CAP’s Allocation Process for 2016-17

Timeline of Allocation Requests to, and Recommendations from, the CAP

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>November 1</td>
<td>Intent to file allocation request (identifying what curricular area and for what year—sometime in the next three years) to the CAP; the CAP shares the list with all department and program chairs</td>
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<tr>
<td>January 31</td>
<td>Final date for allocation proposals to the CAP</td>
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<tr>
<td>February</td>
<td>The CAP corresponds with departments and programs about requests; departments and programs have ten days to respond to the CAP’s questions</td>
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<tr>
<td>April 15</td>
<td>The CAP sends recommendations to departments, programs, and the Dean</td>
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Template for Allocation Requests in the Academic Year 2016-17

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 of the eleven departments that were allocated positions in the spring of 2016, eight of the eleven submitted proposals of between five and eleven pages (the latter was a request for two positions), with an average of 8.4 pages. The CAP appreciates brevity.

I. Executive summary
   - In one paragraph of a few sentences, 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 (either full review or mid-cycle 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 as found on the Institutional Research and Assessment website [https://my.hamilton.edu/oir/planning-notebook], where you will find the FTE in departments at the sixteen 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; (2) 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; (3) the five-year average enrollments in 100-level courses; and (4) the five-year average number of concentrators as a percentage of all Hamilton graduates.

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 and numbers of concentrators. When discussing 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.

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, and QSR 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, 2018. We seek candidates to teach ..., ..., and related courses. Candidates with ABD 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 Xxxxxx, Search Committee Chair, at xxxxxxx@hamilton.edu. Our review of applications will begin on Xxxxx xx, 2017.

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.]

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 https://www.hamilton.edu/dof/faculty-development/resources-for-prospective-or-new-faculty/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.