

2016 Strategic Plan Key Question Committee – Progress Report

Question(s): How can we ensure we hire the right faculty, in the right way and are accurately portraying our institution, our core values and our expectations in the hiring process? How can we increase the number of new faculty hires obtaining tenure in 7 years?

Members: Liz Brown, Lisa Spence, Erik Southard, Nolan Davis, Kelly Wilkinson, Bobbi Jo Monahan, Kandi Hill-Clarke, Steve McCaskey, Phil Glende, Mark Green

Background:

ISU has not met its strategic benchmark for faculty retention to tenure at seven years.

ISU has faculty classifications of: tenured, tenure-track, instructors, and lecturers.

Work completed:

1. Met weekly on Mondays for at least one hour since September 28. Broadly speaking, committee is considered questions related to hiring and retention.
2. Requested data from Institutional Research to show detail of faculty hires and terminations/separations that support the current actual retention experience. These data should be received soon (we are actively discussing and answering questions back and forth with IR right now – they are being very responsive).
3. Conducted an initial discussion from committee members' perspectives on hiring and retention issues and processes. Those data have been collected as an input to this process. Several themes were recognized. The committee has used these themes to inform some of their activities, such as defining survey questions.
4. Reviewed COACHE results from 2013. These results were also used as inputs in defining survey questions.
5. Reviewed exit interview comments from a small number of separated faculty (not much was available).
6. Searched Web sources for articles or other campus information regarding faculty retention levels.
7. Requested and received journal articles and other information on our topics (faculty hiring and retention) generally. Information was provided by Greg Youngen (CML) in late September.
8. Created a survey for all faculty. Survey sent on 11/12; as of this writing on 11/13 at 4 p.m., we have received 207 responses out of 714 survey recipients. The survey will close on 11/20. Committee will review in late November/early December.
9. Reviewing hiring schedules and patterns in higher education (i.e. hiring schedules for other institutions).

10. Created a focus group/survey instrument for department chairs regarding hiring and retention processes and issues. As of this writing, data have been received for the College of Arts and Sciences and the College of Health and Human Services. The College of Technology meeting has been scheduled for the week of November 16. We expect responses from SCOB and BCOE before Thanksgiving. Survey responses are being compiled for review by committee members beginning on 11/16.
11. Reviewing all other data (COACHE results, journal articles, other campus info) to establish what other research we need to do, and/or how to use the data we already have.

Work planned:

1. Meet with Provost to discuss his Committee's work related to institutional values. Our Committee identified this as an issue related to successful hiring and retention of faculty. (Week of Nov. 16)
2. Complete surveys, and perform initial results analysis. (By week of Nov. 30)
3. Complete review of other data and identify inputs and other threads for use in our reporting or research. (By week of Nov. 30)
4. Classify survey responses to highlight those that are specific to hiring the right faculty. (By December 7)
5. Classify survey response to highlight those that are specific to faculty retention. (By December 7)
6. Use environmental data and survey data to identify conclusions and recommendations. (By January 11)

Challenges:

Upcoming time period will be filled by other critical activities related to the end of the semester, not to mention holidays and vacations. However, we feel our progress to date and the plan described above will result in a successful completion of the assignment.

2016 Strategic Plan Key Question Committee – Progress Report

Question(s): *How do we ensure continued professional development for all employees and increase the 6-year retention rate of exempt and non-exempt staff? [Employee Success, Question 2].*

Members:

Kim LaGrange

Alex Barrett

Kelly Anthony

Marcee Everly

Andrea Boehme

Tracy McDaniel

Mike Williamson

Tami Weinzapfel-Smith

Roxanne Torrence

Molly Hare

Background:

Since the inception of the Training and Professional Development area in 2011, a voluminous amount of work has been accomplished to develop a training curriculum. Our training and development programs are designed to improve individual and organizational performance in addition to assisting Indiana State University in achieving its overall institutional goals. These programs are designed to assist employees in gaining greater knowledge of the university's operations and how their work affects the university's mission, vision, and values.

It is essential in this initiative that appropriate attention be paid to issues related to staff recruitment and retention. To accomplish these tasks, the Training and Professional Development objectives were designed to continuously improve the knowledge, skills, and abilities of all employees so that they are able to think critically and communicate effectively, adjust to a changing environment, and enhance the quality of their work. This was accomplished by implementing a cohesive training and development plan by using innovative learning concepts and technology. One such concept includes the implementation of Sycamore eLearning. This online training solution is providing software, technology, and soft skills training through access to just-in-time learning. With constant access to high-quality learning resources, faculty, staff, and students at Indiana State can learn at their own pace, keeping their technology skills up-to-date and competitive in today's workplace.

We do have faculty data regarding professional development from The Collaborative on Academic Careers in Higher Education (COACHE) survey from 2013. Only since 2013 has the

University made a committed investment in faculty professional development by creating the Faculty Center for Teaching Excellence on campus. Faculty certainly have opportunities to seek professional development within their discipline by attending conferences and workshops. As seen by the increase in faculty who have attended sessions in the Faculty Center for Teaching Excellence, the need for a campus-based professional development teaching and learning center has been embraced by the campus community.

Work completed:

The committee has met 5 times thus far. We began by discussing and understanding our committee charge and purpose. Once we had an understanding, we felt we needed more information. A survey that identified specific areas of interest on campus related to staff retention and recruitment was developed by the committee. We intend for that survey to be distributed this week. With regard to faculty professional development, the committee has met with leaders to get an understanding of The Collaborative on Academic Careers in Higher Education (COACHE) survey data from 2013.

Work planned:

The committee plans to administer the staff climate survey and analyze the results. We will gain a deeper understanding of staff perspective from these results. We will identify three to five areas of emphasis that will direct us in the development of key findings for our committee.

With regard to faculty, the committee will study the results of the COACHE survey data as well as results from previous strategic plan initiatives. We will also develop three to five areas of emphasis from the COACHE data.

Challenges:

The committee faces the biggest challenge of finding time to gather as a group. It will be challenging for the committee to find time to break the COACHE data down into meaningful pieces. Another concern is that we want a high response rate for our climate survey, which may be challenging given the busy nature of the end of the semester and the holiday.

2016 Strategic Plan Key Question Committee – Progress Report

Question(s): *What are the hallmarks of great teaching and how do we develop excellence and then reward it?*

Members:

- **Beth Whitaker** - Question Chair, Director, Faculty Center for Teaching Excellence
- Renee Bauer - Assistant Professor, Dept. of Baccalaureate Nursing, College of Health & Human Services
- Kathy Bauserman - Professor, Dept. of Teaching & Learning, Bayh College of Education
- Lisa Calvin - Associate Professor, Dept. of Languages, Literatures, & Linguistics, College of Arts & Sciences
- Karen Evans - Associate Librarian, Library, Cunningham Memorial Library
- Kent Games - Assistant Professor, Dept. of Applied Medicine & Rehabilitation, College of Health & Human Services
- Rusty Gonser - Professor, Dept. of Biology, College of Arts & Sciences
- Darlene Hantzis - Professor, Dept. of Communication, College of Arts & Sciences
- Faith Hudnall - Instructor, Dept. of Communication Disorders & Counseling, School & Education Psychology, Bayh College of Education
- Lisa Hughes - Instructional Design Specialist, Indiana State Online
- Connie McLaren - Professor, Dept. of Marketing & Operations, Scott College of Business
- Marsha Miller - Librarian, Library, Cunningham Memorial Library
- Tyler Roberson – ISU Student Representative
- Bruce Welsh -Assistant Professor, Dept. of Aviation Technology, College of Technology
- Edi Wittenmyer - Instructor, Dept. of Electronics & Computer Engineering Technology, College of Technology

Background:

When Indiana State Normal School was founded in 1865, its primary mission was to train public school teachers. It has progressed from a teachers' college to a university with a rich and multi-purpose mission. Faculty evaluation is based upon the three elements of the academic enterprise: teaching, research, and service. Ernest Boyer (2015) stated that “good teaching is at the heart of the undergraduate experience.” Although Boyer’s statement focuses primarily on undergraduate teaching, it does, in fact, apply to graduate experiences as well. The past twenty years have seen teaching gain focused importance across the country as institutions of higher learning have worked diligently to create learning environments to meet the needs of a differentiated curriculum, develop assessments that reflect deep student learning, and serve diverse student learning needs.

In 1994, ISU created The Center for Teaching and Learning (CTL). The CTL was established after a 1989 task force emphasized the need for a focus on enhanced opportunities for faculty to

improve undergraduate teaching. This unit eventually become part of The Center for Instruction, Research, and Technology (CIRT). In 2013, The Faculty Center for Teaching Excellence was established to concentrate solely on informing, supporting, and elevating teaching at ISU.

Indiana State's student population is currently the highest in its history. The campus community embraces this historic moment and celebrates the inclusive nature of our mission. This growth in enrollment has seen us begin to experience larger class sizes, more diverse student learning needs, and programs with instructors well versed in their discipline, but with limited background in pedagogical best practices. These emerging conditions require that we look deeper into evidence-based teaching in higher education that is validated by research. It also requires proper faculty support to engage in this knowledge and facilitate course implementation. Faculty need to be equipped and supported to successfully navigate the needs of these trends. It is imperative that we make effective teaching a priority, part of the ongoing campus dialogue, and a valued component of our campus mission and culture.

Work completed:

The committee has met weekly to discuss the three components of the key question. At the onset, the committee looked deeply into research and publications surrounding the concept of great teaching in college settings. Rich conversations have surrounded this and the committee is hoping to create an overarching statement that would encompass a description of great teaching.

There has been research done by the committee on ways to develop and reward great teaching. Extensive web based searches have resulted in new and creative ideas surrounding faculty development that have been catalysts for conversation. Committee members contacted colleagues at other institutions across the country to investigate successful and innovative programming. In addition, the committee has reviewed portions of the 2014 The Collaborative on Academic Careers in Higher Education (COACHE) Faculty Job Satisfaction Survey. The committee has also utilized the COACHE White Paper Series, Benchmark Best Practices, in the areas of *Teaching* and *Appreciation and Recognition*. These documents highlight best practices across the country.

Work planned:

The committee is currently synthesizing the research and documentation that has been collected. Further insight from the COACHE data will also be explored. It is important for the committee to begin to focus on specific recommendations and culminate these extensive conversations with a document that reflects our work and thinking.

Challenges:

The biggest challenge that the committee faces is sufficient time to synthesize the research into a succinct and meaningful answer to the key question. This question is multifaceted and a core value of this institution. The committee is dedicated to making this a quality endeavor and with that dedication comes the desire to produce a valuable product that support the efforts of the strategic plan.

Boyer, E. (2015). *Scholarship Reconsidered: Priorities of the Professoriate*. San Francisco, CA: Jossey-Bass.

2016 Strategic Plan Key Question Committee – Progress Report

Question(s): *How do we attract and retain more minority faculty and staff?*

Members:

Maria Chaqra – Assistant Director, Center for Global Engagement

Dr. Phil Cochrane – Associate Professor, Department of Applied Engineering and Technology Management

Joshua Elmore - Graduate student, Student Affairs and Higher Education Program

Susan Frey – Associate Librarian

Dr. Kellee Harper-Hanigan – Assistant Professor, Department of Applied Medicine and Rehabilitation

Dr. Rosetta Haynes – Professor, Department of English

Dr. Matthew Hutchins – Associate Professor, Department of Applied Health Sciences

Mr. Jeff Lorick – Director, City of Terre Haute Human Relations Commission

Rebecca Stinnett - Graduate Education Systems Specialist, College of Graduate and Professional Studies

Katherine Warren - Graduate student, Student Affairs and Higher Education Program

Dr. Mary Howard-Hamilton – Professor, Department of Educational Leadership

Dr. Eliezer Bermudez – Professor, Department of Applied Health Sciences

Background:

In 2008-2009, Indiana State University created the position of the University Diversity Officer who reported to the Office of the President through the Executive Assistant to the President for Internal Relations. There were two individuals who filled this post from 2008-2015. The role of this individual was to help sustain the diversity mission and goals of the university as well as raise the visibility and promote the multicultural initiatives of the institution. Working collaboratively with the University Diversity Council and supervising the Office of Diversity staff, this individual assisted in the creation of a culture of inclusion on campus and within the Terre Haute community.

The University Diversity Officer also collected and analyzed institutional data and conducted institutional assessments to measure the progress of multicultural initiatives on campus. The University Diversity Officer worked collaboratively with the students, administrators, staff, and faculty by helping to create best practices, programs, and policies to increase diversity, equity, and inclusion. The position was eliminated based on a climate study and recommendations from an outside consultant in 2015.

During this same timeframe two individuals were selected to engage in targeted searches or opportunity hires of minoritized faculty. The process was deliberate and netted excellent results which were noticeable by the increase in faculty of color in all of the colleges. However, during the transition of the Provosts in 2013 the process ceased and there was a shift to place the diversity initiatives in the jurisdiction of the Deans in each college.

Overall, the institution has started and stopped diversity initiatives based upon the philosophy of the individual(s) who are charged with operationalizing that edict, which has stalled movement toward an equitable campus environment.

Work completed:

Insert a brief description of the work the committee has completed up to this point.

The committee has met two times and worked in subgroups of three to four people to develop ideas, concerns, and challenges as to how ISU may address the key question: “*How do we attract and retain minority faculty and staff?*” Some of the challenges identified by the committee and supported by data from ISU exit interviews are:

- The perception that Indiana State University is a revolving door for minority staff and faculty;
- Minority faculty and staff feel like they are not treated with respect and are not well supported;
- The Terre Haute community and ISU feel unwelcoming to minority faculty and staff;
- The need to convince colleagues that there is a problem;
- Educating students and faculty on different cultures and populations;
- The salary and other compensation is not seen as commensurate with other institutions given ISU expectations for tenure and promotion;
- ISU teaching loads are not necessarily in line with other similar institutions when total workloads are taken into account;
- A lack of professional development opportunities.

The committee developed a list of potential action items to address the key question. Some ideas are:

- Mandatory diversity workshops and trainings similar in format to *It's on Blue*;
- Community Liaison Officer: Hire, or repurpose an existing staff position, to be a Community Liaison Officer. This person would work with other units on campus and maintain deep and ongoing connections with the TH and surrounding communities to assist minoritized ISU faculty/staff with: housing (real estate); churches; schools; job links for relatives; healthcare; and other quality of life agencies and concerns. This would not just be for new faculty/staff but for all minoritized ISU workers. This position has great potential to support several strategic plan goals: 1) retaining great faculty and staff, 2) enhancing community engagement, and 3) enhancing student success.
- Create a Vice President for Diversity and Equity as well as provide staffing for that office. The VP would report directly to the President. Additional responsibilities and qualifications include:

1. Nationally recognized with strong scholarly visibility
 2. Substantial administrative and program-building experience
 3. Demonstrated leadership as an innovator, convener, ambassador, collaborator, partner, and catalyst in mobilizing leaders from various institutional and community sectors around diversity goals
 4. Demonstrated prior leadership in developing diversity and inclusion initiatives and programs within a complex organization
 5. Credentials that merit appointment at the rank of full professor
 6. Lead the Diversity Council
 7. Lead a Deans and Department Chairs Council on Diversity
 8. Liaison to the Faculty Senate to create policy on equity and inclusion
 9. Develop a new faculty orientation on diversity
 10. Develop a faculty, administrative, and staff diversity training program that is to be presented annually
 11. Work with community leaders to promote cultural diversity within the Terre Haute area
- Connect with the Economic Development Corporation in Terre Haute to ensure the presence of a job liaison to assist spouses and partners in finding acceptable employment.
 - Devote two days of New Faculty Orientation (NFO) to diversity. One day should be devoted to campus activities and concerns directed to students. The second day should be devoted to campus activities and concerns of faculty and staff. It is important that this information be shared with all new faculty. Of special note is that these two days would not burden university resources since those present at NFO are there as part of service to the university;
 - Provide reduced loads, on a rotation basis, for all faculty; For example, provide an incentive that faculty mentors to new hires will have a reduced load;
 - Provide leadership luncheons with minoritized faculty to mentor them into leadership positions on campus;
 - Create a dedicated stipend for a Diversity Ombudsman for minoritized faculty/staff to work with Faculty Senate and Staff Council on issues of shared governance.
 - Offer sponsorship for faculty and staff that need to apply for immigrant visas to work in the U.S. Needed to be able to hire the most qualified minority faculty and staff and to be able to compete with other institutions nationwide and in the state of Indiana.
 - Implement and support the Faculty Opportunity Hiring Program

Work planned:

Insert a brief description of the work the committee has planned to complete in the remaining time before submitting your final report January 11.

The committee and subgroups are working to narrow down the key findings and proposed action items on how to address the key question.

Challenges:

Discuss any challenges your committee is having here, particularly if you require some guidance or outside assistance.

The committee has encountered a few challenges that we feel help to strengthen the need to address our key question: very few faculty completed the exit interview survey and the majority of them were retiring faculty; lack of historical data to establish a trend on the number of minority faculty and staff at ISU through the years; lack of data from staff exit interviews; anecdotal evidence that suggests the same problems have been met with the same conversations/solutions for the past several decades necessitates the need for action that will be seen as meaningful by current ISU faculty and staff and for future hires.