

**College of Agriculture and Life Sciences (CALs)
The University of Arizona
Faculty Consultative Group on CALs Effectiveness, Efficiency and Innovation (FCG2)
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CALS Hiring Criteria

Given budget constraints, CALs in the future will need to be strategic in hiring to meet strategic planning needs, and meet ABOR's performance-based funding metrics. Based on feedback from its faculty committee members, review of all CALs units' strategic plans, and consultation with Extension faculty, the FCG2 Committee developed a Hiring Criteria document. Given this input, we believe that CALs units must *successfully* address one basic question: Why should CALs invest in a specific position? For CALs to successfully invest in new hires units must define the benefits and costs for all potential hires. The argument should be based on three criteria: Need, Impact and Synergy.

Units must document why a position is necessary based on Need, Impact and Synergy. Units must identify how the position fits into the strategic plans and our Land Grant mission. Units must estimate the potential impact of a new hire in regard to revenue generation and helping CALs improve in ABOR's performance-based funding metrics.

In investment, achieving the most "bang" for your "buck" is desired. Units need to clearly define the benefits of a new hire relative to its costs.

Need

CALS units must document the severe hardship that would result from not filling a position.

Essential courses and/or fundamental extension programs that need to be covered to maintain the integrity of a unit or meet accreditation requirements are a prime example. The unit must show that the disciplinary expertise is not available in the unit, CALs or the UA.

- Important instruction, research, and extension areas that are currently critically under supported or completely absent in CALs that are essential to the Land Grant mission.
- Units that are understaffed and cannot meet their work load equitably given the individual faculty appointments or obligations.

Units should consider new and innovative solutions to meet their needs. For example, hiring non-tenure teaching positions (100% instruction, student advising) to teach the bulk of the 200-300-level courses and free up research-level faculty to expand 400-600 level offerings and research programs.

- Hire a Lecturer/faculty to develop and teach extended university or distributed learning programs.
- Use working professionals (adjunct professors) to teach profession development courses.
- Collaborate with other units across campus to develop joint appointments.

- Collaborate with outside organizations (government, business) to develop new positions.

Similarly, essential Cooperative Extension programs defined and developed through formal needs assessments and advisory groups need to be strategically evaluated for continued support to maintain program integrity both geographically and thematically. Staffing Extension programs with para-professionals (i.e., program coordinators, instructional specialists, assistants in Extension) or non-faculty educators is one strategy that needs to be considered to increase program efficiencies.

Economic Impact

CALS units must document the potential for a new hire to help CALS improve in ABOR's performance-based funding metrics and to support revenue generation. Examples of Impact include:

- Region or national area of research, currently not found at the UA, that has a high potential for cost recovery.
- Core or emerging area of research with high potential for revenue generation and new instructional programs to increase student credit hours (SCH).
- Research, Education, and Extension programming that improve skills/knowledge through workforce development, increase productivity, generate revenue from training or certification, and otherwise increase the economic vitality and quality of life in Arizona.

Synergy

CALS units must document the potential for a new hire for synergetic activities. Examples of Synergy include:

- A hire that would promote Translational Science (Teaching <-> Research <-> Extension) within a discipline.
- The "missing link", a position that has the potential to help promote integration across several disciplines and geographic areas.
- Cross-campus and/or cross-State support (including financial) for a position.
- Support from multiple units including other Colleges and Schools.
- Vertical integration with a strong emphasis on the linkage between county-based faculty/programs and campus-based research and instruction.