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  
      - "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, crosspressures 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

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Regular replacement (est.)</td>
<td>40</td>
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<tr>
<td>A250 Carryover</td>
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<tr>
<td>Previously Allocated</td>
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<tr>
<td>To be allocated</td>
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<tr>
<td>Research &amp; Scholarship Pool</td>
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<tr>
<td>Spousal Pool</td>
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<tr>
<td>A250 Carryover Subtotal</td>
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<tr>
<td>A250 Phase III (AY 2007-08)</td>
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<tr>
<td>Research &amp; Scholarship</td>
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<tr>
<td>Research &amp; Scholarship Pool</td>
<td>12</td>
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<tr>
<td>Performance Pool (pending NRC)</td>
<td>12</td>
</tr>
<tr>
<td>Instruction</td>
<td></td>
</tr>
</tbody>
</table>
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