

# Strategic Plan – Initiative Work Plan FY2015

Initiative Name Enhancing the Quality of Life of Faculty and Staff Date 4/3/2013

Goal # 6

Goal Chair(s) President Bradley

Initiative # 1

Initiative Chair(s) Lindsey Eberman

**Thesis Statement:** The team to enhance the quality of life of faculty and staff aims to continue successful programming, support grant initiatives aligned with our goal, and implement a comprehensive assessment plan of faculty and staff workplace satisfaction.

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## 1. Introduction/Background – What?

This initiative has focused primarily on social programming to enhance the quality of life for faculty and staff. Although these programs have significant value, we have shifted our focus toward a better understanding of our campus climate, in particular, issues affecting the satisfaction of faculty and staff. As such, this work plan outlines our request to continue support of successful programs, while seeking to better understand our retention issues.

## 2. Proposal/Purpose/Justification – Why?

a. Continue support of successful programs – The Work Life Integration Conference provides a forum for student, faculty, and staff enrichment. The conference has grown to include external attendees, drawing recognition to Indiana State as an institution that encourages work-life balance, a principle component of quality of life.

In collaboration with New Faculty Orientation, we hope to provide several programs, including a faculty welcome, throughout the Fall and Spring to periodically “check in” on first, second, and third year faculty. We believe that the New Faculty Orientation courses are robust, but additional connections to these pre-tenure faculty groups will allow us to identify at-risk faculty and improve retention.

b. Comprehensive Assessment of Work Place Satisfaction – In FY 2014, we used the Collaborative on Academic Careers in Higher Education (COACHE), to provide us with a comprehensive assessment and consultation. This three year membership includes assessment, data analysis, consultation, and follow-up. We also conducted an assessment of staff satisfaction using a survey developed by the Society of Human Resource Management. These assessments have yielded the following program outcomes:

1. To resolve a weakness in the area of achievement/recognition, we would like to provide 2 new faculty awards to recognize achievement of pre-tenure faculty and instructors.
2. To resolve a weakness in collaboration, we would like to provide a grant program for faculty to develop and implement interprofessional/interdisciplinary courses.

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3. To resolve a weakness in mentorship, we would like to provide programming for mid-tenure and mid-career faculty.

### **3. Discussion of Past Years Results – Benchmark Successes?**

Our benchmarks in years past have not necessarily coincided with the work and needs of the initiative. Our current benchmarks include:

Attendance at faculty/staff new hire programming – several of these activities have already been institutionalized including the new hire reception and tailgating for new faculty. Attendance is not well recorded at these events and attendance alone does not yield necessary information regarding the retention and/or satisfaction of new faculty and staff. Although we would like to continue another year of funding to support collaborations with New Faculty Orientation (NFO), these costs should be institutionalized and included in the budgeting of NFO.

NSF Advance Grant Submission – this benchmark has stalled and does not align with the initiative.

Attendance at the Work Life Integration Conference – this activity is an avenue for faculty, staff, and students to learn more about the current climate and national trends of work-life integration, but does not necessarily help the campus with its issues. We propose continuing supporting the conference through the initiative for one more year and then institutionalizing its cost through Interdisciplinary Programs.

Faculty (regular) retention from year one to year two – this is a clear measure of faculty retention and one that we should continue using; however, we are unable to report this outcome until the Fall of each year (making a spring report out difficult). Furthermore, the data from the COACHE survey suggests, it is in fact tenured faculty who seem most dissatisfied with the institution (on 10 of the 16 benchmarks). We could argue that the reason for the loss of pre-tenure faculty, particularly in the first two years may be due to the climate created by tenured faculty. The programs aimed at mentorship in the mid-career may help to resolve some of these deficits.

Staff (EAP and SS) retention from year one to year two – again, this is a clear measure of staff retention and one that we should continue to use (although we face the same report-out issues). The staff satisfaction survey yielded a 53.8% response rate and demonstrated moderate to high satisfaction in many of the areas we asked about. A more in depth analysis has suggested certain employment areas may need to implement more career advancement opportunities and demonstration of administrative support.

Implementation of comprehensive assessment – this benchmark has been achieved this year and has yielded some helpful findings. In regard to the faculty survey, we have identified several areas of weakness (Service, Teaching, Collaboration, Mentorship, Promotion, Department Collegiality, Departmental quality, Appreciation and Recognition). Some of these areas are more suited for Academic Affairs and the Department Success Taskforce to address (Service, Teaching, Promotion, Departmental Collegiality and Quality) and as such, we chose to focus on programs that would help to enhance the quality of life of the faculty (Collaboration, Mentorship, and Appreciation/Recognition). The staff survey also yielded helpful results, which will be communicated to Diann McKee in June, broken down by unit, to aid with staff satisfaction.

We would like to add two new benchmarks to the initiative based on previous results:

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Participation of faculty in collaborative teaching programming – this will be measured by the number of faculty and the total funds distributed annually (see action steps for additional details).

Participation of faculty in mid-tenure/mid-career mentorship resulting in promotion – this will be measured both by the number of faculty using the programming and whether participation results in promotion (see action steps for additional details).

Please see the new configuration of benchmarks in the benchmark template.

### **4. Work Plan, Next Fiscal Year – Action Steps – Process – How?**

Our action steps include maintaining or supporting some programs for another year until they can be institutionalized. These include:

Work-Life Integration Conference – Barbara Eversole and Debra Israel have planned and implemented this conference in the past. The programming and attendance have improved dramatically over the years (including over 200 students and 30 faculty).

Collaboration with New Faculty Orientation – In collaboration with Lisa Spence, we propose 4 meet and greet receptions with first, second, and third year faculty to help maintain and build connections among first year faculty.

Development of two additional faculty awards – To enhance the appreciation and recognition of faculty, we propose two new awards; Outstanding Junior Faculty Award (for pre-tenure faculty) and the Outstanding Instructor/Lecturer Award. Much like the other awards, an evaluation committee would be created by the Faculty Affairs Committee. In the first year, we would need to create the criteria for the award, present the criteria to the Faculty Senate for approval, seek applicants, and distribute the awards.

New programming or action steps, based on the findings of our comprehensive assessment plan include:

Collaborative Teaching Program – This program will be housed in the Center for Teaching Excellence. In year 1, we will need to create the infrastructure and pilot the program with at least 3 teams of faculty. The goal of the program is to provide a competitive grant application process for faculty to provide a team-teaching experience drawing from two or more professions/disciplines, to enhance learning for students, while rewarding and recognizing faculty for collaboration. The grant process would require faculty anticipate load distribution and student-credit hour production for the course delivery, as well as serve as a method to buy-out the time of one (or more) members of the team.

Advanced Mentoring Program – This program will include the development of a new faculty fellowship position in the Center for Teaching Excellence. In year 1, we will need to hire the fellow, and allow for some research of other advanced mentorship programs, as well as begin the infrastructure for identifying faculty that need and or want mentors mid-tenure/mid-career.

### **5. Reporting and Deliverable Schedule – When?**

Work-Life Integration Conference – Fall 2014

Collaboration with New Faculty Orientation – August and December 2014, January and March 2015

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Development of two additional faculty awards – Development Fall 2014, Evaluation of Nominees and Distribution Spring 2015

Collaborative Teaching Program – Development Fall 2014, Implementation of Pilot Program Spring 2015

Advanced Mentoring Program – Hiring Fall 2014, Research and Development Spring 2015

## **6. Budget – How Much, a General Discussion of Funds Use?**

We have 2 remaining balances that need to be resolved for work related to COACHE and analysis of CAOCH data (\$6330). For old programming that should be institutionalized by FY2016, we will need to support \$13200. For new pilot programming that should resolve deficits in the areas of mentorship and collaboration, we request support for \$32000. The total request for funds is \$51530.

## **7. Stakeholders and Management Plan – Who?**

1. Work-Life Integration Conference – Barbara Eversole and Deb Israel
2. Collaboration with New Faculty Orientation – Lindsey Eberman and Lisa Spence
3. Development of two additional faculty awards – Lindsey Eberman
4. Collaborative Teaching Program – Beth Whitaker and Lindsey Eberman
5. Advanced Mentoring Program – Beth Whitaker, Lisa Spence, and Lindsey Eberman

## **8. Outcome Assessment & Future Testing**

For the programs that we hope to institutionalize, we can continue to measure attendance (Work-Life Integration Conference, Collaboration with NFO).

The number of nominees and recipients should be recorded for the new faculty awards.

To measure overall initiative success, we should use the viable benchmarks:

- Faculty (regular) retention from year one to year two (percentage or ratio of retained/employed)
- Staff (EAP and SS) retention from year one to year two (percentage or ratio of retained/employed)
- Participation of faculty in collaborative teaching programming (number of faculty participating, total \$ distributed)
- Participation of faculty in mid-tenure/mid-career mentorship resulting in promotion (number of faculty participating, ratio of those participating with those achieving promotion)

## **9. Line Item Budget Discussion that tracks Budget Templates ...**

We have 2 remaining balances that need to be resolved:

1. COACHE payment – \$2330

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2. Payment of Statistical Consultant for analysis of COACHE data with student success outcomes, in collaboration with the Department Success Taskforce – \$4000

### Programming:

1. Work-Life Integration Conference – \$6000 (Operational: \$2470, Travel: \$2030, Honorarium: \$1500)
2. Collaboration with New Faculty Orientation – \$3200 (4 programs at \$800 each)
3. Development of two additional faculty awards – \$4000 (2 awards @ \$1000 each, with potentially 2 recipients for each award)
4. Collaborative Teaching Program – \$18000 (3 teams @ \$6000 each to compensate for course buy out)
5. Advanced Mentoring Program – \$14000 (Fellow: \$6000/semester, Travel: \$2000)