

College of Arts & Letters

Tenure-stream and full-time, non-tenure stream search approval process guidelines

Position requests in the College of Arts & Letters are part of the Budget Request process and should be included in the documents submitted to the College by unit chairs and directors.

A. Position Request Justification Criteria

Any new hire, and therefore any position request, must:

1. Actively promote the core values of the College and unit(s);
2. Advance the College's and unit's (or units') established strategic priorities;
3. Respond to demonstrated student interest and demand;
4. Enhance program integrity (i.e. intentional and strategic program and curriculum development, not just replacement or area coverage);
5. Align with or strategically shape future directions of the profession;
6. Build on an area of demonstrable strength.

Highest priority will be given to those requests that meet the above requirements. Beyond this, however, there are other relevant considerations: Among those position requests that meet the majority of these minimum requirements, highest priority will be given to units that:

1. Have a positive faculty retention record and continue to take active steps to value and retain full-time faculty and staff by promoting their intellectual leadership;
2. Have recommended and undergone a tenure denial;
3. Resisted filling an approved position in a previous year because of an insufficiently qualified pool;
4. Respond to a College-wide or cross-college initiative.
5. Leverage funding opportunities from outside the College (e.g., a joint position with another College).

Positions that have been approved by the Dean will receive a search approval letter during the following summer. The letter contains important information about the position and search.

B. Position Request Process

A unit(s) submits a maximum 2-page request rationale that demonstrates how the position aligns well with the above criteria. If the position is a joint unit proposal, the request can include a 3rd page.

If tenure-stream, please include a proposed, unit-approved search committee, so that a search could commence immediately in August in the fall. In addition, the 2-page document should refer to data provided in appendices that have informed and support the request. Examples of such data include:

1. A short summary survey of peer and aspirant institutions who are moving in similar directions. The 2-page rationale should refer to how the hire will help the unit(s) not only keep step with these peer and aspirant institutions but also to distinguish itself as a unique and innovative national leader in this context. [MSU peer and aspirant institutions](#)

are Big Ten, AAU public, and Michigan public institutions. A particular department or program might have additional peer or aspirant departments or programs.

2. An outline of current, relevant unit program requirements.
3. An outline of the program course rotation for the next three years, including the upcoming year and the first two years of the hire.
4. A summary of 3-years of relevant enrollment data (e.g., 1st/2nd major, minor, graduate student numbers, course enrollments) that support the request.
5. Relevant assessment data (qualitative or quantitative or both).

C. Suggested Resources for Data- and Evidence-Based Requests

In addition to the MSU [Office of Planning and Budgets](#), here are some resources that can be helpful in building an effective case for tenure-track hires. Please send me additional resources that do not appear here.

American Academy of Arts and Sciences. *The Heart of the Matter*. 2013.

<http://www.humanitiescommission.org/>

*Important statement about the role of the humanities, including a clearly articulated plan to support a globalized, intelligent workforce.

Association for Theatre in Higher Education https://www.athe.org/page/Advocacy_Main

*Professional organization resources

Buller, Jeffrey. *The Essential Department Chair*. 2nd Ed. Jossey-Bass, 2012.

*Important book for anybody making strategic decisions for an academic unit.

Chun, Edna and Evans, Alvin. *The Department Chair as Transformative Diversity Leader. Building Inclusive Learning Environments in Higher Education*. 2015.

*Important book for anybody making strategic decisions for an academic unit.

College Art Association <https://www.collegeart.org/>

*Professional organization resources

Humanities Indicators. A project of the American Academy of Arts & Sciences.

<http://www.humanitiesindicators.org/>

*A good source of information to contextualize importance of humanities and trends across educational levels and the workforce.

<https://www.amacad.org/humanities-indicators/workforce>

IPEDS (Integrated Postsecondary Educational Data System).

<http://nces.ed.gov/ipeds/>

*As stated on the site, "IPEDS is a system of interrelated surveys conducted annually by the U.S. Department's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs." The Holy Grail for data about most institutions in the U.S.

Modern Language Association of America. Academic Workforce Center.

http://www.mla.org/acad_work_search

*Resource for data on part-time, full-time, tenure-track, and non-tenure-track instructors at each institution (1995 and 2009 are the data collection years).

MLA Career Resources

http://www.mla.org/career_resources

*Additional data and surveys and links to a variety of articles and guides about the job market and careers; guides for job seekers and hiring departments.

Stewart, Abigail and Virginia Valian. "Recruiting Diverse and Excellent New Faculty" July 2018

<https://www.insidehighered.com/advice/2018/07/19/advice-deans-department-heads-and-search-committees-recruiting-diverse-faculty>

Last revised 2.13.20