
Research & Scholarship	
Research & Scholarship Pool	12
Performance Pool (pending NRC)	12
Instruction	

Remaining Deficits	5
A250 Phase III Subtotal	29

Total AY 2007-08 Faculty Hiring 108

- Residual A250 (Phase III)
 - Approximate; reserved for future use
 - 28 of the 57 positions funded in AY 2007-08
 - Available to augment spousal pool: 3
 - Curriculum improvement: 20
 - Emerging opportunities: 5

- Preliminary timeline
 - Early Sept. Formal memo
 - Sept. 11 Deans Council
 - Sept. 14 RFPs (ongoing)
 - Oct. 1 Hiring Plans/Vacancy Analysis
RFP allocations begin
Instructional analysis update
 - Oct. 15 Instructional allocations begin
 - Jan.-Feb. Performance analysis (NRC)
 - Feb.? Performance allocations