

# **GUIDELINES FOR REQUESTING NEW AND REPLACEMENT FACULTY POSITIONS**

**Updated September 2022**

*“The recruitment of outstanding faculty is one of the most important goals of Lewis & Clark College. ...Our choices at every stage of each search are crucial.”(From p. 147 of the Lewis & Clark College Faculty Handbook 2004.)*

*“A tenure-track search must be viewed as a 30-year investment on the part of the institution...We’re literally hiring the midcentury faculty right now.... Think of the other things that schools invest in that have a long timeline - buildings or programs or departments. No one does that without a ton of advance planning.... What we need to ask as we embark on a search are, “What are the goals for our department or program in 2040?” (adapted from “How to Keep Faculty Searches on Track”, Chronicle of Higher Education, January 26, 2019).*

## **OVERVIEW:**

The formal position request process is meant to provide an equitable review structure for the allocation of new or vacated tenure-line positions. A retirement or other departure of a tenure line faculty member is not automatic grounds for approval for a position request. Rather, position requests are reviewed in the context of current and long-term curricular needs of the department/program, with respect to the mission, overall curriculum and strategic interests of the College.

An effective process for defining and requesting replacement or new faculty positions requires that departments and programs strive to achieve the following goals:

- To build a cohesive community of teachers and scholars in the tradition of the liberal arts
- To offer a curriculum that meets student needs now and in the future
- To build strong academic programs which take advantage of interdisciplinary opportunities
- To advance the strategic goals of the College
- To foster a diverse academic community.

This document describes the procedure that departments are expected to use for a position request. The procedure amounts to an internal review in which departments assess the state of the field, plan for the future and present their ongoing needs for tenure line staffing to the Dean of the College and Faculty Council.

In addition to this review of future and ongoing needs, the department must demonstrate its state of readiness to mount an effective search. This includes a robust recruitment plan for generating a broad and diverse pool, one that includes active recruiting of underrepresented minority candidates through a variety of means (conferences, personal networks, diversity-

focused programs, targeted advertising, etc).

The work of putting together a formal position request is a lengthy and time-consuming process, and departments should consult with the Associate Dean and Dean of the College about the timing of a search. Departments should engage in considerable internal discussion about the goals of a new hire, keeping the focus not on simply replacing the departing faculty member with another, but on what kind of hire would best serve the students and the institution in the decades to come. Such planning takes time and departments with insufficient lead-time should consider postponing their search until the following year (and requesting temporary staffing in the meantime).

Each section of this document describes in more detail the ways in which these goals should be addressed in a formal position request. Department chairs are encouraged to consult the Associate Dean for Faculty Development and the Dean of the College before submitting a formal request to the Faculty Council. Formal position requests are reviewed by the Faculty Council, whose role is to provide a recommendation to the Dean. The Dean, in consultation with the President, authorizes the allocation of faculty lines.

### **Procedure and Schedule for Position Requests**

The position request process begins two years before an anticipated search and unfolds in five steps (exact dates of these deadlines will be posted on the CAS Dean's website each year).

1. **Diversity in Hiring Workshop**. Beginning spring 2022, the Associate Dean and the Dean of Equity and Inclusion will offer this workshop, which is tailored specifically for tenure-line faculty hiring. Department chairs and representatives are *strongly encouraged* to attend *before* requesting a position, so that they can begin outreach to develop a diverse applicant pool (these efforts are one part of a persuasive position request). Following the workshop, departments work with the Associate Dean and the Dean of Equity and Inclusion regarding the development of a diversity outreach plan and seek available resources for outreach and recruitment initiatives.
2. **Pre-Proposal** (mid-September of the year before the proposed search): The pre-proposal form (available on the Office of the Dean webpage) provides a brief overview of the position and department's rationale for the search. By submitting a pre-proposal form, the department requests a spot at the campus presentation. The pre-proposal should reach the Associate Dean by mid-September (see website for this year's deadline). The Dean's Office will then review all pre-proposals and make initial assessments about viability given anticipated number of searches. For approved presentation requests, the Dean's office will initiate data-gathering by Institutional Research. Departments can expect to receive data at least two weeks before the campus presentations.
3. **Campus Presentation (mid-October)**: The Dean of the College, Associate Dean, Director of Operations and Finance, Faculty Council members and their alternates should be in attendance. All departments scheduled to present should provide a 1-2 page printed information sheet on their department and its requested position. In their presentation,

departments should address three elements: (a) how the position furthers departmental and institutional goals; (b) the department's readiness to mount an effective search; (c) the acuity of departmental and curricular need. The department may choose the specific format of their presentation. Each department is given the same allotted time to present. Time is given for questions at the end of each presentation. Time is also provided for departments to ask questions of the Dean, Associate Dean, Director of Operations and Finance, and Faculty Council. By the time of the presentations, the Dean's Office will announce the number of available positions for tenure-track searches (presented as a small range).

4. Formal Position Requests (early November): Formal position requests are submitted to the Associate Dean. See below for detailed instructions on what to include in the request.
5. Review of Requests (November-December): Faculty Council provides a rank-ordering of position requests and makes recommendations to the Dean by the end of fall semester. Faculty Council may consult with the requesting department/program, the Office of the Dean and/or the Curriculum Committee regarding curricular issues related to specific position proposals. The Dean will provide departments with their rank ordering and rationale regarding their request early in the Spring semester. Approval to search will be authorized in consultation with the President and is contingent on budgetary considerations. If a position request is approved, the Dean provides the department with authorization to conduct a search during the subsequent academic year.
6. Preparation for the Search (spring semester): Once approved, the department will work with the Associate Dean and the Dean of Equity and Inclusion to develop an ad and a plan for generating a diverse pool. If the department chair has not already done so, the spring Diversity in Hiring workshop is *required*.

### **Recommended Content for Position Request**

The formal position request should demonstrate the following four elements:

1. The need for a tenure-line position as conceived by the department/program is acute and essential in order for the department/program to meet its objectives.
2. The need for the tenure-line position furthers the strategic goals of the institution.
3. The need for the tenure-line position is demonstrated by the provided data.
4. The department is fully prepared to cultivate a qualified and diverse pool of candidates for a successful search.

The position request should contain a draft job advertisement and a diversity recruitment plan illustrating work done to date, as well as future plans, for building a broad and diverse applicant pool.

### **I. Acuity of Departmental and Institutional Need**

Each year, the College will determine the number of available positions for tenure-track searches (presented as a small range), and will make this public by the presentations. The determination is made by the Dean, in consultation with the President, the VP for Finance, and the Faculty Council.

In determining this range of available positions, the Dean will weigh recent/upcoming retirements, the curricular and strategic needs of the College, and budgetary constraints.

A request for a faculty position must be justified by departmental and College needs identified clearly in the evaluation section of the document. This is demonstrated through both quantitative and qualitative data, and should be linked to the requested position's contributions to strategic priorities of the department, interdisciplinary programs, general education, and the larger institution. The following list of data is provided as a starting point and standard minimum. Departments are encouraged to augment this list, with both quantitative and qualitative data, as to better illustrate the range of departmental contributions and related demands on resources. Standard data sets will be provided by Institutional Research before the presentation to allow departments to review the data, correct any errors, and augment as necessary.

The following is a list of data that has proven helpful in assessing position requests. The IR standard data set (which our office will request for all departments when they submit a pre-proposal) will include this information, and departments must include this data in their request. Though these data inform Faculty Council's assessment, they are not decisive in and of themselves:

- student credit hours taught in a department or program over the last ten years;
- number of majors and minors in a department or program over the last ten years;
- enrollment percentage (class size / course cap) for departmental courses over the last ten years;
- ratio of total departmental FTE (loads of all departmental TT, instructors, visitors/adjuncts) to course enrollment over the last ten years;
- average number of advisees per faculty member over the last ten years;
- courses per year contributing to general education / interdisciplinary programs over the last ten years

As you describe how a tenure-track position will meet departmental and institutional needs, please comment on why it is especially advantageous to have these needs met with a *tenure-track line*, rather than other possible arrangements such as non-tenure track positions, collaborations with other departments, or changes to departmental curricula.

## **II. Meeting the curricular needs of the College**

The position request should articulate clearly how replacement or additional staffing will allow the department to meet curricular needs that may arise from such factors as:

(i) increased student interest in an area of study, (ii) the addition or expansion of an area of study in a department or program, and (iii) increased demands from strategic initiatives of the College requiring additional/replacement staffing. The argument should be supported quantitatively and qualitatively using data as suggested in the "Evidence for Position Requests" section above.

The Faculty Council understands that accurate projections are difficult to make. However, it is still important for departments and programs to make reasonable forecasts about future enrollment figures in the light of clearly articulated changes in the academic environment, such as increased student interest or curricular restructuring. Also useful is a discussion of how the requested position will alleviate the need for adjunct faculty and lecturers. Furthermore, the document must include comments from the chairs or representatives of programs or departments that will be affected by the request.

Position requests must indicate how the new or replacement position will contribute to the College's general education program. This must include the new hire's expected contributions to the first-year Core courses (Words and Numbers). Faculty have indicated, through a motion stating shared responsibility, that we all must contribute to the staffing of the College's faculty-approved general education / Core. As such, position requests must indicate how the intended hire will contribute to General Education and Core. Students at the College take roughly two-thirds of their courses outside of their majors, and every department bears responsibility for offering coursework for non-majors, whom we ask to do serious coursework outside of their intellectual comfort zones.

In the last few years the College has seen an increase in the number of interdisciplinary programs and inter-departmental collaborations. We anticipate that such collaborative efforts will continue as we adapt to student interests and explore creative ways to utilize our faculty resources. A position request should articulate clearly how participation in collaborative efforts, either current or emerging, is affecting or will affect: (i) enrollments in a department or program, and (ii) the distribution of workload within the department and across the College. For example, can the expansion of the department be justified by the combined need to contribute to interdisciplinary programs, overseas programs, or the general education program?

Can the position contribute not only to the home department but also to meeting needs in another high demand department? This part of the argument must show evidence of conversations among departments and programs that are currently collaborating or plan to collaborate.

Similarly, the department should indicate, alongside its discussion of new curricular and co-curricular responsibilities for the new hire, what elements of the position as previously structured will not be retained (classes, initiatives, collaborations).

### **III. Meeting the needs of our community of scholars**

The faculty member occupying the requested position will be expected to perform scholarly or creative work of the highest quality, becoming an integral member of a vibrant community of teacher-scholars. It follows that the request should answer the following questions:

- Will the faculty member occupying the requested position help the department or program to move in new scholarly or creative directions?
- Whereas participation in collaborative projects with faculty and students is not required to justify a request, it is important to note that collaborative efforts do enhance the community. To that end,
  - o with whom would the faculty member occupying the requested position collaborate?
  - o would the new faculty member be able to collaborate with students in scholarly or creative pursuits?

Finally, to ensure that the College can support the scholarly or creative work of the new faculty member, the following questions should be answered:

- What are the start-up requirements for this position?
- What are the office, laboratory, or studio space needs for this position and how would those needs be potentially met?
- Can the library support the scholarly needs of the new faculty member? Are there specific library and resource needs that will come with this new position and if so, what are they?
- How much travel does the new faculty member need to do for their scholarly development?
- How might the resources of other nearby institutions provide support for the new faculty member?

#### **IV. Draft job advertisement and diversity recruitment plan**

In addition to providing arguments for the creation of the new position, the department chair should supply a preliminary version of the advertisement that will be sent to appropriate online or print outlets and a draft of the diversity outreach and recruitment plan. This should demonstrate the department's proposed plan for generating a broad and diverse pool, one that includes the strategies and mechanisms for actively and effectively recruiting underrepresented minority candidates.

#### **V. Evaluation Criteria for Position Requests**

Faculty Council's recommendation to the dean regarding a position request will be guided by the needs of our students and our teacher-scholars. To this end, broadly speaking the position request should touch on these topics and address the following questions:

<b>1. Build a cohesive community of teachers and scholars in the liberal arts tradition &amp; strong academic programs</b>	How does this position contribute to the long-term strategic interests of the department and the College? How will the faculty member occupying the requested position help department/program to move in new scholarly or creative directions? How will the faculty member collaborate with other faculty and students, including in interdisciplinary programs and general education/Core?
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<b>2. Meet curricular need and strengthen academic programs</b>	In what way is the position and its area of expertise <b>necessary</b> to sustain academic excellence and the department's curricular contribution to the College (both to departmental major/minor, as well as interdisciplinary and general education programs).
<b>3. Advance the strategic goals of the College</b>	How does the position align with the College's strategic goals to "deepen and promote existing and emerging programmatic strengths," "increase opportunities for students to engage in collaborative research and creative work with faculty" and/or "become more connected and visible in Portland"?
<b>4. Foster a diverse academic community</b>	How does the position contribute to the College's ability to engage a diverse student body? What strategies has the department implemented to cultivate a diverse and highly qualified applicant pool during the entire search process? Quality of preparation for outreach and diversity recruitment plan? Quality of draft job description?
<b>5. Demonstrate through data the acuity of resource demand, in the past and into the future.</b>	Faculty FTE vis-à-vis majors, total # of students in dept courses, % of class capacity filled, total # of department advisees per faculty FTE, etc. As articulated in the guidelines, these data should inform assessment and not be decisive in and of themselves.