

To: Department and Program Chairs
From: Shoshana Keller (Chair), Committee on Academic Policy
Subject: Faculty Allocation Requests Date:

The Committee on Academic Policy (CAP) recommends to the Dean of the Faculty (DoF) the allocation and reallocation of faculty positions. The CAP will consider requests either for new positions or for positions that will become open at any time in the next three academic years. The CAP is interested in helping departments and programs improve long-term planning. To that end, chairs and directors are encouraged to submit requests for allocations beyond those that involve hiring during the 2020-21 academic year. Requests are due no later than the spring term before the academic year in which a search would be conducted, whether the request is for a new position or the replacement of a current position.

The timeline for the process this year is at the top of the attached template, which must be used for any application. If your department or program intends to submit a request, please send an email to skeller@hamilton.edu no later than November 2 that provides (for each position, if more than one) a draft of your executive summary (one paragraph of up to 200 words, briefly stating what position you are requesting, when the new hire would start, and providing the main curricular rationale) and whether you are requesting a new position or a replacement of a current position (if the latter, indicate which position). The CAP Chair will share that information with all department and program chairs to facilitate coordination of requests. The actual request, following the attached template, **is due no later than February 1, 2021**. Please send the request electronically to skeller@hamilton.edu.

When preparing your request please note that the CAP appreciates that enrollments per FTE will vary from department (or program) to department based on the fact that enrollment limits per course vary greatly. The CAP will take those differences into account.

In circumstances where there is a phased faculty retirement within a department and/or program, the position will not be available for allocation until the department or program has submitted an allocation request or the retiring faculty member is in their final two years in the position. In either of these situations, CAP, in consultation with the Dean, may recommend allocation of that position back to the department/program or elsewhere, with the understanding that hiring into the position cannot occur until the retiring faculty has a teaching load of no more than 60%.

All newly vacated faculty FTE positions will be subject to the CAP allocation process with the exception of those that are open due to the denial of reappointment or tenure. Normally, in the case of a tenure or reappointment denial, the position will be allocated back to the department or program. In such a case, the department or program must submit a brief description of its upcoming hiring plan for the position to CAP by February 3 in the case of tenure denial or September 30 in the case of a reappointment denial. In no more than two pages, the department or program should describe the area in which it will search, a rationale for that plan, and a draft of the advertisement.

Chairs and directors are encouraged to contact any member of the CAP with questions on preparing requests. The faculty members on the CAP this year are: Shoshana Keller (History), Mike McCormick (Biology), Courtney Gibbons (Mathematics and Statistics), Craig Latrell (Theatre), Betsy Jensen (Economics), and Jane Springer (Literature and Creative Writing). In addition, you will find helpful information in chapter four of the Dean's Guide for Chairs, found on the DoF website (under "Forms and Policies").

The CAP has a process for consideration of allocation requests that helps requestors provide complete information to the CAP and allows for thoughtful responses to questions from the CAP. After reading allocation proposals, the CAP will send questions directly to individual chairs and directors, who will have ten days to respond. Following that process, the CAP will determine if it needs to meet with a department or program to gather additional information.

If a chair or director wishes to discuss a sensitive issue that he or she believes cannot be addressed adequately in the written request, the chair/director should contact Shoshana Keller and she will set up a private meeting with two members of the CAP.

The CAP believes that the attached template ensures that each request contains all the critical information necessary for the CAP to make its recommendations in the best interests of the College. At the end of the process we would welcome any suggestions on further improvements.

Timeline of Allocation Requests and the CAP's Recommendations

November 2: Executive summary of position(s) request (see template); the CAP shares these executive summaries with all department and program chairs to facilitate coordination of requests.

February 1: Final date for allocation proposals to the CAP.

Late submissions cannot be accepted.

February: The CAP corresponds with departments and programs about requests; departments and programs have ten days to respond to the CAP's questions.

May 1: Target date for the CAP to send recommendations to departments, programs, and the Dean.

Template for Allocation Requests in the Academic Year 2020-21

Please note that the CAP accepts requests for positions that are to be filled any time in the next three years. Also, wherever "department" is listed below, substitute "program" as

appropriate. Note that successful proposals over the last few years have averaged around ten pages. The CAP appreciates brevity.

I. Executive summary

- In one paragraph of up to 200 words, briefly state what position you are requesting, when the new hire would start, and provide the main curricular rationale.

II. Curricular staffing for the department

- List each member of the department (continuing as well as term/renewable and part-time), identify the general area of disciplinary expertise offered by each member, and briefly describe what each member teaches on a regular basis (in any given two-year period).
- Indicate if any of the members teach less than a full teaching load on a regular basis.
- Explain how often, under what circumstances, and for what teaching responsibilities you have had to hire occasional part-time adjuncts to cover courses over the last three academic years.
- Describe your senior project and how you count it as part of the faculty teaching load.

III. Detailed curricular argument

- Include a statement of the department's curricular goals.
- Discuss the nature and structure of the concentration and the current thinking in your discipline, including any trends in the field.
- Include the department's responses to, and the changes made in, the curriculum because of recommendations from your last departmental review.
- Discuss how the requested position helps attain the curricular goals, reflects current thinking or trends in your discipline, and how the new hire would contribute to the concentration.
- Identify as specifically as possible what the new hire would teach and provide details about which of the courses could also be taught by other members of the department.
- If appropriate, discuss the context of and the degree to which your department provides prerequisite and required courses for other concentrations and interdisciplinary programs.
- Address how the definition of the position will not only ably serve Hamilton's current and future diverse student body, but also provide opportunities for further diversification of the Faculty.

- Comment on the current-year total faculty FTE relative to the same department in our curricular peer group of sixteen other institutions.

IV. Enrollments

- the Institutional Research and Assessment website [<https://my.hamilton.edu/oir/planning-notebook>] provides the following data you should include in your request: (1) the three-year average enrollments per FTE, and (2) the five-year average enrollments in 100-level courses. In addition, data about the number of concentrators (the three-year average number of concentrators per FTE as compared with that figure for the same department in the curricular peer group of sixteen institutions, and the five-year average number of concentrators as a percentage of all Hamilton graduates) can be assembled on a case-by-case basis, but the number of concentrators is not necessarily as important as enrollments unless it is much higher or lower than that at our sixteen peer institutions. If the latter is the case, the CAP invites discussion of the underlying reasons for the trends in your number of concentrators.
- The CAP will have the enrollments per FTE for all departments and programs at Hamilton, so do not include that in your request. You should refer to your department's ranking and specific enrollments per FTE, and discuss how your enrollments per FTE support the current request, including enrollments in specific courses and enrollment pressures over time.
- Discuss fully what you believe to be the underlying reasons for the trends in your enrollments. Keep in mind that CAP has access to grades and will take this into consideration if grades are unusually high as compared with other departments.
- If you plan to ask for additional data from the Office of Institutional Research & Assessment please ask well in advance, last minute requests may not be accommodated.

V. Making connections and providing support across the curriculum

- If applicable, address how the new hire may or will formally contribute to the curriculum of another department.
- If there are definite plans to look for candidates who are able and willing to provide courses that will be cross-listed with another department or program, provide a supporting letter from the appropriate department or program.
- Describe fully how the position might contribute to the College-wide curriculum. Provide details concerning the numbers of First-Year, Writing-Intensive, Speaking-Intensive, QSR, and Experiential Learning courses your department has offered in the last three years.

VI. Long-term planning

- Provide the context for decisions in the department in the next five years (e.g., retirements or substantial shifts in teaching interests among current faculty).
- Include specific plans for any phased retirement that occasioned the request for the allocation.
- If retirements are planned or are likely to occur in the next 3-5 years, discuss how this request will relate to subsequent allocation requests-that is, what is the overall plan?
- Provide details about the department's plans to recruit, mentor, and retain the new hire.

VII. Ramifications of any reallocation of a position (if you are requesting a new position, skip this section)

- If the CAP were to recommend and the Dean and President were to decide that a position now in your department be reallocated to another department, provide a two-year plan for what courses you would offer without having that position. In addition, address where you would have to increase enrollments or limit access to courses as a result of the loss of the position.

VIII. Last department review and other comments

- Provide any additional responses to the main recommendations of the review that have not been addressed in one of the prior sections.
- Share any further comments for CAP and the Dean's consideration that did not fit in one of the other sections above.

IX. Draft of position advertisement

The Xxxx Department at Hamilton College invites applications for a tenure-track position at the rank of [Instructor or] Assistant Professor, beginning July 1, 2021. We seek candidates to teach ... , ... , and related courses. [In particular, we are seeking candidates who can contribute to our college's interdisciplinary program in (xxxxx Studies, Xxxology, Yyyystics).] We are seeking candidates who can demonstrate their experience in teaching or working with diverse student populations. Your cover letter should address the ways in which you would further the College's goal of building a diverse educational environment. [OR: We are seeking candidates who can demonstrate their experience in teaching or working with diverse student populations. Your cover letter should address ways in which you raise issues of diversity in your teaching, scholarship, and/or service.]

Candidates with ABO will be considered, although candidates with a Ph. D. are preferred. The teaching load for this position is four courses during the first year and five courses

thereafter. Candidates should submit materials via interfolio at <https://secure.interfolio.com/> ... Questions regarding the search may be directed to Xxxxx Xxxxx, Search Committee Chair, at xxxxxxx@hamilton.edu. Our review of applications will begin on Xxxxx xx, 2021.

Hamilton (www.hamilton.edu) is a residential liberal arts college located in upstate New York. Applicants with dual-career considerations can find other Hamilton and nearby academic job listings at www.upstatenyherc.org, as well as additional information at <http://bit.ly/1tAtCaB> (Opportunities for Spouses or Partners). Hamilton College is an affirmative action, equal opportunity employer and is committed to diversity in all areas of the campus community. Hamilton provides domestic partner benefits. Candidates from underrepresented groups in higher education are especially encouraged to apply.