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
The Amherst 250 Plan

- 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
The Amherst 250 Plan

- 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
**Progress to Date**

- 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)

**Midpoint Assessment**

- 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
Midpoint Assessment

- 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
      - “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
Next Phase

- **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

Next Phase

- **Groundrules for A250 allocations (cont.)**
  - **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
    - General Education/Undergrad education reform
    - Program development/enrollment planning

- **Instruction (cont.)**
  - **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
Allocation Plan

- Instruction (cont.)
  - 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
Allocation Plan

- Research and Scholarship (cont.)
  - 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

Allocation Plan

Regular replacement (est.) 40

A250 Carryover

Previously Allocated 27
To be allocated
  - Research & Scholarship Pool 8
  - Spousal Pool 4
A250 Carryover Subtotal 39
## Allocation Plan

### A250 Phase III

**Research & Scholarship**
- Research & Scholarship Pool: 12
- Performance (pending NRC): 12

**Instruction**
- Remaining Deficits: 5

**A250 Phase III Subtotal**: 29

**Total AY 2007-08 Faculty Hiring**: 108

### Residual A250 (Phase III)

- Augment spousal pool: 3
- Curriculum improvement: 20
- Emerging Opportunities: 5

**Total**: 28
Allocation Plan

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