

Final Report of 2011/12-12/13 Hiring Priorities DTF, Task 2.

To: Michael Zimmerman

Date: 4/25/13

From: 2011-13 Hiring Priorities DTF comprised of
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Acknowledgement

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Overview of the charge

In your charge to this DTF, you asked us to complete two tasks.

1. Fall and Winter — Recommend a short-term list of regular faculty to hire within the next two years. This list will have an expiration date and will focus primarily on addressing immediate needs in the curriculum.
2. Spring — Review the existing practices/ processes used in the hiring priorities process and recommend further improvements with supporting rationale for any suggested improvements.

We completed our work on the first task and submitted a final report last June. We¹ resumed work on task 2 during the 12/13 academic year; this report contains our recommendations.

Summary

We recommend a faculty-centered process in which position proposals (hereafter referred to as proposals) are generated by groups of faculty using a specific proposal form. These proposals are evaluated and prioritized first by faculty planning groups and then by the Long-term Hiring Priorities (HP) DTF. DTF members are charged to gain a broader view of the curriculum by examining a wide range of data. The process includes broad consultation with faculty planning groups and opportunities for input from a variety of stakeholders. Once the prioritized list is finalized by the HP DTF, it is forwarded to the Provost for hiring. Each list lasts for two years and any remaining positions are put into the pool of proposals for consideration during the next list-building process. Each year, positions vacated by the

¹ The membership of the DTF changed. We lost several members (Chowdary, Gaul, Krotscheck, Olson, Ransom) and gained two new members (Prouty and Sandoz). The other two curriculum deans (Olson and Reece) were part of the initial group, but were unable to participate due to competing meetings of the Long-Range Curriculum DTF.

faculty that left the college during the past year will be reviewed by the curriculum deans, in consultation with HP DTF to determine if immediate replacement is needed. This means that each HP DTF would serve for two years.

We also discussed the necessity of resolving long-standing issues related to the practice of repeatedly hiring the same individuals as adjunct faculty, sometimes over decades. Feedback received from faculty after our first presentation of our work at a faculty meeting indicates that the issue of long-term adjunct faculty must be resolved. We spent a fair amount of time discussing this proposal and endorse the Provost’s suggestion that a DTF be charged and scheduled to finish its work by the end of Spring quarter 2014 as a way of giving the issue the attention it deserves. For that reason, we do not record our discussion in this report, but have included a summary of our work on these issues (Appendix C) to inform the upcoming DTF.

TABLE 1: Comparison of old and proposed new Hiring Priorities process

Step/Task	Old process	New Process
Creating & submitting proposals	Planning units, joint proposals between PU, governance groups Number of proposals/group was limited, groups provided prioritized list	Groups of faculty, can be any size No limit on number of proposals Planning units (or other planning groups) prioritize all proposals generated by their members
HP DTF membership	All regular faculty Representatives drawn from planning units, usually the PUC plus one additional member. Additional faculty-at-large added.	Faculty and staff Representatives drawn from faculty planning groups. Faculty advisor is a member. Adjunct faculty may be appointed. Staff are non-voting members.
Criteria for evaluation/prioritization	Emphasis varied each time, each HP DTF reviewed criteria and decided on relevant criteria	Position Proposal form emphasizes connection with current curriculum
Annual review of prioritized list	Didn’t happen	Curriculum deans, in consultation with HP DTF, review annual changes to faculty membership and determine if any recent vacancies need to be filled immediately.

Recommended Hiring Priorities process organized by process questions

Our current Hiring Priorities practices are not specified in any official document, although the Faculty Handbook in section 4.200 states “At least 18 months before the beginning of new faculty members’ contracts in the fall, the Long Term Hiring Priorities DTF, in consultation with the faculty in the various planning units, will identify tentative priority needs (academic areas) in faculty recruitment. The academic deans and provost will make these hiring priorities available for comment from faculty, students and staff, before

determining final priorities. The medium for faculty discussion of these priorities and decisions will include the faculty meeting. The hiring dean will then consult with the faculty associated with each academic area and the affirmative action office to identify recruitment sources appropriate to each area and to the affirmative action policies of the institution.”²

Our final recommendations on the specifics of the new process are below, along with some additional background and thinking. Each recommendation is numbered.

We need a different timeline.

1. We recommend starting this process in the spring, culminating in the prioritization process occurring within faculty planning groups completed by the end of spring. DTF members would also meet to review and discuss data. The DTF members will summarize perspectives from the data to inform their fall and winter work.
2. We recommend that the hiring priorities process occur biennially and that the members serve for two years. The first year of service will begin in spring and will continue during fall and winter to produce a prioritized list. During the spring of the second year, the DTF will review the retirements/resignations in the past year.

The current process begins with discussions in the fall and builds throughout the year. This parallels many shared governance tasks, as well as faculty hiring. Producing a final list late in spring quarter creates a variety of bottlenecks in the hiring process, which can result in needing faculty input during the summer when faculty are off contract.

Who gets to propose positions?

3. We recommend opening up the process further to any groups of faculty sufficiently dedicated to develop a detailed proposal as outlined in the Position Proposal Guidelines (Appendix A).

Faculty can develop position proposals in groups of any size. There are no limits on the number of proposals each group can propose, nor limits on the number of groups in which individual faculty may participate, although the amount of time, research and conversation needed to produce a proposal using the recommended new guidelines will be substantial.

This is continuing the trend started in 07/08 when additional avenues for proposals were created. Governance group discussions were held to develop proposals and a new category of joint positions (supported by more than one planning unit) was added. Each group could submit 3 proposals, plus 2 joint proposals. In general, faculty viewed the increased possibilities for collaboration and proposal development and discussion positively although participation in the governance groups declined exponentially to often 6 or fewer per group.

Increasing the opportunities for interdisciplinary discussions will strengthen the curriculum and broaden faculty understanding of the entire curriculum. This supports the work of the Academic Statement initiative by providing additional incentives for gaining a

² <http://www.evergreen.edu/policies/policy/facultyrecruitmentandappointment>

“bigger picture” view of our curriculum. These discussions may also prove effective in faculty getting to know one another.

What criteria will be used to evaluate proposals?

4. We recommend using the criteria outlined in the Position Proposal Guidelines (Appendix A). The information submitted as the proposal will be the primary basis for evaluation and prioritization.

These criteria focus on the connection with the existing curriculum and acknowledge the tensions between that focus and new initiatives. There are tensions between all criteria used to evaluate the proposals—interdisciplinary/disciplinary, student interest/faculty interest, supporting existing curriculum/moving the curriculum into new areas, historical list of retired faculty/current “needs” of the curriculum. Many of these tensions are healthy and unavoidable.

We reviewed and discussed criteria used by previous HP DTFs (Appendix B). These criteria are overlapping and sometimes contradictory. The resulting proposals, which often addressed each and every one, were difficult to evaluate and compare. Furthermore, there was no common agreement among DTF members regarding the relative weight of each criterion. The final ranking of each proposal was often correlated with the eloquence and persistence of the supporters among the DTF membership.

The Position Proposal Guidelines consist of a series of questions designed to generate multiple proposals that can be fairly evaluated without having a person with additional information about the proposal in the room. The questions seek to clarify the relationship of the proposed position to the existing curriculum, both for positions that support the existing curriculum and those that seek to expand the curriculum into a new area. Our intent is that these proposals, along with any additional details the DTF may request, will serve to represent all proposals equally.

Recommended minimum data requirement

5. We recommend that the DTF review a wide variety of data provided by Institutional Research and other sources to gain an “expert” view of the curriculum. These data should give a broad view of the curriculum from a wide variety of perspectives, including some that the DTF may request and should include EWS curriculum to represent the entire undergraduate curriculum. The DTF data streams should include some way of looking outside of Evergreen to similar institutions and should present a broad picture of the current external higher education environment. .

One of the biggest challenges for the HP DTF members is to gain a broader view of the curriculum. Review and in-depth discussion of a variety of data on the curriculum and our students will inform DTF members so that they may develop a broader understanding of needs of the curriculum. Although the Olympia Day curriculum represents the bulk of our enrollments (about 70%), the EWS curriculum is an important element for many of our students. The addition of the part-time curriculum to the data stream will present a clearer picture of the full curriculum available to students. The relative importance of the various data streams is another area filled with tensions. Student interest/perceived need may

conflict with faculty interest/perceived need. Long lists of retired faculty compete with current needs and future directions.

Who evaluates and prioritizes the proposals?

6. We recommend that faculty planning groups (currently Planning Units) discuss and prioritize all proposals considered relevant to the group. Discussions and initial prioritization of proposals need to occur within the faculty and these prioritized lists will serve as valuable data for the DTF to consider.
7. We recommend that the prioritized draft list created by the Hiring Priorities DTF be presented to the faculty at a faculty meeting. During this meeting, the DTF can field questions from the faculty and receive input regarding the list. The DTF will then meet to discuss and consider the input from the faculty and develop the final prioritized list (the List), which is presented as a final report to the Provost and faculty.

DTF members must be willing to invest the time into gaining a broader perspective of the curriculum to minimizing partisanship during the prioritization process. The DTF will generate a prioritized draft list, informed by data, discussions within the DTF and input from faculty. The exact process used for prioritization will be determined by the DTF each year, but will be informed by the criteria in the Position Proposal form. Once the DTF has created a draft list, it will be presented and discussed at a faculty meeting, although in keeping with the Faculty Handbook, there is no vote on the draft list. Following this meeting, the HP DTF will meet to discuss the faculty feedback and finalize the list.

DTF Membership

The Hiring Priorities DTF membership will include both voting (faculty) and non-voting members (staff).

8. We recommend that the DTF membership consist of the curriculum deans, the faculty member serving in Advising, along with other faculty selected from existing planning groups to represent the diversity of our curriculum. Evening/Weekend Studies should be represented. Adjunct faculty may be appointed. The overall group size can be determined when the charge is formulated. Only faculty have voting rights in the decision-making process.
9. We recommend having staff representatives from Advising and Institutional Research. While it may be unrealistic to expect these valued colleagues to commit to the entire process, their perspectives would be invaluable.

What about faculty input?

There are many opportunities for faculty input into this process. In addition to the membership of the DTF being primarily faculty, faculty generate the position proposals, prioritize the proposals within faculty planning groups, and comment on the list during one or more faculty meetings.

The underlying rationale of having a Long-Term Hiring Priorities DTF includes the idea that the task of envisioning the future of the faculty requires a kind of expert knowledge, and

sense of shared endeavor. Thus, a group of faculty meet over an extended period, seek relevant information from sources including colleagues, the deans, academic advisers, and institutional research, and then compile a ranked list that reflects an expert, considered, authoritative, shared vision of the future composition of the institution's tenured faculty. This is why the current Faculty Handbook, sec. 4.200, under "Identification of Recruiting Areas," specifies that consultation at a faculty meeting is required, but no vote on the list is to be made. To put it another way, the process as presently constructed emphasizes acquired expertise, thoughtful argument, and considered judgment over democratic debate and votes.

How long does the list last?

10. We recommend that each list last for two years. Any positions remaining on the list will be considered in the subsequent hiring priorities process, but will not automatically be placed on the prioritized list.

Each hiring cycle the Hiring Priorities DTF will rank at least 16 positions to be hired over the next two years. This number is based on the average number of retirements per year (eight) so if the number of retirements for the two years leading up to those hires is greater or lesser than this average it will affect the number of actual hires that take place. Note that as a result of budget and enrollment issues hiring in the near future is likely to be a zero-sum game. This means that in order to add something new to the curriculum, we need to give something up.

11. We recommend that the curriculum deans, in consultation with the Hiring Priorities DTF, review all loss to the faculty body from retirements and resignations each spring to determine if the vacated position should be added to the existing list and rehired immediately. A maximum of two positions could be added to the list in any one year. Any proposed additions to the hiring list would be presented to faculty for comment.

With the current enrollment issues facing the College, we need a mechanism to permit immediate replacement of faculty in high-demand and/or crucial areas of the curriculum so that we can continue to retain and attract students. We have had a practice of giving special priority to recently hired positions where the faculty leave before being converted. We have not given the same consideration to retiring faculty. Our recommendation removes the automatic nature of the first case and creates a place to consider the second.

Additional Recommendations

12. We recommend that the balance between adjunct and continuing lines in Evening Weekend Studies be examined.

Of the total adjunct lines in the curriculum (roughly 40 out of 210 total), EWS contains a disproportionate number (about 23 out of 29 total) as compared to the Olympia day undergraduate curriculum (15-18 out of 140). As part of the discussion, the role of the EWS curriculum in the overall undergraduate curriculum should be discussed.

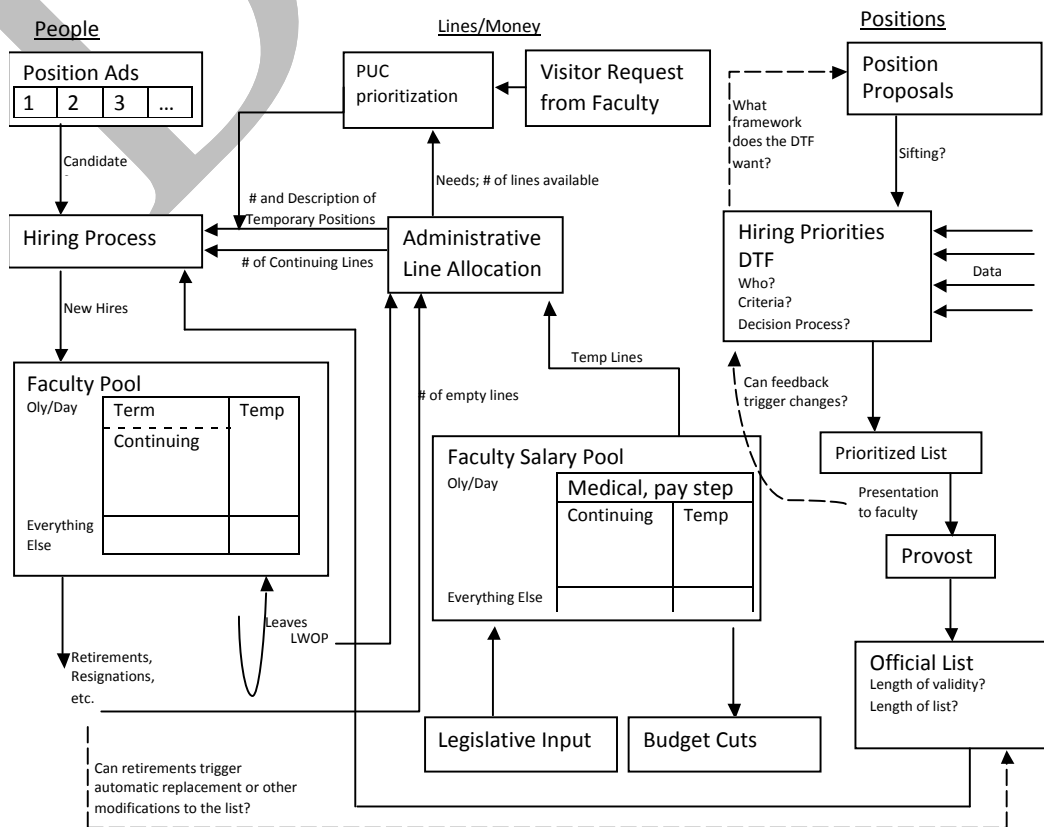
Background

Hiring priorities are at the heart of who we are as an institution. The curriculum is the core of the College and the hiring priorities process shapes the curriculum over the long term. The statement that “The faculty are the curriculum” is especially true at Evergreen.

The existing Hiring Priorities process was created in 1996 out of the last Long-Range Curriculum DTF, which also created planning units (PU). The process started in the PU with proposals and discussions that resulted in a prioritized list of positions, along with position descriptions from each planning unit. The HP DTF was made up of 2 faculty from each PU, along with representatives from other parts of the curriculum. The DTF reviewed and discussed the proposals and examined various data on the curriculum. Through an iterative voting and discussion process, a prioritized list resulted. This prioritized list served as the primary template for faculty hiring until the next HP DTF. Positions remaining on the old list were usually placed at the top of the new list.

Recent modifications to the “original” process moved the hiring prioritization for all the programs staffed to a specific number of lines (graduate, Tacoma, Res-based, EWS) to another venue and expanded the faculty options for developing and submitting proposals. Faculty appeared to appreciate the additional options to submit proposals and thus were a little taken back during the last HP DTF process which used the planning units as the primary venue for faculty input and feedback. This was done to make a tight timeline and is not the recommended approach.

Figure 1. Overview of the hiring priorities process and how it interacts with the budget and hiring processes (Graphic courtesy of Kat Sackmann)



The Hiring Priorities process integrates information and inputs from a variety of sources (Fig 1.) We used this process-level view to identify tensions, questions and recommended solutions. There are a number of tensions inherent in our curriculum—disciplinary/interdisciplinary—that also come into the Hiring Priorities process.

The DTF's journey

As outlined in task 1 of the charge, the main task of the HP DTF is to identify and prioritize a list of faculty positions that represents the most urgent needs of the College. There are many different stakeholders involved—faculty, students, administration, staff—with unique perspectives that don't all agree. The process needs to balance and weigh all the various perspectives. The lack of a clear and consistent College-wide vision of what entails a liberal arts curriculum makes this task much more difficult and more subjective.

We renewed our work this fall by reviewing the recommendations from last spring regarding Task 2. We reviewed the existing practices and processes and had a lot of discussions on relationships/connections (or lack thereof) between the hiring priorities process and:

- The curriculum
- The hiring process for regular faculty
- The hiring process for adjunct faculty
- Student demand
- The budget

Some of the tensions and questions

Tensions are unavoidable at Evergreen. They are essential and arise from our structures and curriculum. Many tensions are healthy; as a collective of faculty there are many questions for which we will never agree upon a single answer. The resulting discussions over these differences of opinion help keep us moving forward. What follows is not an exhaustive list, but rather a selection of some of the topics that repeatedly came up in our discussions over the past 16 months.

The interdisciplinary nature of the curriculum/disciplinary nature of hiring and faculty autonomy create several fundamental tensions. Hiring priorities as presently conceived is a process that is essentially disciplinary in nature, which results in faculty hires into an interdisciplinary curriculum where they are encouraged to explore and teach outside their discipline. There are many good reasons for all perspectives within those tensions, but it makes it much more challenging to determine the hiring priorities that best serve our students through the curriculum.

The overall amount of time devoted to this process and the associated conversations. Can we get comparable results with less time? Balancing the time invested with the results is difficult, especially given that there is no agreement on the 'correct' disciplinary distribution among the faculty. Without a common vision, the prioritization process becomes more subjective. This creates pressures for larger groups to increase support for various parts of the curriculum. How do we streamline the process? The current approach

is very labor intensive, which might be appropriate given that this is for a long-term commitment.

Faculty want more voice and input into the process, but it is not clear how to best accomplish this. What are functional feedback loops between the faculty and the DTF? Where should these be in the process? The lack of a common curricular vision makes weighing and evaluating faculty input challenging during the prioritization process. Variable levels of faculty participation in planning unit meetings and faculty meetings, along with varying levels of coordination within and between units further complicates the picture.

Many of our colleagues have retired and have not been replaced. A common view is that there was a historical point that represents an ideal balance across the curriculum and all the retirements in a particular part of the curriculum need to be restored. All areas of the curriculum have long lists of past retirements that “need” to be replaced and undue focus on the past hampers our ability to change and develop in new directions. Without growth funds from the state (perhaps gone forever?), the lines available for hiring result from turnover in the faculty. How do we balance the stabilization of existing disciplines vs. supporting new initiatives? The DTF needs to be able to evaluate what is not being taught anymore due to retirements or faculty interest shifting (faculty teaching outside field hired to teach). How should the need for stabilization be balanced against support of new initiatives in the current environment (zero-sum game)? How can the same level of analysis and rigor be applied to reviewing both holes and new initiatives?

Currently, there is no mechanism to reflect unexpected changes (such as retirements or other departures). It takes a year or two (or three by the time the hire happens) before a position can be replaced. In a high-demand area, this could translate to lost students. Should retirements automatically trigger additions or adjustments to the hiring list, regardless of timing?

The faculty place high value on the recruitment of a diverse faculty, which should be reflected in the work of the HP DTF. Concerns have been raised about how to ensure that every stage of faculty recruitment stress and support this widely held value. How do we meaningfully build this into the position proposals, the prioritization process and the final position descriptions?

Some additional Big Questions, thoughts, and considerations

We discussed and identified many issues in the current process. We have attempted to answer many of these through the proposed process. However, some of the questions we discussed were larger than our task and we include them here to inform future discussions. These included the following:

These are additional questions and thoughts that came up repeatedly throughout the process. Our recommendations touch some of these areas, but many remain unresolved with no clear path to resolution.

1. Should the HP DTF be the body to evaluate short-term requests as well as long-term?

2. What should be done regarding spousal hires?
3. What is the ideal balance between regular faculty and adjuncts? How do we determine what this balance is?
4. How can EWS and Oly/Day be best coordinated to provide a singular curriculum that best serves students?
5. What is our collective vision for the curriculum?
6. How can the DTF foster interdisciplinary, cross-unit discussions so faculty can share good ideas?
7. Stabilization vs. Long-Range/New Initiatives: create a clear divide of goals, perhaps by rotating years, to identify which new ideas to develop (singularly or as cohort) and which current areas to stabilize or grow.
8. Hiring recommendation—Consider hiring in cohort for areas of the curriculum to ensure sufficient faculty for planning and peer support.
9. Regular hiring: have low-stakes HP in a sustained manner, rather than high-stakes feast or famine.
10. How do we determine the relative priority of conflicting data?
11. How can concerns about make-up of hiring sub-committees, and about accountability in the hiring process (as distinct from the hiring priorities process), best be addressed?

Appendix A: Hiring Priorities Position Proposal Guidelines

This document outlines the form and content to use for a faculty position proposal. The evaluation criteria are included in the form of a series of questions. Answers to these questions will serve as the basis for the prioritization process. **Please limit the overall length of the proposal to three pages.**

Minimum (required) and desired qualifications, along with the language used to describe the intended disciplinary focus will influence the diversity, size and shape of the applicant pool. Please keep our institutional commitment to cultural diversity and equity in mind as critical core values and hiring priorities. Increasing the representation of cultural diversity among the faculty remains a central goal of hiring. Our objective is to attract well-qualified applicants from diverse cultural backgrounds who will share our commitment to our Five Foci and to interdisciplinary teaching.

When you are considering positions to propose, keep the following in mind, in each hiring cycle the Hiring Priorities DTF will rank at least 16 positions to be hired over the next two years. This number is based on the average number of retirements per year (eight) so if the number of retirements for the two years leading up to those hires is greater or lesser than this average it will affect the number of actual hires that take place. Note that as a result of budget and enrollment issues hiring in the near future is likely to be a zero-sum game. This means that in order to add something new to the curriculum, we need to give something up.

Position title and description

The description will form the basis for the recruitment effort (advertisement text, etc.), so think carefully about the wording, especially in identifying qualifications and the teaching context (planning unit/teaching community that will represent the incumbent's closest peer community). Having experienced practitioners in our curriculum is an important component of the Evergreen teaching and learning community. In light of this, consider minimum qualifications that will not exclude applicants with significant practical professional experience gained outside the academy.

What pedagogical interests, skills and experience should the person hired for this position be able to demonstrate? How will these augment the interests, skills and experience already represented by current Evergreen faculty, including EWS faculty?

Language for the qualifications and other elements of the description should identify the knowledge, skills and abilities that contribute to the goal of attracting candidates with the requisite subject matter competencies AND diverse cultural identities and perspectives to the college and curriculum.

To accomplish that, identify the linkages between faculty cultural diversity, success of the overall curriculum, and the success of our students in the discipline for which we are recruiting, and then translate that into qualifications and position-specific language that articulates appreciation for those linkages.

Include language that communicates the extent to which cultural, racial, disability and gender diversity exist in the planning unit to provide a welcoming peer community for potential candidates. If the diversity is limited, craft language that conveys that our goal is to attract and retain a diverse and culturally representative faculty.

Criteria

Is this position intended to support our existing curriculum (e.g. fill a hole, add additional depth to improve flexibility and workability) or is it a new initiative design to expand the curriculum? Please answer the following eight questions briefly, so that all position proposals can be evaluated using some common criteria. Otherwise it can be very difficult for the HP DTF to do its work and compile a ranked list fairly and thoughtfully. (Choose EITHER the four questions under "support current curriculum" OR "new initiative," then go on to the last four questions.)

A note on terminology: The questions below refer to a "field of study". In the context of this proposal document, "field of study" refers to whatever academic field or fields are represented by the position described. This may or may not fall into traditional disciplines.

Support the Current Curriculum

1. What is the specific hole that this position is designed to fill? Evidence of a hole in the curriculum may consist of, but not be limited to a field of study in which we have repeatedly hired visitors, a field of study needed to support a repeating program or series of repeating programs, and/or a field of study that we are currently only able to consistently teach at a beginning level but should in your opinion offer at either an intermediate or advanced level as well.
2. How would this position reinforce and support our current curriculum? Evidence for this might include supporting or expanding a current curricular pathway, expanding the options for students to take programs in the field of study represented by the position (i.e. expanding our capacity in a popular field of study) or expanding our capacity regarding a particular skill set (writing, quantitative methods, field research, etc.). Or it might address increased capacity for interdisciplinary and/or for expertise and interest in teaching/pedagogy.
3. How might the pedagogical interests, skills and experience that someone in this position would bring augment that already represented by current Evergreen faculty across the curriculum?
4. How might this position advance general education goals across the curriculum?

New Initiative

1. What are the connections between this new initiative and the current curriculum? Are there clear interdisciplinary connections with the current curriculum? Is this position aimed at bridging two existing fields of study, or is it adding something totally new?
2. Is a single hire in this field sufficient to support the field in the curriculum? To help you answer this think about the following questions. Is it appropriate for this field of study to be offered at both a beginning and an intermediate or advanced level? If

yes, is it realistic for the new hire to do both or are the prerequisites for upper-level work in this field, or the upper-level work itself, already in the current curriculum?

3. How will the pedagogical interests, skills and experience that someone in this position would bring augment the interests, skills and experience already represented by current Evergreen faculty across the curriculum?
4. How might this position advance general education goals across the curriculum?

Transition of New Hire Into the College and Curriculum

5. What specific opportunities for interdisciplinary teaching do you envision that a person hired for this position would have? Have faculty in your planning unit or elsewhere at the college already stated interest in developing interdisciplinary programs with a faculty hired for this position?
6. What multi-faculty team/program(s) do you foresee that the person hired for this position would be teaching during their first year?
7. Who among the current faculty would provide the person hired for this position with academic colleagues in or near their field? These colleagues would include people who could familiarize the new faculty with the opportunities at Evergreen for any specialized equipment, space, field opportunities etc. that the new faculty might need for teaching or professional development.
8. Briefly, what infrastructure will be necessary for instruction in this new field of study (i.e. special equipment, special spaces, language support, etc.)? Is that infrastructure already in place? If so, can it support another user?

Appendix B: Criteria used in previous HP DTF processes

05-06 HP DTF criteria

The following list of criteria has been used by the previous HP DTFs to both justify the positions and for prioritizing positions. The criteria are unranked and are presented in alphabetical order. Previous DTFs have acknowledged overlap between criteria and the contradictions implied between criteria.

1. Demand. Consideration should be given to adding and replacing faculty where enrollment demand is high, as evidenced by multi-year patterns in program enrollment, waiting lists, patterns of visitor use, student inquiries made to faculty and at the Academic Fair, and institutional judgment and evaluation of students wants, needs, and experience, and, in the case of programs for part-time students, as evidenced by regional needs assessments.
2. Disciplinary/Area Gaps. Attention should be given to disciplinary/area gaps as identified by planning groups and gaps in disciplines needed to maintain an interdisciplinary liberal arts curriculum.
3. Facilities and equipment. Faculty should be added in areas where Evergreen has excellent physical facilities which are currently underutilized.
4. General Education. Ensure sufficient depth to increase the presence of the arts, science and quantitative reasoning in the curriculum.
5. Initiatives. Faculty should be hired to support initiatives after campus-wide discussion and support, and with institutional commitment to develop new areas.
6. Interdisciplinary strengths. Future positions must consider the planning group's ability to serve broadly across the curriculum. This criterion is designed as an additional insurance against the apprehension that the planning groups might, over time, come to resemble the traditional academic divisions.
7. Planning Group curricular coherence. All positions need to support the over-all plan for the planning group. The positions should enhance the quality of existing strengths and support the development of coherence in the planning group's curriculum.
8. Replacement and rebuilding. We will not automatically replace new or long-standing vacancies with new hires in the corresponding discipline, but we do need to maintain and strengthen areas of study crucial to liberal arts education and the graduate programs for which the college has made a commitment. Each planning group therefore needs to look at vacancies in the light of the area's curriculum, contemporary trends in the field, and long-term significance to the college-wide curriculum.
9. Rotation. Faculty should be added in areas where more depth is needed to ensure rotation into Core and broadly interdisciplinary inter-group offerings. This criterion is based on the Long Range Curriculum Plan's principle that a minimum of 40 percent of the curriculum must be in inter-group programs (Core and other levels), and is particularly important for support to programs that draw faculty from several planning groups.
10. Uniqueness. Faculty should be hired where Evergreen has special strengths to provide curriculum which additional hires would enhance, and where sufficient promise of ongoing support (involving relevant planning groups, the academic deans, and student affairs staff) has been demonstrated.

11. Visitors. Faculty hiring and replacement decisions should include sensitivity to the number of visiting faculty in each planning group. All planning groups and curricular areas should plan their hiring and replacement of visiting and continuing faculty lines with an eye to maintaining a viable curriculum during a period of declared financial exigency.

Criteria from 07-08 HP DTF

In supporting the position, please consider the following list of possible ways a position might fit into our curriculum, as a place to begin. Individual proposals don't need to address everything in the list.

- Specify how the proposed position contributes to the overall mission of the college by referencing the relevant principles and values stated in our strategic plan (<http://www.evergreen.edu/president/docs/strategicplanup07.pdf>).
- Outline how the proposed position supports current curricular strengths and/or how it addresses current initiatives and/or emerging needs.
 - Supporting our strengths:
 - Reflects our commitment to offering a broadly interdisciplinary liberal arts education
 - Addresses gaps in existing programs/initiatives (for example, the retirement of a faculty member whose teaching was a crucial part of our curriculum)
 - Enhances continuity and predictability in the curriculum by providing redundancy in key areas (so that faculty have the flexibility to rotate through core programs, inter-area programs, graduate programs, the library, the deanery, and leaves)
 - Provides opportunities for a student pathway through beginning, intermediate and advanced work.
 - Addresses utilization of existing facilities and resources
 - Addressing current interest and/or emerging needs:
 - Targets areas of the curriculum where interest exceeds availability, as demonstrated by students' response to existing offerings
 - Supports curricular initiatives in a way that anticipates student and faculty interest by acknowledging new academic approaches to world issues

Appendix C: Notes from the 2011-13 HP DTF Towards a Long-Term Visiting Faculty Hiring Policy

The following notes summarize our extensive discussions of this issue, an aspect of our charge, now to be taken up by a separate DTF still to be named, charged, and staffed.

Background

Repeated hiring of adjunct faculty to meet curricular needs – needs proven, in some cases, by hiring annually for two decades the same individual to meet them – has created a pool of long- and very-long-time adjunct faculty at Evergreen. At the same time, 23.4% of total faculty salaries and benefits in 2012-2013 is expected to be directed by the end of the year to faculty on adjunct contracts (Niemiec), a figure more than twice the 10% recommended as sufficient for institutional purposes by a DTF in 2008 (Long Time Visiting 9).

Evergreen's faculty as a whole has twice affirmed the need for a transition policy moving long-time adjunct faculty to regular status, by votes at faculty meetings in 2007 and 2008.³ The latter vote endorsed by a count of 70-2-4 a proposed adjunct-to-regular transition policy and additional policy recommendations including reduction in the proportion of faculty on adjunct (then called "temporary") contracts. The sole result was a one-time competitive and internal hiring process held in 2009 that moved four adjuncts to regular status. There remain a roughly-estimated 25 very-long-term and 5 long-term adjuncts teaching at Evergreen in 2013, on appointments ranging from half- to full-time (Olson).

A 2012 survey of faculty distributed by the Hiring Priorities DTF asked, "Should a process to hire long-term adjunct faculty be part of the durable H[iring] P[riorities] process?" Twenty-eight of thirty survey respondents answered affirmatively, one response was a qualified "yes," and one responder indicated "no." Though not from a statistically representative sample, the almost-unanimous "yes" response suggests that there continues to be strong support for implementing what apparently is the unambiguous sentiment of a majority of the faculty (Hiring Priorities DTF survey, distributed at the November 14, 2012 faculty meeting and electronically to all faculty afterward). Survey respondents indicated support for various transition procedures; an affirmative answer was not necessarily a vote for prioritizing the hiring of long-term adjuncts through the "durable HP process" only (or at all).

Advantages of hiring experienced Evergreen faculty into regular positions – as the college has implied by its practice of repeatedly hiring the same adjuncts to teach significant portions of the curriculum – include the hiring of faculty with:

- successful experience in multi- and inter-disciplinary team teaching in areas of long-proven and on-going curricular need,
- proven commitment to the college,
- institutional and pedagogical memory,

³ Work on "review of policies relevant to part-time and adjunct faculty members" began in 2005, perhaps as part of the accreditation review process (Standard 4 – Faculty). Please see below for an overview of subsequent work.

- in some cases, significant experience outside of the higher education environment, which when represented in the curriculum can provide students with opportunities to engage various types of knowledge,⁴ and
- long-standing community connections in Olympia, Tacoma, Seattle and environs, and to faculty at other area colleges.

The Long Time Visiting and Adjunct Faculty Appointment Policy DTF (LTVAFAP DTF) noted that:

We will always have a cohort of valued temporary faculty; faculty members on temporary contracts provide an essential flexibility in delivering curriculum. They allow the college to respond quickly to fluctuations in enrollment and student interest. Having temporary faculty contracts allows regular faculty to rotate into the deanery, to take sabbaticals and to take leaves without pay. Our appointment policy should ensure that this cohort of visitors and adjuncts is vibrant, distinguished and respected. (2) *Long Time Visiting and Adjunct Faculty Appointment Policy Proposal, January 2008*

The authors of the proposed policy also identified disadvantages of hiring too many adjuncts, which (quoted directly from the *Long Time Visiting and Adjunct Faculty Appointment Policy Proposal*):

- undermines our ability to do long term planning,
- limits the free exchange of ideas,
- impacts the types of decisions we make and the amount of governance work that faculty are engaged in[, and]
- ... lead[s] to our current situation where we have many faculty members who are on temporary contracts year after year. (7)

Hiring from the present adjunct faculty saves recruitment costs and presumably would reduce the number of regular faculty who leave after only a few years of service, necessitating further expenditures to replace them. Long-term and very-long-term adjuncts have proven their commitment to Evergreen and to the Seattle-Olympia locale. According to Evergreen's hiring office, between 1995 and 2010 twenty-eight of 148 hires left the college before retirement, a turnover of about 19%.

Some participants in recent faculty discussions have voiced concerns about what a transition process might look like, and about the value of hiring long-time and proven Evergreen faculty as compared to the value of hiring external candidates who hold recent degrees and perhaps have had some teaching experience elsewhere.⁵ While we

⁴ Although this type of knowledge is of course not restricted to adjunct faculty, a number of long- and very-long-time adjunct faculty presently teach from it as well as from their academic credentials.

⁵ Two questions have been raised about adjunct faculty: about their qualifications to teach at Evergreen if they do not hold a terminal degree, and about their diversity. We do not address either of these concerns fully here. We note, however, that the current Faculty Handbook states that "a Ph.D. is not in itself a requirement for hiring or retention" (Faculty Recruitment 4.200). The repeated rehiring of those faculty who do not hold terminal degrees, based on evaluations by deans, colleagues and students, also suggests that the qualities

understand those concerns, these are questions that can be – in true Evergreen style – inclusively structured. There may be many right answers.

**TRANSITIONING ADJUNCT FACULTY TO REGULAR APPOINTMENTS
ENGAGES THREE INTERLOCKING AREAS OF POLICY**

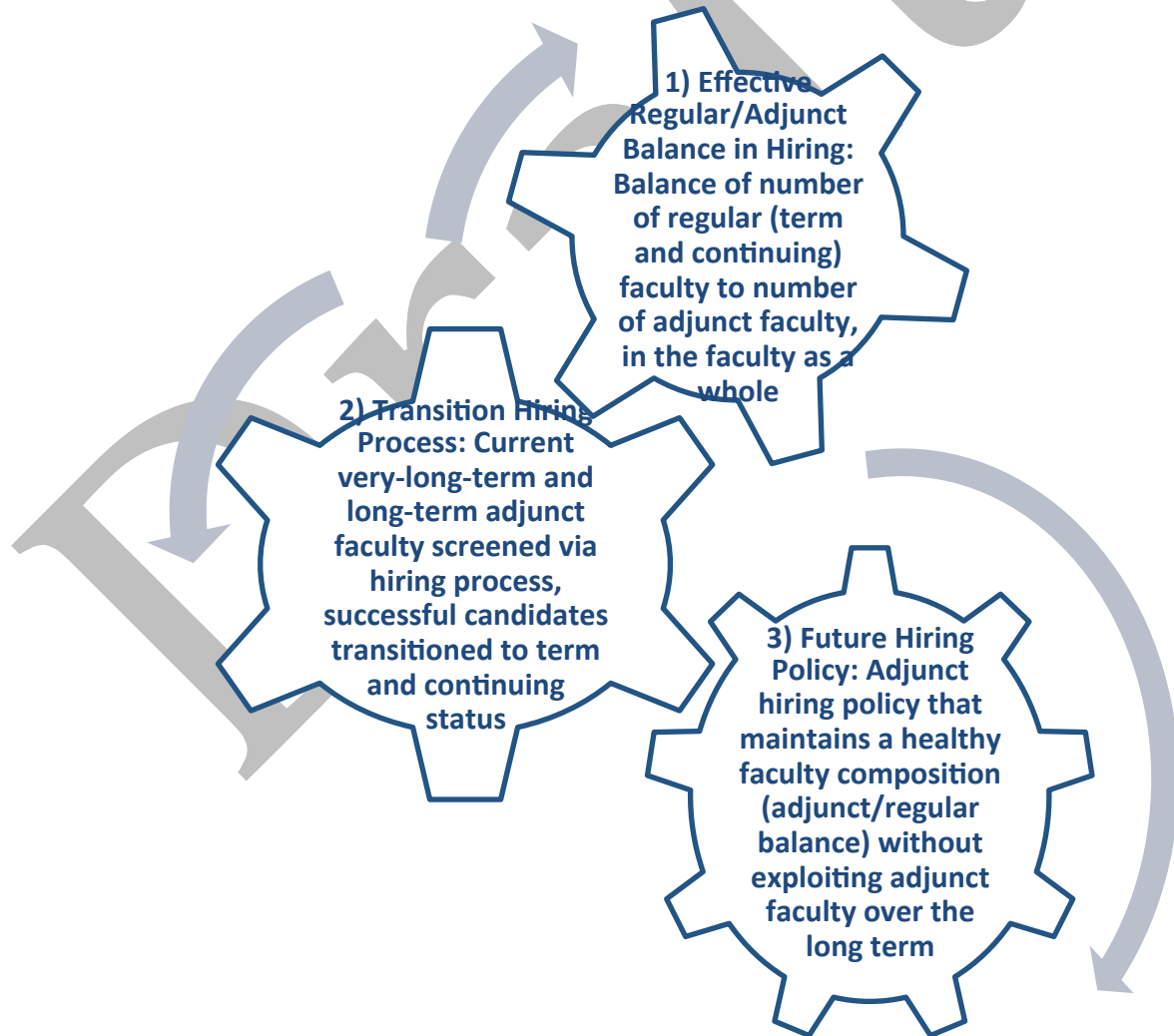
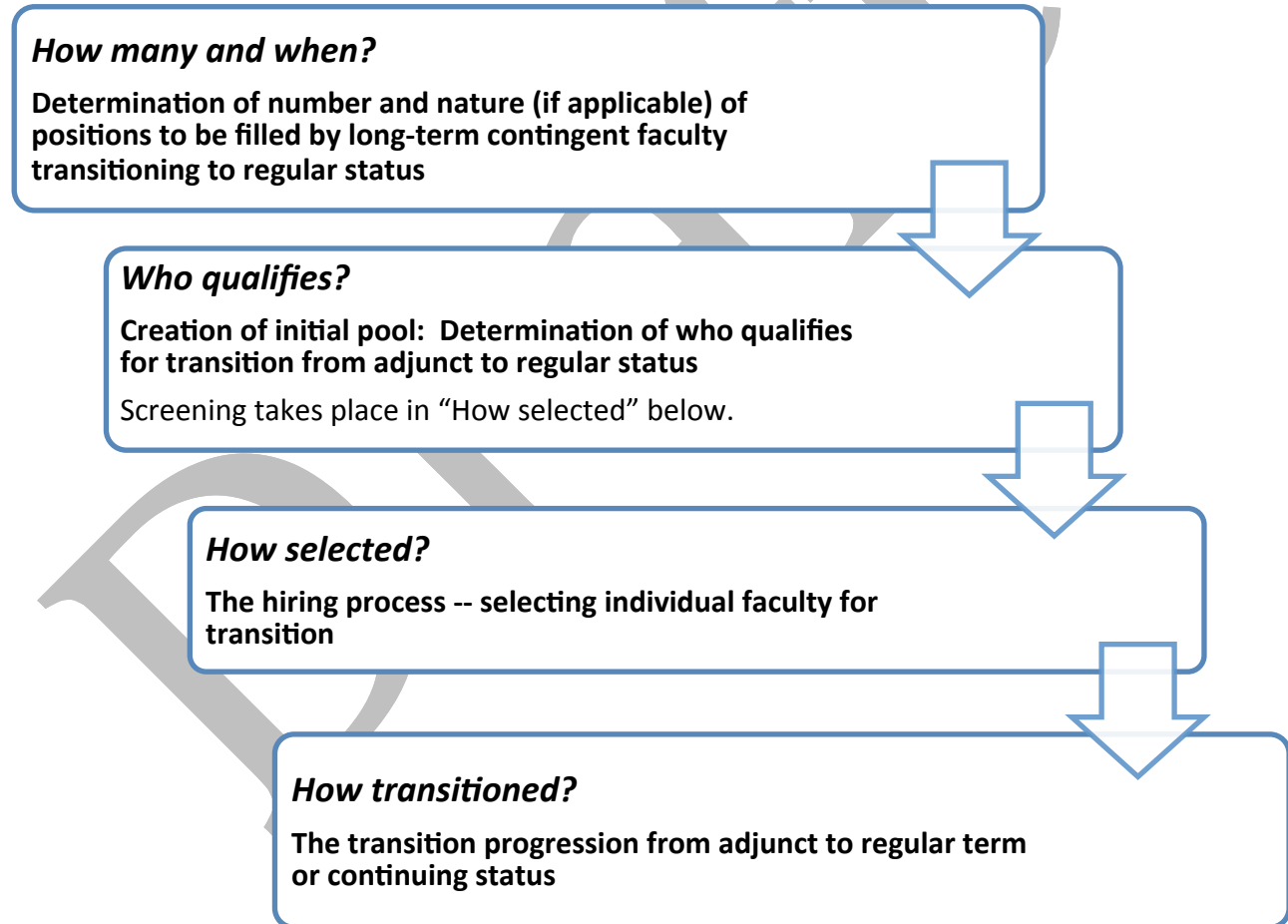


Diagram based on Information from the *Long Time Visiting and Adjunct Faculty Appointment Policy Proposal*, January 2008

necessary for successful teaching at Evergreen are in fact somewhat other than those acquired solely by earning a terminal degree. In addition, we would like to point out that the only persistent rise in faculty diversity since 2001, as measured by the hiring of “faculty of color,” has been among part-time faculty, the very large majority of whom are adjuncts (Percent Faculty of Color). This certainly does not suggest that the numbers of faculty of color, and of faculty of other historical diversities, are sufficient or equitable. It does indicate that the present pool of part-time, mostly adjunct, faculty may be more diverse than is widely acknowledged.

PAST EVERGREEN TRANSITION PROCESSES

Three transition processes previously proposed at Evergreen featured the same four steps. The diagram below provides a more detailed explanation of each key component.



Although each of these proposals for adjunct-to-regular transition evidenced the four-step pattern, their authors suggested differing ways to take each step. The three transition processes are summarized by component on the next page. Comparison of the processes at this point should serve primarily to suggest that past faculty thinking has taken in a variety of possible ways to accomplish identical purposes. Each historic process has features that are interesting and innovative.



THREE ADJUNCT-TO-REGULAR TRANSITION MODELS PREVIOUSLY PROPOSED OR ACTUALLY CONDUCTED AT EVERGREEN

KEY COMPONENTS OF ADJUNCT-TO-REGULAR FACULTY TRANSITION PROCESS	2009 ONE-TIME HIRING PROCESS OF LONG-TERM ADJUNCTS (QUOTATIONS FROM 2008 CBA APPENDIX E)	LONG TIME VISITING AND ADJUNCT FACULTY APPOINTMENT POLICY PROPOSAL (JANUARY, 2008; THIS PROPOSAL WAS ENDORSED BY A 70-2-4 VOTE AT A FACULTY MEETING)	"POLICY PROPOSAL: APPOINTMENT OF LONG-TIME CONTINGENT FACULTY TO TERM FACULTY POSITIONS" (MARCH, 2007)
<p>1) Determination of number and nature (if applicable) of positions to be filled by long-term contingent faculty transferring to regular status, and determination of implementation date and process timeline</p>	<p>"at least four regular faculty positions in [the] hiring process for the 2009-2010 academic year" "full-time, regular faculty positions. . . not discipline specific"</p>	<p>Shift of a position from temporary to permanent is initiated by the adjunct presently occupying the position, after notification of eligibility by a dean. A group of specified faculty and deans writes a full-time description reflecting "the kind of teaching and curricular needs the [adjunct] has been fulfilling" (6). <i>Note: The LTVAAPP does not specify whether or not Evergreen's administration must offer regular positions to all who qualify for transition; presumably a decision could be made not to move one or more lines from temporary to continuing status.</i></p>	<p>"The Hiring DTF oversees the process. The Provost's office, in tandem with the Deans, as appropriate, creates and maintains a Queue reflecting the sequence of faculty eligibility. . . . In the event of a "tie" for eligibility, the Provost's office makes a determination and adjusts the Queue. . . . Each year, one fourth of new faculty lines are reserved for appointment from the Queue. . . . One fourth of the reserved positions are committed to half-time Adjunct faculty. One full-time position enables two Adjunct faculty to apply for appointment" (2).</p>
<p>2) Creation of initial pool: Determination of who will qualify for consideration of transfer from adjunct to term or continuing status (Screening of individuals for a specific position takes place in the following step.)</p>	<p>"at least nine quarters of team teaching at Evergreen" plus "excellence in broadly interdisciplinary teaching," collegiality, "met or exceeded all expectations of their previous employment contracts at Evergreen," and "knowledge or and dedication to . . . one or more fields of study"</p>	<p>"Long-time" status qualifying current adjunct faculty to transition to a regular appointment is determined by curricular need as evidenced by repeated and recent hiring of the individual (hired for "at least nine quarters in the last four years, including the current year but excluding summer quarters", at some point during the past six years, and currently employed by the college), and review (evaluation) by a dean according to the review procedure then in force (3, 4, 5, 6).</p>	<p>Adjuncts can apply for term appointments "if they are retained beyond nine quarters of full-time teaching or the equivalent (i.e., after at least 18 quarters of half-time teaching). Specific criteria parallel those to which Term faculty are held before they apply for Continuing contracts" (2). Specific application materials are listed, to parallel those of external applicants for Evergreen positions.</p>
<p>3) Selecting individual faculty for transfer (the "hiring" process)</p>	<p>"Once applications have been received, the hiring process for these positions will parallel the hiring process for all other regular faculty positions."</p>	<p>A special hiring DTF considers all applications together according to specified criteria very similar to those employed in an external search, and recommends candidates to be offered regular faculty appointments (6). A terminal degree is listed as a minimum requirement (6) during hiring DTF consideration of individual applications. <i>Note: The report specifies that when a "particular candidate is unsuccessful in this application process," the position is "forwarded to the next hiring priorities DTF for prioritization" (6) and presumably filled after a national search.</i></p>	<p>Members of a Hiring DTF review applications, which parallel those of external applicants for Evergreen positions and include a teaching portfolio. In addition, "the Hiring DTF interviews applicants, arranges for public presentations and interviews with the appropriate constituencies, and makes a recommendation to the Provost to grant or deny appointment" (2).</p>
<p>4) Progression from adjunct to regular continuing status</p>	<p>Not specified; presumably as outlined in the contemporary CBA. In practice during this actual hiring process, successful candidates were offered a term appointment, with expectation of a second term appointment to be followed by conversion to a continuing contract.</p>	<p>Not specifically addressed; presumably hiring, evaluation and conversion from term to continuing as outlined in the contemporary Faculty Handbook (now CBA).</p>	<p>Not specifically addressed; presumably hiring, evaluation and conversion from term to continuing as outlined in the contemporary Faculty Handbook (now CBA).</p>

HISTORY OF CONSIDERATION SINCE 2005 OF POLICIES CLOSELY RELEVANT TO ADJUNCT TO-REGULAR TRANSITION PROCESS (DRAFT)

Note: Memory was our guide for identifying historical records pertaining to adjunct hiring at Evergreen; there may be additional relevant documents in various campus archives. This summary should be considered tentative.

- The deans and Provost presented a 2005 proposal to the Agenda Committee to address “discrepancies between Evergreen’s policies and its practices regarding categories of faculty membership” (2007 Policy Proposal 1). [My memory is that faculty had an opportunity to contribute to this proposal, and that it was connected to Standard 4 of the contemporary accreditation process – see below.]
- On March 14, 2007, the faculty voted in support of “a separate process by which long-time visiting and adjunct faculty may apply for regular term appointment” (qtd. in Long Time Visiting 1). The faculty resolution reflected concern about the number of faculty who had become long-time visitors or adjuncts filling recurring curricular needs. Subsequent to the passage of that resolution, the Agenda Committee appointed and charged a DTF composed of both regular and adjunct faculty members.
- The faculty in 2008 overwhelmingly endorsed a detailed and extensive proposal made by the Long Term Visiting and Adjunct Faculty Appointment Policy DTF, as “the will of the faculty” to be presented to both bargaining teams “in anticipation of the Collective Bargaining process between the faculty and college administration” (Minutes of the Faculty Meeting January 23, 2008). This proposal included provisions for a one-time conversion of a block of adjuncts to join the faculty in full-time positions, for creating positions for which adjunct faculty could apply in in competition with external candidates, and for ongoing transfer of temporary lines to permanent/continuing lines. As of January, 2013, this last aspect of the proposal has not been implemented.
- In its 2008 Self Study, Evergreen stated in response to Standard 4.A.10 – “ The institution demonstrates that it periodically assesses institutional policies concerning the use of part-time and adjunct faculty in light of the mission and goals of the institution” – the following:

There is periodic review of policies relevant to part-time and adjunct faculty members. The most recent review began in 2006-07 and addresses the question of whether long-term adjunct and visiting faculty members should have a process for review in order to move to a regular contract. Those deliberations are still in process and may very well be affected by the pending union contract. The faculty, through meetings in fall 2007, has agreed to a procedure and formally forwarded it to the administrative and faculty bargaining teams as of April 2008. (Standard 4 – Faculty)

- Appendix E of the 2008 faculty Collective Bargaining Agreement outlined a “One-time Hiring Process.”

- Evergreen conducted a competitive one-time internal hiring process in 2009; four adjunct faculty who had taught at Evergreen for nine quarters or more during the previous four academic years were hired on term contracts, with the expectation of a second term contract and eventual conversion to continuing status.
- The 2012-2013 Long-Range Hiring Priorities DTF worked to develop recommendations addressing the transition of very-long-time and long-time adjunct faculty to term and continuing status. The meshing of policy work on this topic and the work of the HP DTF was suggested in a faculty meeting as early as November, 2007 although at that time the separate Long Time Visiting and Adjunct Faculty Appointment Policy DTF was handling the policy work (Minutes of the Faculty Meeting, November 14, 2007).

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