

The Pathway to Success

RECRUIT AND RETAIN GREAT FACULTY AND STAFF

IMPLEMENTATION CHAIR:

Daniel J. Bradley, president, dan.bradley@indstate.edu

GOAL SIX: Take measures to enhance the University's ability to recruit and retain great faculty and staff in order to realize its goals and fulfill its mission.

OBJECTIVES:

1. By 2014, make progress in hiring African American faculty, so that the gap between this group and the percent of African Americans in our student body is narrowed by 50 percent.
2. By 2014, make progress in recruiting more minorities and women in executive and professional staff positions, so that the gap in composition of these employee groups and the diversity of our student body is narrowed by 50 percent.
3. By 2014, increase the number of newly hired tenure/tenure-track faculty achieving tenure to 65 percent.
4. By 2014, increase the six-year retention rate for staff to 60 percent.
5. By 2014, increase the compensation for our faculty so that all full-time, benefits-eligible faculty members are making 90 percent or more of target salaries.
6. By 2014, increase the compensation of our staff so that all full-time, benefits-eligible staff are making 90 percent or more of target salaries.
7. Complete the salary equity studies for faculty and staff and begin implementation by 2010.

Following are the most recent data, the Fall 2014 targets, and the changes associated with each objective.

	FALL 2008	FALL 2014	CHANGE
Diversity			
% African American Faculty/% African American Students	2%/12%	7%/12%	+5%
% of women in executive positions/ % female students	27%/54%	40.5%/54%	+13.5%
% of minorities in executive positions/ % minority students	5%/17%	11%/17%	+6%
% of women in other professional positions/ % female students	54%/54%	No change	---
% of minorities in other professional positions/ % minority students	10%/17%	13.5%/17%	+3.5%

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Retention

New Tenure/Tenure-Track Faculty Hires Obtaining Tenure	62%	80%	+18%
Six-year retention for staff:	41% ^a	60%	+19%

Faculty Salaries

% making 90% or more of target salaries

Assistant Professor	53%	100%	+47%
Associate Professor	73%	100%	+27%
Full Professor	48%	100%	+52%
Total	59%	100%	+41%

Non-Faculty Salaries

% making 90%+ of target salaries	TBD	100%	TBD
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^a % of cohort hired in FY2003 who are still employed by ISU in Fall 2008

INITIATIVES

There are four initiatives for achieving the objectives and, collectively, realizing Goal Six:

1. Enhance quality of life for faculty and staff
2. Enhance faculty development
3. Enhance staff development
4. Expand the diversity found in the composition of the faculty and staff at Indiana State University

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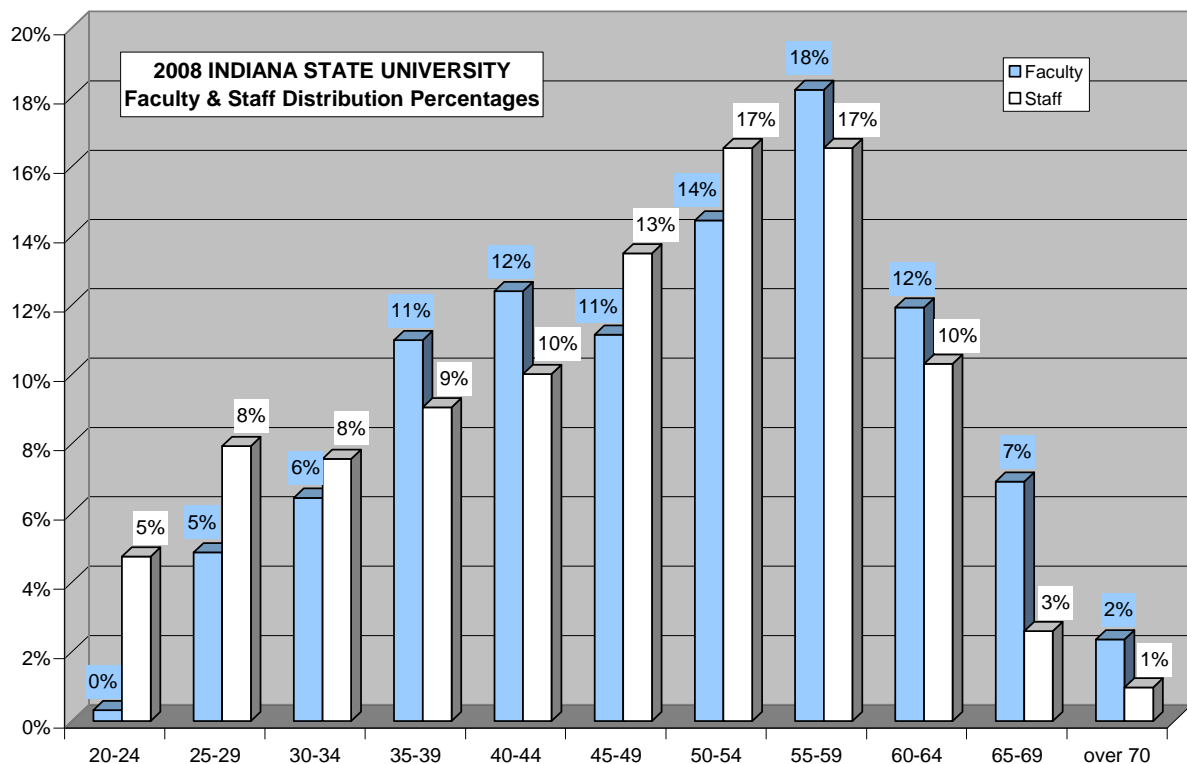
ENHANCE QUALITY OF LIFE FOR FACULTY AND STAFF

IMPLEMENTATION CHAIR: Linda Maule

Introduction and Background

Many factors contribute to an institution's ability to recruit and retain quality faculty and staff. While salary and prestige were once thought to be the primary drivers to successful institutional recruitment and retention efforts, a recent study by the Collaboration on Academic Careers in Higher Education reveals that increasingly heavier emphasis is being placed on intangible factors that contribute to quality of life and professional development in decisions to join and stay with an institution.

These trends and their implications will be important for ISU to consider as it develops recruitment and retention strategies to address heavy turnover in the coming years as faculty and staff begin to retire. Age data on ISU's faculty and staff indicate that a significant number of faculty and staff are between the age of 55 and 65.



Based on data for the last three years, following is the average age for retirement from ISU data received from the Associate Vice President for Human Resources at Indiana State, from 2006 through the most recent academic term:

- The average Faculty Retirement Age is approximately 65
- The average Staff/Administration Retirement Age is approximately 63

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As shown in the chart above, significant cohorts of both faculty and staff will be transitioning into retirement in the next ten years. While not all will choose to leave university service at age 65, the numbers are significant. Moreover, new faculty hires, remaining to obtain tenure and the six-year retention rate for staff are below optimal levels. To address these challenges, it is important that ISU have effective means and amenities in place to attract and retain top faculty and staff.

Other initiatives address ideas for enhancing professional development for faculty and staff. This initiative addresses quality of life issues that affect both groups.

Where ISU already has a group in place, e.g., Health Benefits Review Committee, Faculty Economic Benefits Committee (FEBC), Staff Economics Benefits Committee (SEBC), it will address the ideas in this initiative related to its charges.

Connection to Strategic Priorities

This initiative relates most directly to:

- Recruit and Retain Great Faculty and Staff
- Increase Enrollment and Student Success

Basic Elements and Brief Description: Child Care

The most effective child care centers are those that center the hours of operation around the needs of faculty, staff and students, e.g., the hours are organized around the academic calendar, making them suboptimal for staff who have a different schedule. ISU will take measures to identify and implement short-term improvements to its Child Care Center by Fall 2010 and make long-term enhancements by Fall 2013.

Prior studies on this topic at ISU have identified the following as areas to consider when enhancing childcare at ISU, including:

- a. moving the child care center onto campus
- b. increase in days and hours of operation
- c. drop off (hourly) child care for students, staff, and faculty
- d. child care for new faculty attending New Faculty Orientation events at the beginning of the academic year
- e. child care for university events that faculty are highly encouraged to attend, e.g., Convocation, Commencement
- f. more programming offered by the University during the summer
- g. create a more family friendly atmosphere on campus (e.g., increase the number of changing table, ensure that high chairs and booster chairs are available in the Commons, include a nursing (breast-feeding center) is part of the child care facility
- h. having ISU's spring break coincide with Vigo County Spring Break

Steps and Timeline: Child Care

Year One

1. Appoint a Child Care Center Task Force with representatives of the various users of the service.
2. Conduct a survey of needs of students, faculty and staff to determine aspects not included in prior studies, e.g., price elasticity

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3. Based on prior studies and the survey results, identify changes in the existing Center that can be made in the short term (e.g., days and hours of operation) until the project to fully enhance program is completed.
4. Identify potential funding sources -- foundations, State and Federal government; NGOs -- that are interested in financing early childhood education and child care centers that meet certain criteria. (Done early in planning process to enable the task force to include those qualities that are both compatible with ISU needs and will help qualify for funding.)
5. Study the pros and cons of various approaches to operating the ISU Child Care Center, including contracting-out to vendor specializing in the field; continuing to operate the program internally; or, a combination of both.

Year Two

6. Implement short-term changes in Fall 2010
7. In light of potential partnerships and community development projects, examine possible options for locating the enhanced Center, e.g., remain where it is; another location on-campus; in the 7th Street Health Care Corridor as part of an expanded RHIC initiative; downtown, as a part of a City-Center Redevelopment Project.
8. Examine potential partners for the Center to share costs and services, e.g., Union Hospital, IU Medical School, Ivy Tech, if located in the 7th Street Health Care Corridor.
9. Based on information from the prior steps, develop a "space program" that describes the elements needed in the enhanced Center.

Year Three

8. Select an architect to develop the design, renderings and estimate the construction costs.
9. Develop a business model for the program to include staffing, operating, and all other related costs. This includes solidifying agreements with the College of Education; the Department of Elementary, Early, and Special Education; the administrators of the facility; and all other parties on how the Center will operate.
10. Using information gathered in earlier steps regarding potential funding sources, financial partners and early renderings developed by the architect, develop case statements and proposals; and begin to seek funding for constructing and operating the Child Care Center.

Year Four

11. Complete construction

Year Five

12. Enhanced Center Opens in Fall 2013

Basic Elements and Brief Description: Discounts on University Events

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In order to create a strong sense of community, the rates for university events need to be scaled to what individual can afford, including staff who are working at lower pay scales. Likewise, the policies for state-of-the-art amenities like fitness and recreation center, which can be major draws for recruitment and retention of faculty and staff and is consistent with ISU's focus on wellness, need to be aligned with faculty and staff needs. While ISU already allows free access to the Student Recreation Center for benefit-eligible faculty and staff, the university will take measures to increase the number of faculty and staff who use these facilities as well as those who attend ISU events.

Steps and Timeline: Discounts on University Events

Year One

1. Assign responsibility for addressing this initiative.
2. Develop a list of all University events and facilities for which there is a charge for entrance.
3. Survey faculty and staff to establish a base-line participation rate in those events and facilities.
4. Examine the current pricing structure for all University sponsors and events and facilities.
5. Develop policies that maximize the opportunity for all faculty and staff to attend events and use of facilities, regardless of varying levels of salaries and the ability to pay. Consider such options as:
 - a. Sliding charge based on salary
 - b. Single rate low enough to be affordable for all faculty and staff
 - c. A policy whereby faculty and staff can attend certain type of events at no charge and other at a rate based on a and/or b above.

Year Two

6. Implement new policy and monitor what worked well and what did not.
7. Survey faculty and staff to measure participation
8. Modify the policy as needed.
9. Establish a timeline on how often participation will be measured, the policy reviewed, and a method for both.

Basic Elements and Brief Description: Relocation Assistance Program

Relocation Assistance Programs work to ease the transition of moving to a new community by providing essential support to new and prospective faculty, staff, and their families. Services that could be provided under an ISU Relocation Assistance program include information on:

- Moving companies
- Housing
- Child and elder care

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- School systems
- Diversity and community resources
- Dual-career services

Steps and Timeline: Relocation Assistance Program

Year One

1. Appoint a group to develop this initiative.
2. Study the practices of colleges and universities that offer relocation assistance services for elements that should be part of an ISU relocation assistance program.
3. Work with hiring Deans, Department Chairs and Directors, the FEBC and SEBC to introduce them to the program under development and gather their input on elements that should be part of the ISU relocation assistance program.
4. Survey the various services and information links currently provided on the ISU web site that should be part of the relocation assistance, e.g. day care, the spousal assistance program once it is developed, etc.

Year Two

5. Develop a plan and expectations for the ISU relocation assistance program.
6. Develop expectations for the staff who will manage the program.
7. Evaluate the capacity within current HR staff to determine if addition of the relocation assistance program can be managed with existing staff or if hiring additional staff will be necessary.
8. Hire new staff, or provide training for existing staff.
9. Develop a web page for the relocation assistance program that provides a comprehensive overview of the campus and community resources new and prospective faculty and employees would need to make a smooth transition to Terre Haute and ISU.

Year Three

10. Implement the program and market to the university community and provide information on how and when hiring departments can direct job candidates to these services.

Basic Elements and Brief Description: Salary Equity Program

Ensuring that salaries are competitive is an important measure for retaining quality faculty and staff and enhancing its appeal to candidates. While attracting and keeping the best faculty members is not always simply dependent on salary, ensuring that salaries are competitive with peer institutions is an important initiative for the institution to take on.

At present, Indiana State is conducting an analysis of selected peer institutions with which to compare its salaries for faculty and staff and make needed adjustments in an effort to ensure competitive levels of compensation. In addition to helping ISU bring salaries in line with competitor institutions, a salary equity program would also establish specific guidelines on which salary offers will be based so to ensure neutrality with respect to gender, race, age, national orientation, sexual orientation, religion, and other characteristics.

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Steps and Timeline: Salary Equity Program

Year One and Beyond

1. Complete the peer group analysis and conduct a comparison on an individual-by-individual basis, to pinpoint inequities.
2. Identify the total cost of bringing ISU faculty and staff in line with peers.
3. Develop the criteria for determining the priorities for distributing the salary equity funds.
4. Based on the criteria, identify the order by which salary inequities will be addressed.
5. Distribute salary equity funds in the order identified.

Basic Elements and Brief Description: Spouse/Significant Other Professional Support

Increasingly colleges and universities are finding that one of the top reasons why faculty candidates turn down job offers is because of the lack of job opportunities for their spouse or significant other. That problem is particularly pronounced for female faculty members. According to an April 13, 2001 article in the *Chronicle of Higher Education*, 40 percent of female faculty members have an academic spouse or partner, compared to 35 percent of male faculty members.

Faced with this growing challenge, colleges nationwide are enhancing their recruitment and retention efforts through the addition of Dual Career assistance programs. Dual Career assistance programs are not only designed to help attract talented faculty and staff by offering them a way to ease their partners' transition to a new area, they are also considered a retention tool since employees are less likely to want to stay at an institution if their partner is unhappy because of his or her employment situation. Specialists could also choose to represent their institutions as a member of the Higher Education Dual Career Network, which allows them to communicate and network with other member institutions, gain access to resources to help them improve their program, and receive emails about upcoming events and job openings.

ISU had previously worked with the Wabash Valley Educational Alliance which, through partnerships with business and industry, supported an ISU Dual Career Network. That initiative could be resurrected and leveraged as a part of this initiative.

Steps and Timeline: Spouse/Significant Other Professional Support

Year One

1. Assign the formation of a Spouse/Significant Other Professional Support program to the FEBC and SEBC.
2. Study the practices of the Wabash Valley Education Alliance as well as model programs for Dual Career services listed below for elements of a Dual Career assistance program at ISU.
3. Work with hiring Deans, Directors and Department Chairs around campus to introduce them to the program under development as well as best practices at models reviewed and gather their input on the elements that should be part of the ISU Dual Career assistance program in order to serve their needs.

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4. Develop a plan and expectations for the ISU Dual Career assistance program based on the findings from models and input from hiring Deans and Department Chairs.
5. Develop expectations and a job description for the staff who will manage the program.
6. Evaluate the skills and capacity within current HR staff to determine if addition of the Dual Career assistance program can be managed with existing staff or if hiring additional staff will be necessary
7. Hire new staff member or provide training for existing staff as appropriate
8. Develop a web page for the Dual Career assistance program that provides a comprehensive overview of the services offered, as well as links to other resources that may be important to families considering relocating, e.g., day care, housing and relocation assistance, maps of the area, entertainment, places of worship, etc.
9. Market new Dual Career assistance program to the university community and provide information on how departments can direct job candidate spouses or significant others to these services

Basic Elements and Brief Description: Enhance the Employee Assistance Program (EAP)

ISU has an Employee Assistance Programs (<http://www.indstate.edu/humres/programs.htm>). This initiative is intended to enhance those programs, which help employees deal with personal problems that might adversely impact their work performance, health, and well-being. Areas to be explored for expansion include:

- Emergency counseling
- Benevolence fund/Emergency loan
- Financial planning
- Dietetic counseling

Steps and Timeline: Employee Assistance Program

Year One

1. Ask the FEBC and SEBC to identify additional support services that are most needed through an enhanced employee assistance program.
2. Review the services available through ISU's existing EAP providers, as well as those of models identified below to determine whether there is a need to change ISU's EAP providers in order to obtain the most comprehensive, efficient and cost effective services.
3. Review the web sites of selected models for ideas on how information and resources might be better organized on ISU's EAP web page to facilitate access by employees, e.g., by issues employees may be facing, etc.
4. Identify services that could or should be provided on campus and determine whether additional staff would be needed in order to provide those services.
5. Develop a timeline for introducing each enhanced element of EAP, based on available resources.

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6. Hire new staff or train existing staff to offer new services as appropriate.
7. Prepare and distribute internal communication materials introducing ISU employees to the new enhanced employee assistance program according to the implementation timeline.
8. Launch the enhanced ISU employee assistance program according to the implementation timeline.

Basic Elements and Brief Description: Explore Flexible Work Alternatives

Increasingly, achieving work-life balance is becoming an important consideration for employees in choosing a place to work. Offering flexible work options is one way that ISU could be responsive to this need and increase retention and recruitment of quality faculty and staff. Doing so would help staff meet their personal and family needs, such as caring for children or aging parents, while continuing to meet the University's business needs.

ISU currently offers employees opportunities for flexible scheduling during the summer months. The University could create a flexible work alternative policy that not only extends flexible scheduling beyond the summer, but also makes available other flexible work options for faculty and staff, including:

- Flexible scheduling
- Compressed Work Schedule
- Job Sharing
- Flextime
- Telecommuting

Steps and Timeline: Explore Flexible Work Alternatives

Year One

1. Ask the FEBC and SEBC to explore new flexible work alternatives
2. Review selected models for ideas.
3. Meet with the President's Cabinet to discuss the ideas, models, perceived challenges, benefits and needs, as well as to identify positions for which flexible work options may or may not be feasible.
4. As considered appropriate, consult with Deans, Directors and supervisors to discuss the flexible work alternatives and discuss perceived challenges, benefits and needs, as well as to identify positions for which flexible work options may or may not be feasible.
5. Prepare a first draft of the ISU flexible work options policy.
6. Take the flexible work options policy through the appropriate review, revision and approval process.
7. If approved, develop:
 - a. A set of policies and procedures.
 - b. Information on the ISU Human Resources web page on flexible work alternatives that provides employees a comprehensive overview of the policies and procedures.

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- c. Timeline for implementation

Basic Elements and Brief Description: Explore Eldercare Assistance

As the population ages, universities can expect to see an increase in the number of its employees caring for aging parents and family members over the next several years. To be responsive to the needs of its faculty and staff, ISU could consider options for adding Eldercare Benefits to its employee benefits package.

Steps and Timeline: Explore Eldercare Assistance

Year One

1. Ask the SEBC and FEBC to take the lead in exploring this option
2. Review the selected models identified below for ideas to develop the ISU Eldercare benefits
3. Review existing ISU benefits to determine what services the University already provides that could be incorporated, as is, into an eldercare benefits package, what services could be enhanced to better serve this need and what services need to be added. Eldercare benefits can touch upon such things as:
 - a. Leave policies
 - b. Dependent care resource and referral services
 - c. Educational seminars
4. If the program is considered feasible:
 - a. Take the new Eldercare benefit through the appropriate review, revision and approval process
 - b. Assign responsibility for oversight and coordination of the new Eldercare benefit to an existing staff member(s) and provide training as necessary.
 - c. Develop a web page for the new Eldercare benefit that provides employees a comprehensive overview of the benefit.
 - d. Introduce the new Eldercare benefit to employees, including flyers, mailings, online announcements, etc.
 - e. Begin those elements of the program deemed feasible

Basic Elements and Brief Description: Review of Selected Policies

Ensuring that personnel policies are competitive is a key factor in retaining quality faculty and staff and enhancing the University's appeal to candidates. Indeed the Chronicle of Higher Education has identified the programs, policies and practices that make a college a "great place to work" and have begun to identify institutions that excel in certain areas.

ISU is already reviewing and making changes in the following areas:

- Staff Promotion, including the classification structure
- Sick Leave and Other Leave
- Domestic Partner Benefits

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These reviews and others, such as Domestic Partner Benefits, will be completed as part of this initiative.

Step and Timeline: Review of Selected Policies

Year One

1. Continue the work already underway by the committees addressing sick leave and other leave and staff promotion.
2. Appoint the FEBC and SEBC responsibility for review of the domestic partners benefits policy.
3. Review the model institutions identified below for ideas on how the ISU policies in the selected areas might be revised to better match the practices of some of the best colleges to work for.
4. Review existing contract, system or State policies that relate to the policies under review to determine how, if any, they restrict or enable ISU to modify its practices in these areas.
5. Meet with the President's Cabinet to understand their needs and concerns as related to these policies. If policies are considered feasible:
 - Take the policies through the appropriate review, revision and approval processes.
 - Meet with deans, directors and supervisors for their views
 - Determine the financial implications
 - Identify implementation timelines
 - Develop first drafts of the new policies
 - Communicate the changes through the Human Resources web site and other means
 - Introduce the new policies

Additional Information and Potential Models

Child Care - Campus Operated

University of Southern Indiana

<http://www.usi.edu/childcenter/>

The USI Children's Center is a state-licensed, NAEYC-accredited facility, licensed to care for children ages two through seven years; however, only pre-K children are enrolled during the academic school year. Enrollment priority is given to children of USI students, faculty, and staff. Children of alumni and community parents may be accepted, if space is available.

USI-affiliated parents may enroll their children ages 3-6 years in the full-day child care program on an hourly or daily basis to accommodate class and study times. Children enrolled in the two-year old class must enroll full-time. In addition to two full-day preschool classes, the center also offers a half-day preschool program that meets two (TTh), three (MWF) or five mornings per week during the academic year, from 8:30 a.m.- 12:15 p.m. and is available for community children, as well as those whose parents are affiliated with USI.

The Children's Learning Center is open Monday through Friday, 7 a.m.-5 p.m. The Center is closed only when the University closes. If classes are cancelled but University offices are open, the Center is open.

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University of Wisconsin--La Crosse
<http://www.uwlax.edu/childcare/>

The Campus Child Center was established in 1985 to provide care for the children of University of Wisconsin-La Crosse students, staff and faculty, with UW-L students receiving registration priority. All clients must be part of the UW-L community to be eligible for the Campus Child Center service. Current enrollees are allowed to pre-register each semester before new clients are accepted. Campus Child Center is licensed to care for children ages 1 through 12.

Campus Child Center is open from 7:00am – 6:00pm in the preschool area and 7:30am to 5:30pm in the toddler area (one-year-old room), Monday through Friday. Campus Child Center is open the last week in August through the first week in June and is closed during the summer session.

Missouri State University
<http://universitychildcarecenter.org/>

University Child Care Center is a state licensed educational child care center that provides quality child care to children of day students, faculty and staff of Missouri State University, the host church and the community. UCCC operates on the Missouri State University academic calendar and is open Monday - Friday, 7:30 am - 5:30 pm. The Center offers flexible scheduling and hourly rates.

The center is governed by a Board of Directors that consists of twelve members: four faculty/staff members of Missouri State (one of which is a representative of the Early Childhood and Family Development program); four parents of children enrolled in UCCC; two representatives of the host church, if any; and two representatives from the general community.

University of Nebraska, Kearney
<http://www.unk.edu/offices/humanresources.aspx?id=804#history>

The UNK Child Development Center was originally established in 1948 as a Laboratory for preschool children. The Lab setting provided an opportunity for students studying the many aspects of early childhood an on-campus opportunity to observe and interact with children. In 2001, the childcare needs of the parents who are students, staff, and faculty members of the University became an issue of extreme importance to Chancellor Gladys Styles Johnston and the former Lab was licensed as a child care facility. Children six (6) weeks through six (6) years of age are provided a quality program that not only meets a child's physical needs, but also allows him/her to develop emotionally, socially, and intellectually through stimulating activities in a nurturing and accepting atmosphere. The Center promotes the University's educational mission by providing an environment where its' students can observe and interact with young children in preparation for future professional contact.

The UNK Child Development Center is open 7:00 a.m. to 5:45 p.m., Monday through Friday and closes on major holidays as well as when all other University offices have been notified of closing. This may be due to inclement weather or special circumstances. This may include full or partial days.

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A Parent Advisory Group has been established for the center, which meets the first Thursday of the month at 5:15 p.m. during the academic year.

Child Care - Contracted Out

Iowa State University

<http://centers.brighthorizons.com/iowastate/>

The child care center at Iowa State University, Veterinary Medicine opened in August 1997 and is operated by Bright Horizons Family Solutions. The center was created as a progressive and flexible benefit for students and University employees. It has a capacity for 79 children ages 6 weeks to 12 years old. The center is located on the Iowa State University Veterinary Medicine campus and is minutes away from Iowa State's main campus. Its hours of operation are Monday - Friday from 7:00 a.m. - 6:00 p.m. Classroom ratios range from 1:4 to 1:15.

Johns Hopkins

<http://www.jhbrighthorizons.org/about/>

The Johns Hopkins Child Care and Early Learning Center is run by Bright Horizons Family Solutions and is designed to serve full-time employees (faculty and staff), full-time day students, house staff and fellows of the Johns Hopkins University of eligible Divisions and the Johns Hopkins Hospital/Health System. All children ages 6 weeks through preschool are welcome for full-time care. The Johns Hopkins Child Care and Early Learning Center is open Monday through Friday from 6:30 a.m. - 6:30 p.m., except major holidays.

California State University, San Marcos

<http://www.cclc.com/PL/Centertourrequest/ChildCareProviderdetails.aspx?BID=4&SHID=19>

Operated by Children's Creative Learning Centers, the child care center at California State University San Marcos serves, students, faculty, staff and members of the San Marcos community with children ages 6 weeks - 5 years of age. The center has capacity for 182 children with class ratios range from 1:3 for infants, to 1:10 for children ages 4-5. The center is open Monday through Friday from 6am - 7pm, except on major holidays.

Stanford University

<http://www.cclc.com/PL/Centertourrequest/ChildCareProviderdetails.aspx?BID=4&SHID=27>

The Stanford Arboretum Children's Center, operated by Children's Creative Learning Centers, is open to Stanford affiliates (faculty, students, and staff of Stanford University, Stanford Hospital and Clinics, Lucile Packard Children's Hospital and SLAC) with children ages 6 weeks - 5 years of age. The center has capacity for 129 children and has class ratios ranging from 1:4 for infants through 1:7 for children ages 4-5. The center is open Monday through Friday from 6:30 am - 6:30 pm, except on major holidays.

Relocation Assistance

University of Wisconsin - La Crosse

<http://www.uwlax.edu/hr/employment/relocation.htm>

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University of Minnesota – Duluth

<http://www.d.umn.edu/umdhr/orientation/relocating.htm>

University of Minnesota

<http://www1.umn.edu/ohr/rap/index.html>

Spousal/Significant Other Professional Support

University of Northern Iowa

<http://www.vpaf.uni.edu/dualcareer/>

The University of Northern Iowa offers up to two years of free job search assistance to spouses and partners of new UNI employees. Services include assistance with planning and coordinating a job search campaign, career and job search consultation, and access to job the University's web-based job listing and referral system which provides a strong link to prospective employers as well as access to resources that helpful for the job search.

Indiana University

<http://www.indiana.edu/~careers2/>

The Dual Career Network program at Indiana University offers up to two years of free job search assistance to spouses and partners of those moving to Bloomington to take Indiana University faculty or senior staff positions.

Virginia Tech

<http://www.hr.vt.edu/employment/dualcareers/>

Virginia Tech offers job search assistance for up to one year for spouses or partners of newly recruited faculty or administrators. Services provided include general information on employment in the region; help identify appropriate employers and making connections with key contacts; interview preparation; and assistance with preparation of resumes and cover letters.

Higher Education Dual Career Network (HEDCN)

<http://sites.google.com/site/dualcareer/>

The Higher Education Dual Career Network is an informal network of individuals working at institutions of higher education around the world on issues related to faculty and/or staff dual career recruitment.

Employee Assistance Program

Duke University

<http://www.hr.duke.edu/pas/>

Personal Assistance Service (PAS) is the faculty/employee assistance program of Duke University. The staff of licensed professionals offer assessment, short-term counseling, and referrals to help

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resolve a range of personal, work, and family problems. PAS services are available free of charge to Duke faculty and staff, and their immediate family members.

- [Alcoholism](#)
- [Arguments](#)
- [Balancing Time](#)
- [Depression](#)
- [Divorce](#)
- [Grief in the Workplace](#)
- [Money and Emotional Reactions](#)
- [Money Management](#)
- [Retirement](#)
- [The "Sandwich Generation"](#)
- [Stress](#)
- [Trauma Reactions & Resources](#)
- [Workplace Violence](#)
- [Weight Control](#)

Canisius College

<http://www.canisius.edu/hr/eap.asp>

Canisius College provides employee assistance services through Child & Family Services, one of the most comprehensive, professionally staffed EAP programs in Western New York.

Child & Family Services can assist employees with any kind of personal or family related problem, including but not limited to:

- Stress
- Depression/Anxiety
- Gambling
- Parenting Concerns
- Financial Pressure
- Substance Abuse
- Separation/Loss/Bereavement
- Family Violence
- Compulsive Behaviors
- Health Pressures
- Illness & Its Impact on Families
- Marital Relationship

In addition, Child & Family Services offers special consultation/referral services including:

- Legal Consultation
- Nutrition Consultation
- Career Consultation
- Trauma Debriefing: (If crisis occurs in the workplace, EAP can be available for consultation or counseling).
- Child Care Concerns
- Basic Budgeting Concerns
- Eldercare Consultation

Pennsylvania College of Technology

<http://www.theeap.com/>

Pennsylvania College of Technology offers employee assistance services through ESI Employee Assistance Group. ESI offers counseling, help, tools, and resources to employees and their family members to address a wide range of problems and issues. Just some of these include:

- Adoption
- Aging Issues and Elder Care
- Alcohol and Substance Abuse
- Balancing Work and Family
- Cancer, Diabetes, and Other Illnesses
- Child Care and Daycare
- Children with Special Needs
- Consumer Problems and Rights
- Debt and Debt Restructuring
- Eating Disorders
- Education and Tuition Planning
- Estate Planning, Probate, and Wills
- Family Violence
- Financial Planning
- Fitness Programs
- Gambling Addiction
- Health and Wellness
- Health Risk Assessments
- Homeownership and Mortgages
- Interpersonal Skills with Family and Co-workers
- Legal Issues and Family Law
- Loss and Grief
- Mental and Behavioral Health Issues
- Nutrition Counseling
- Personal Development and Training

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- Real Estate and Tenant/Landlord Concerns
- Retirement and College Savings Planning
- Separation or Divorce
- Smoking Cessation
- Stress and Coping with Change
- Taxes and the IRS
- Traffic Violations
- Weight Loss
- Wellness
- Wills and other Legal Issues
- Women's Health

Rice University

http://people.rice.edu/employee.cfm?doc_id=7311

Rice University offers all employees an employee assistance program (EAP) and childcare and eldercare referral services through Lifeworks. Rice employees are welcome to use this free and confidential program. The services offered are also extended to family members, dependents, or anyone significant in an employee's life.

LifeWorks[®] offers information, advice, and support on a wide range of everyday issues, including:

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- Parenting and childcare
- Older Adults
- Managing people
- Disability
- Emotional well-being
- Addiction and recovery
- Everyday issues
- Education
- Health and wellness
- Grief and loss
- Financial
- Legal

Flexible Work Alternatives

George Mason University

<http://www.gmu.edu/facstaff/policy/newpolicy/2202.html>

George Mason University recognizes the value of flexible work options to faculty, staff and the university. Types of Flexible Work options available to George Mason University faculty and staff include:

- Alternate Work Schedule
- Compressed Work Schedule
- Flextime
- Job Sharing
- Remote Work
- Telework

Duke University

<http://www.hr.duke.edu/flexwork/options.html>

There is an array of flexible work options available at Duke including flextime (flexible work hours), telecommuting (flexible work location), compressed work schedules, and alternative work assignments such as job sharing and abbreviated schedule or part-time work.

Although not all options may be available in all departments or for all positions, Duke University has established guidelines offering employees suggestions that may help them manage their work schedules while continuing to meet business needs.

Emory University

<http://www.worklife.emory.edu/workplaceflexibility/index.html>

Emory University is committed to providing employees with programs and resources that improve productivity, support effective work-life strategies, and addresses transportation and commuting challenges. The University Leadership has recently approved the Principles of Alternative Work to assist and guide operating units on how to make decisions addressing AWA and telecommuting options.

Georgia Institute of Technology

<http://www.admin-fin.gatech.edu/human/employment/086500.html>

The Georgia Institute of Technology provides a variety of flexible working arrangements, at the discretion of department, to enable employees to serve customers, meet Institute and

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departmental goals, and balance personal and professional responsibilities. Participating in a flexible working arrangement is a privilege and not a right.

Among the flexible work arrangements available to Georgia Tech employees are:

- Compressed Workweek
- Flextime
- Job Sharing
- Telecommuting

Eldercare Assistance

Duke University

<http://www.hr.duke.edu/family/elder.html>

As the population ages, Duke's faculty and staff will find a need for assistance with an aging parent. The Duke Family Support Program provides elder care referrals and resources to Duke faculty and staff who require this assistance.

Emory University

<http://www.worklife.emory.edu/dependentcare/eldercare/benefits/index.html>

The University expects to see an increase in the number of its employees caring for aging parents and family members over the next several years. Emory wants to do what it can to help provide support and resources to help employees and their families maintain work-life balance while undertaking such responsibilities.

George Mason University

<http://eldercare.gmu.edu/>

The mission of Life Planning/Eldercare Services at George Mason University is to provide support services to the university community, including faculty and staff, as they seek to balance the responsibilities of work and caregiving of elder family members.

Models: Policy Review

Sick Leave

Cornell University

http://www.policy.cornell.edu/CM_Images/Uploads/POL/vol6_9_family.pdf?CFID=6226376&CFTOKEN=71392020

Emory University

<http://policies.emory.edu/4.34>

George Mason University

<http://hr.gmu.edu/benefits/leave/fmla.php>

Promotion Policy

Truman State University

<http://hr.truman.edu/transfer/index.asp>

University of Notre Dame

<http://hr.nd.edu/policy/manual/Employment/pat.shtml>

Rice University

http://www.professor.rice.edu/professor/PROMOTION_TRANSFER.asp?SnID=2

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Domestic Partner Benefits

University of Iowa

<http://www.uiowa.edu/hr/benefits/domesticpart.html>

The University of Iowa offers its employees the opportunity to insure their domestic partner under various benefit programs, including health, dental, and accidental death and dismemberment insurance.

Ohio State University

<http://hr.osu.edu/events/domesticpartnership.aspx>

Ohio State University offers some programs and services for those in same-sex or opposite-sex domestic partner relationships, including Medical, Dental, Vision Benefits, Life Insurance, and Family and Medical Leave (FML) and Sick Leave

University of Kentucky

<http://www.uky.edu/HR/WorkLife/documents/FinalDPReport1-11-07.pdf>

<http://www.uky.edu/HR/benefits/SponsoredDependent.html>

The University of Kentucky offers its employees the opportunity to cover a Sponsored Dependent under various benefit programs, including health, dental and vision. The University contributes towards the cost of health coverage for Sponsored Dependents.

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ENHANCE FACULTY DEVELOPMENT

IMPLEMENTATION CHAIR: Kelly Wilkinson

Introduction and Background

ISU already offers a set of professional development programs and services for faculty through its Center for Instruction, Research & Technology that explores new approaches to pedagogy and assists faculty, through training and application, on the use of learning technologies to enhance learning. Several enhancements are already in development, for example a mentoring program for faculty entering ISU.

This initiative is intended to build on these efforts by creating a comprehensive support system that extends from recruitment to retirement. It seeks to clarify roles and expectations; support hiring; develop and retain a strong and productive faculty; and support faculty career advancement – all based on the core values, mission and goals of the University.

In addition to enhancing faculty retention and success, there are other by-products from this initiative

- Stronger pedagogical skills and support would contribute to more effective teaching and that, in turn, could lead to greater student success and satisfaction as measured in retention and on-time graduation rates.
- Stronger research skills and research support infrastructure result in more grant-funded research, which, in turn, would improve revenue generation, demonstrate the institution's value to the state and to the community, and increase the production of new and applied knowledge.

Connection to Strategic Priorities

This initiative relates most directly to:

- Recruit and Retain Great Faculty and Staff
- Increase Enrollment and Student Success
- Expand and Diversify Revenues

Basic Elements and Brief Description

Enhancing faculty development would address the following topics:

1. **Promotion and Tenure Guidelines and Policies:** The role and expectations of faculty in light of the strategic plan and emphasis by the University on community engagement, experiential learning, leveraging programs of strength and promise and other priorities
2. **Hiring New Faculty:** Search and hiring practices that assist departments and prospective job candidates to understand ISU's core values and priorities, and the role it and *they* are expected to play to fulfill the University's mission and address ISU's

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commitment to diversity and the role diversity plays in fulfilling the mission of the University

3. **Support for New and Junior Tenure-Track Faculty:** A coordinated effort to assist faculty to achieve tenure through a coordinated set of activities running from orientation to start-up packages for tenure track hires, to special support for junior faculty
4. **On-Going Faculty Development Opportunities:** Workshops devoted to pedagogy and curriculum development, successfully seeking grants, department chair workshops; program for emeriti faculty

Steps and Timeline

Year One

1. Identify or reaffirm the roles of the individuals in the Provost's Office to coordinate all aspects of faculty development and the activities in this initiative.
2. Engage in a university-wide dialog on key issues related to faculty life and expectations at ISU, in light of the new strategic plan and the role of all forms of scholarship – teaching, discovery, application and integration.
 - a. Determine how areas of special emphasis, such as community engagement and experiential learning, or the goal of increasing externally funded grants and contracts, should result in reasonable revisions to policies, expectations and practices around faculty evaluation and work assignments.
 - b. Determine how excellent teaching and productivity in research, of campus citizenship and, at the senior rank, a set of achievements worthy of national note, should result in reasonable revisions to policies, expectations and practices around faculty evaluation and work assignments.
 - c. Determine how to evaluate in a full and fair-minded way things that may at first seem "non-standard," "non-traditional," or difficult to properly evaluate and credit to the candidate who is up for tenure or promotion. Some examples would be student-faculty research, independent contributions to collaborative scholarship, and the use of active learning teaching strategies which promote creative and critical thinking.
 - d. Establish reasonable expectations, benchmarking faculty work responsibilities with those of actual and aspirational peer institutions. "The Delaware Study" offers one potential set of statistical benchmarks by discipline.
3. Based on the dialog in step 2, prepare a comprehensive set of recommendations to be considered and acted upon by senior administration and faculty governance at the departmental, school and university levels. This will involve an analysis and review of all policies and MOUs on faculty retention, annual evaluation, mid-probationary evaluation of tenure track faculty, tenure standards, and promotion standards in order to assure that these policies serve the mission and strategic goals of the university and its schools (in addition to being reasonable, legal, fair to all concerned, etc.)
4. Determine which governance committees should address which issues, assign tasks, establish timelines for the completion of revisions of policies, protocols and documents

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that describe expectations and common practices. Follow up as needed by academic leadership to assure timely work and internal consistency of changes.

5. Design and implement a comprehensive internal communications effort to alert all affected individuals to significant changes, to describe and explain those changes, and to inform people about the steps and timelines for implementation.

Year Two

6. Develop an enhanced orientation program, which would begin at the start of the next academic year and continue through the first six to nine months of employment. It should:
 - a. Address differing work expectations, professional aspirations, and needs of faculty in different major groupings: tenure track, full time non-tenure track, new part-time and adjunct faculty, rehired or continuing part time and adjunct faculty.
 - b. Seek to connect new hires with other new faculty to form mutually supportive peer group
 - c. Expand or create a Faculty Mentors program drawing on the best colleagues from across the campus to assist faculty in confidential and developmental ways to achieve their best as teacher-scholars and as academic leaders. This program would entirely separate from a department's or schools internal evaluation systems.
7. Design and implement a "hiring for mission" program focused articulating ISU's core values, mission within the context of Indiana's K-16 educational vision, and aspirations. The desired outcome is greater clarity for purposes of creating faculty job descriptions, work expectations for new faculty hires and achieving ISU's diversity goals.
8. Develop research start-up packages for recruiting and hiring tenure-track faculty, e.g.,
 - Summer research grants in lieu of teaching summer session
 - Individual fund for research incidentals and travel first three years
 - Two or more courses released time for research first year
 - Successful mid-probationary review research semester released time
 - Fund for research assistant and data analysis support
 - Minimal service assignments, nothing outside the departmental level
9. Develop Policies for faculty receiving start-up packages, including:
 - Rigorous up-or-out mid-probationary review in year 3 or year 4
 - Specific expectations for number and type of grants to be submitted, e.g. RO1
 - Specific expectations for number and quality of peer reviewed publications

Year Three and Beyond

10. Design and implement the following faculty development activities:
 - a. Workshops devoted to pedagogy and curriculum development, including strategies appropriate to the content areas that involve experiential learning, student-faculty research, and those active learning teaching methods that engender creative and critical thinking.
 - b. Workshops that support the development of successful competitive grants for external funding from government agencies and foundations, including grant writing, support for advanced statistical analyses, sessions to assist with grant evaluations

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- and rewriting for resubmissions, and support for the proper monitoring of grant expenditures and budgets, including indirect costs and sub-contract relationships.
- c. Workshops specifically for tenure-track faculty and for faculty aspiring to promotion that focus on the implications of the recent changes in policies, expectations and work responsibilities resulting from the efforts of the prior two years.
 - d. Workshops for members of promotion and tenure committees to keep them fully informed about policies, practices and expectations related to the evaluation of the petitions of candidates for tenure and promotion, particularly in light of changes with regard to work the breadth of activities, the kinds of contributions, and the level of the quality of these contributions which faculty are being expected to make.
 - e. A mid-career re-tooling program to assist those who seek new challenges and new beginnings within academia and ISU to reengage, revitalize and rediscover their passion for good teaching or their sense of wonder and pride in the pursuit of exciting research investigations, or to become effective in new leadership roles which they may now be finding themselves doing.
 - f. A program for faculty with emeritus/a status which enables them to remain professionally connected with ISU and, where appropriate, to make meaningful contributions to research, teaching, student advising, or other areas.
11. An on-going series of department chair and dean workshops focusing on the managerial, operational and leadership responsibilities of those key positions.

Additional Information and Potential Models

Office of Faculty and Organizational Development at Michigan State University
<http://fod.msu.edu/>

The Office of Faculty and Organizational Development supports MSU faculty, academic staff and administrators in teaching, research, outreach, and leadership. To accomplish this goal, it offers a broad range of seminars and programs, services, and resources in two programmatic strands: Faculty and Instructional Development; and Organizational and Leadership Development

Faculty Development Center at Cal State Fullerton
<http://fdc.fullerton.edu/>

The Faculty Development Center at CSU Fullerton promotes teaching, learning, scholarship, professional activities, and the integration of technology into instruction and offers programs, grants, and other opportunities that support faculty as educators, scholars, and engaged community members.

Santa Clara University Faculty Development Program
<http://www.scu.edu/facultydevelopment/>

The Faculty Development Program supports faculty at Santa Clara University as teaching scholars. Programs and services promote two general goals: Enhance the professional

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development of Santa Clara University faculty; Explore how students learn and to support faculty in cultivating student learning. Services Offered By the Faculty Development Program include: 1) confidential consultations on teaching, scholarship, and work-life balance; 2) confidential classroom visits using "Small Group Instructional Diagnosis"; 3) events including Symposia, lunch-hour discussions, workshops with guest speakers, and Research Colloquia; 4) support for Faculty Study Groups focused on teaching or scholarship; 5) teaching and learning resources; 6) Mentoring teams or mentoring partnerships for tenure-stream faculty, and more.

Northern Arizona University Faculty Development Program

<http://home.nau.edu/facdev/>

The Faculty Development Program (FDP) at Northern Arizona University is a multifaceted resource and networking center that assists faculty as teachers, scholars, and members of the University. The Program promotes innovation, collaboration, and collegiality. The mission of the NAU Faculty Development Program is to 1) offer opportunities for professional development in teaching to enrich student learning; 2) play a key role in strengthening a learning-centered campus culture that values and rewards teaching; 3) advance new teaching and learning initiatives; 4) foster collegial dialogue within and among faculty and campus partners; and 5) serve as a convener to showcase faculty expertise in teaching.

Office of Grants and Faculty Development at the University of Wisconsin-Oshkosh

<http://www.uwosh.edu/grants/>

The Office of Grants and Faculty Development supports UW Oshkosh faculty and academic staff, as well as students, in their creative, scholarly and research endeavors. It assists faculty and academic staff in locating, proposing, submitting and administering extramural funding. The Faculty Development Program supports faculty and academic staff professional development. In addition, UW Oshkosh students are supported through research symposia and collaborative research opportunities.

East Carolina University New Faculty Orientation Program

<http://www.ecu.edu/cs-acad/facultyorientation/index.cfm>

This website presents easily accessible information to new incoming faculty categorized easily for future reference.

Eastern Kentucky University New Faculty Orientation Program

<http://www.eku.edu/facultystaff/orientation/sidebar1a.php>

The Eastern Kentucky website also provides easily accessible data presented in a way that makes this particularly helpful as an on-going resource.

University of Memphis Adjunct Faculty Development

http://www.memphis.edu/alc/adjunct_faculty_dev.php

Western Carolina University Course Peer Assessment

http://www.wcu.edu/WebFiles/PDFs/facultycenter_OCAT_v2.0_25apr07.pdf

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ENHANCE STAFF DEVELOPMENT

IMPLEMENTATION CHAIR: Wil Downs

Introduction and Background

While great faculty and great students are critical to the success of a university, great staff are as well.

The current profile of the staff at ISU indicates that within the next ten years, almost a third of the staff will be beyond the average ISU staff retirement age of 63 years, so there will be a large number of situations where new staff will have to be hired to advance the mission of the university.

Moreover, an analysis of 124 full-time staff who began working at ISU in 2004 – five years ago – indicates that 58 (just over 53%), had left the University by Fall 2008. This includes Clerical and Secretarial; Service and Maintenance; Skilled Crafts; and Technical and Paraprofessionals; and Other Professionals.

In order to ensure that high-quality staff will continue to be attracted to and stay at ISU, it is essential that appropriate attention be paid to issues related to staff recruitment and retention.

Some items, such as child care, assisting spouses or significant others find employment, salary equity and housing assistance apply equally to staff and to faculty and are presented in another initiative. This initiative focuses specifically on programs that support the personal and professional development of staff.

Connection to Strategic Priorities

This initiative relates most directly to:

- Recruit and Retain a Great Faculty and Staff
- Increase Enrollment and Student Success

Basic Elements and Brief Description

The essential elements of this initiative are:

- a. A **Staff Training and Development Program**, with courses, learning experiences and tuition assistance, to enable staff to learn, climb, and better serve student and the entire campus community
- b. An enhanced staff **orientation program**
- c. **Staff appreciation** events to recognize exemplary performance and the staff's contributions to realizing the mission and strategic priorities of the University
- d. **Computer access** for all staff, regardless of position, so they can tap into the latest news of the University, which is being offered, more and more, online.

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Steps and Timeline

Enhance Staff Training and Development

Year One

1. Develop a representative advisory group to serve as a guide and support for development of the various elements of this initiative.
2. Identify new or existing staff person in the Human Resources Office to work with the advisory and be responsible for coordinating the various training and development programs and projects grouped under this initiative.
3. Conduct a survey of staff training and development needs that would include input from staff and supervisors.
4. Study the staff training and development practices of the models listed below to identify elements that could be incorporated into an enhanced ISU staff training and development program, e.g.,
 - a. A regular in-house training curriculum
 - b. E-Learning service offerings of vendors such as SkillSoft and ICON
 - c. Off-site job training
 - d. Cross-training
 - e. Internship programs
 - f. Professional workshops and conferences
 - g. Tuition assistance/staff training funding support
 - h. Professional development awards and incentives
5. Develop staff training and development elements, based on the findings of the survey (Step 3) and best practices of national models (Step 4).

Year Two and Beyond

6. Develop a plan, with phase-in options, for a comprehensive ISU staff training and development program. The program could include:
 - a. Seminars and classes to address specific skills identified in the survey
 - b. Creation of formal certification programs for job advancement
 - c. Topics of general interest, i.e., activities, health and wellness,
 - d. History, special activities, points of interest at ISU
7. Determine the costs of each phase and secure funding
8. Implement the first phases of the program.
9. Develop a formal system for tying performance expectations to the goals and objectives of the University and the role of performance evaluations in the system
10. Hold in-house workshops for supervisors on training, hiring and evaluating staff to encourage staff development and link job expectations and the evaluation process to the goals of the university.
11. Develop a system for tracking and rewarding professional development.

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12. Develop a staff training and development web page that provide a comprehensive overview and access to all the training and development opportunities available to ISU staff. The web page should link to the existing Human Resources web page.

Staff Orientation Program

Year One

1. Formulate a group that represents a cross-section of the staff to help develop the orientation program
2. Review the elements of orientation programs in the models identified below
3. Identify the elements that the group thinks would be particularly helpful to enhance (if already being done) or initiate, e.g.,
 - a. An overview of the University, with special emphasis on what offices provide key services are provided to students
 - b. A tour of the campus with, again, special emphasis on the location of offices providing services to students so that all staff can assist students to find what they need.
 - c. The traditions, culture and values of the University
 - d. The strategic plan of the University, including its vision, mission, goals and specific initiatives and the role of each staff person plays in their realization
 - e. Policies and procedures
 - f. The professional aspirations of new staff
 - g. Information on training and development programs to assist in achieving their aspirations
 - h. A mentoring program, with mentors who have a strong understanding of the University and a record of success – perhaps the recipients of special recognition outlined below – that lasts for the first six months of a new staff person’s employment
 - i. Information on how they and their families can become involved with the many activities of the University.
4. Determine additional staffing requirements, if any.

Year Two

5. Implement the enhanced staff orientation program

Enhance Staff Recognition

Year One

1. Survey the academic calendar to determine the best time for holding the staff appreciation event during the academic year, when everyone is on campus, to celebrate the accomplishments of staff and their contributions to the teaching-learning process.

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Enhance Communication with Staff Who Do Not Have Computers

Year One

1. Make certain that the computers that are available for custodial and others are in working order.
2. Locate display units of the ISU live network in places where staff can see them.
3. Explore the feasibility of a "common hour," by shift, where support staff have the time to access the computer for their personnel and payroll information, much of which is now available only online, e.g., pay stubs; leave balances current benefits; campus activities; training opportunities; and other information

Additional Information and Potential Models: Staff Development

Miami University Job Enrichment Program

<http://www.units.muohio.edu/prs/staffdevelopment/>

This program provides employee development opportunities at the University. Its purpose is to:

- Recognize employee development through continued learning;
- Recognize and reward growth in job expertise;
- Foster continued quality service to the University community by training highly motivated employees;
- Sustain administrative continuity in the departments by providing the opportunity for highly-qualified classified employees to advance in job knowledge, skill level and monetary compensation in their current position / department, if they so desire;
- Recognize and reward employees for extraordinary accomplishments, dedication and commitment to their jobs and to the University.

Berea College

<http://www.berea.edu/cltcr/staffdevelopment.asp>

The Center for Learning, Teaching, Communication, and Research (Learning Center) is open approximately 50 hours each week to provide assistance in learning and written and oral communication to members of the campus community. The Center assists in continuous professional growth of individual staff members. New staff members are put through a process of staff development which begins with the Fall Staff Development Workshop. Following the initial workshop, certification begins for both office staff and consultants. While all staff are expected to complete office certification, consultants must also complete a four stage consultant certification process. Staff development also occurs through regular staff meetings and periodic assessments. Just as with life and the learning process, staff development here at the Learning Center is also a never-ending process.

Certification

Certification ensures that new office staff are adequately prepared to do their jobs. Prior to certification, the Learning Center offers the Fall Staff Development Workshop, which consists of approximately twenty hours of instructional sessions. Certification is then completed by individual staff members. All staff must complete office certification;

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consultant certification also includes working with clients and demonstrating knowledge of good written and oral communication practices.

Mentors: Help with Certification

At the beginning of each semester, each new staff member is assigned to a continuing staff member who acts as a mentor. The mentor's main role is to help and be available for the new staff member. The mentor takes an active role in the staff member's certification process and with any questions or problems the staff member may have. The mentor and mentee should meet weekly and discuss the events of the past week. In addition to the basic role of the mentor, the mentor and mentee will meet at the completion of each stage of certification and after the completion of certain sections of each stage, in order to ensure progress and to answer any questions.

Staff Meetings

Learning Center's weekly staff meeting is a vital part of on-going staff development. Staff meetings are planned by senior Learning Center staff and the director, and each meeting is facilitated by a Learning Center senior staff member.

Staff Communication

Message Board; Email; Mailboxes; Project Board; Bulletin Board/Marker Boards;

University of Iowa

<http://www.uiowa.edu/learn/>

Iowa provides a number of staff development opportunities that are intended to align with the University's core values of Excellence, Learning, Community, Diversity, Integrity, Respect, and Responsibility. Programs include instruction on leadership issues for managers, frontline supervisors, human resource professionals, and office professionals. And be sure to fully utilize our just in time resources with Learning Online with SkillSoft including Books 24x7® and our resource center.

The Pathway to Success

EXPAND THE DIVERSITY FOUND IN THE COMPOSITION OF THE FACULTY AND STAFF AT INDIANA STATE UNIVERSITY

IMPLEMENTATION CHAIRS: Virgil Sheets, Michele Boyer

Introduction and Background

Enhancing diversity at Indiana State University has been identified as a top priority by President Bradley. In October 2008, a university-wide Council on Diversity was convened by the President.

The Council's work is to provide recommendations to the President and the Board of Trustees in the area of diversity as per Indiana statute. The Council's ongoing charge is to conduct an annual review on the state of diversity at ISU and serve as an advisory body to the University Diversity Officer.

Yet like with student success, **enhancing diversity at Indiana State University is everyone's responsibility**. While specific groups and individuals have been tasked with working on institutional policy, getting the most benefit from diversity depends on engagement across campus.

The Association of American Colleges and Universities commissioned a series of research papers published in 2005 on diversity in higher education as part of the *Making Excellence Inclusive Initiative*. They describe diversity and inclusion efforts as moving "beyond numbers of students or numbers of programs as end goals. Instead, they are multilayered processes through which we achieve excellence in learning; research and teaching; student development; local and global community engagement; workforce development; and more" (Milem, Chang, & Antonio, 2005, p. iii).

Connection to Strategic Priorities

This initiative is integral to all priority areas, but relates most directly to:

- Recruit and Retain a Great Faculty and Staff
- Increase Enrollment and Student Success

Basic Elements and Brief Description

Enhancing and engaging diversity in the service of learning conceptualizes our goals as more than demographic outcomes. One can make the argument for diversity as a moral and ethical imperative or as competitive advantage in the regional educational marketplace. However, this plan and ISU's commitment to diversity are grounded in the knowledge that diversity and educational excellence are inextricably linked. In higher education, diversity is inherently valued as a hallmark of excellence because it:

- generates a wide range of ideas and contributes to creative problem solving
- creates a welcoming, rich environment for all who live, learn, and work there
- encourages openness and critical thinking and analysis

A top priority is enhancing the diversity of faculty, staff, and administration at ISU. The staged series of initiatives outlined below address faculty diversity. Early on, these efforts strive to build a supportive culture for faculty diversity through review and improvement of

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policies and practices. Next, the plan proposes to impact the compositional diversity of faculty through strategic partnerships and creative incentives. Ultimately, the plan targets sustainability through faculty development, an examination of curriculum and pedagogy, and continuous improvement of institutional policies and practices.

Steps and Timeline

Year One: Mobilize resources across units and colleges to diversify faculty, with specific attention to African American faculty

1. President Bradley continually articulates to division heads, deans, directors, department chairs, the campus community, the local community, and the broader public ISU's commitment to diversify its faculty
2. Charge the Council on Diversity's "Recruiting, Hiring Practices and Procedures" Subcommittee with direction and monitoring of this initiative along with Office of Affirmative Action and with primary leadership provided by the Office of Diversity
3. Analyze data that already exists on this topic - exit interviews, retention statistics
4. Conduct data gathering to fill gaps - individual and focus group interviews with newer faculty
5. Offer expanded educational opportunities on recruiting, crafting position descriptions, reviewing applicants, creating interview questions, analyzing search and interview results, and matching the best candidate to the position for each committee and hiring authority, along with deans and department chairs
6. Based on data and other research (best practices and comparison institutions), identify short-term strategies that can be initiated immediately
7. Based on data and other research (best practices and comparison institutions), identify longer-term changes to policy and practice to be implemented

Year Two: Achieve visible impact on compositional diversity of faculty

8. Implement short-term strategies and changes in Fall 2010
 - Designate financial resources (for additional advertising, travel to conferences to expand pool of candidates, etc.) and incentives (funding pool for salaries)
 - Initiate regional/state higher education consortium for diversity hiring
 - Implement international faculty exchange
 - Execute strategic faculty exchanges with HBCUs, HSIs, and Tribal colleges
 - Begin a short-term visiting scholar program
 - Offer dual, interdisciplinary, or clustered assignments between departments
9. Work with department chairs, deans, and other administrators to refine proposed policy and practice changes to recruit and retain tenure-track faculty of color - e.g., performance metric for hiring, etc.
10. Develop pipeline programs for implementation in Year Three

Year Three: Achieve measurable and sustainable impact on compositional diversity of faculty

11. Implement longer-term external recruitment strategies

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- Build linkages with professional organizations from communities of color and with special interest groups that focus on diversity within professional organizations
 - Build relationships with graduate programs that are robust and diverse in targeted areas
 - Follow research by promising scholars of colors to identify future faculty recruits
12. Develop and fund Grow Your Own/Future Faculty Initiative for internal recruitment
- Include mentoring, affordable housing, and professional development opportunities
 - Increase the activity and influence of ISU's Mentoring Assistance for Scholars (MAPS)
13. Support and spotlight research and programming on diversity – collaborate with HBCUs, HSIs, Tribal colleges, international strategic partners
14. Achieve alignment in policies and practices across university in support of faculty diversity

Year Four: Enhance the campus and community climate in support of faculty diversity

15. Support faculty of color with activities, services, and other resources
- Initiate mentoring project with senior faculty (both White and of color)
 - Support a faculty of color network/affinity group and specific ethnic/racial affinity groups within faculty
 - Develop welcome packet/community information and community events for faculty of color
 - Promote connections between community leaders and faculty of color (perhaps leverage through Leadership Wabash Valley)
16. Connect faculty of color with student, staff, and administrator cohorts of color
17. Encourage curricular transformation in support of inclusive excellence across disciplines and departments
- Assure that all students have well-designed opportunities to explore at least four topics that prepare them for a diversity democracy: a) experience, identity, and aspiration; b) pluralism and the pursuit of justice; c) experiences in justice seeking; d) diversity, equity, and justice issues in the major field

Year Five: Achieve transformational change in faculty composition, curriculum, and pedagogy in support of diversity

18. Review and revise tenure criteria and process to ensure inclusive excellence and reward the heavy service demands on faculty of color
19. Support active learning pedagogy with institutional commitment and faculty incentives
20. Initiate other retention and promotion strategies along with needed policy and practice changes to maintain gains in faculty diversity

The Pathway to Success

Additional Information and Potential Models

Faculty Recruitment & Retention Plan, Appalachian State University
<http://edc.appstate.edu/diversity/facultyRecruitment.pdf>

Office of Institutional Diversity, Ball State University
<http://www.bsu.edu/diversity/>

Ball State University employs an Assistant Provost for Diversity who leads the university's diversity efforts including a workshop series, the Diversity Faculty Award, a cultural exchange program, the Diversity Associates, mentoring programs, and more.

Teaching Human Respect & Encouraging Action Diversity Series (THREADS), University of Southern Indiana
<http://www.usi.edu/threads/index.asp>

THREADS is a campus-wide initiative that encourages intentional diversity programming through a coordinated diversity calendar. The purpose of THREADS is to "encourage the University community to explore and celebrate the cultures of diverse populations" at USI.