

A Guide to Recruiting and Retaining a More Diverse Faculty

Prepared by:

The College of Sciences and Humanities Task Force on Diversity

December 2008

Table of Contents

I. Message from Dean Maggiotto	1
II. Why Having a Diverse Faculty is Important	2
III. Recruiting a Diverse Faculty	2
A. Preparing for the Search	2
B. Getting the Word Out	4
C. Screening or “Who Gets Invited”	5
D. Interviewing	6
E. Checking References	9
F. Closing the Deal	10
G. Frequently Asked Questions About Recruiting Diverse Faculty	12
IV. Retaining New Hires	13
A. Problems Facing All New Faculty	13
B. Problems More Frequently Faced by Faculty of Diversity	14
C. What Department Chairs Can Do To Enhance Retention	16
D. What Mentors Can Do To Enhance Retention	17
E. What Department Faculty Members Can Do To Enhance Retention	20
Membership of the Task Force on Diversity	21
<u>Appendices</u>	
Appendix A. Examples of Web Page Content/Format Enhancement	22
Appendix B. Doctorate-Granting Institutions Having the Largest Numbers of U.S. Minority Doctoral Recipients	26
Appendix C. Undergraduate Programs Which Serve Diverse Populations	27
Appendix D. Diversity Skits	31

Appendix E. Ball State University - A Guide to Employment Considerations33	33
Equal Opportunity and Affirmative Action Policy	
Appendix F. Selected List of Attractions in Central Indiana35	35
Appendix G. Resources for Faculty37	37
Appendix H. Diversity-Sensitive Job Advertisement Example40	40
Appendix I. References on Diversifying and Retaining Faculty41	41
Appendix J. Mentoring Program for New Faculty – Discussion Checklist43	43
Appendix K. Finding a Job for a Significant Other47	47

I. Message from Dean Maggiotto

It is with great pleasure that I introduce this *Guide to Recruiting and Retaining a More Diverse Faculty*. It is the result of a concentrated effort by the College of Sciences and Humanities Task Force on Diversity to study, catalog and share best practices in conducting searches that yield a higher than customary proportion of under-represented faculty and employing practices that result in retaining these faculty members. I thank the members of the Task Force for their efforts and also the College faculty and staff who participated in workshops conducted by the Task Force. I would also like to thank Sali Falling, Executive Director of the Office of University Compliance, who offered guidance as the Task Force progressed with its work.

Searches that bring to us faculty who are highly qualified teacher-scholars, enthusiastic about Ball State University, and from under-represented populations are not the result of wishful thinking. Such searches require dedication and the commitment to work “smart” as well as hard. While attracting diverse candidates in some fields may not be easy, working “smart” means recognizing and adopting best practices as part of our standard operating procedures for recruitment.

What follows is a helpful list of ideas and practices that we will expand and prune as our experiences dictate and as the growing recruitment and retention literatures suggest. Therefore, we should look at this guide as a work in progress.

A diverse faculty is important to our students’ success in the 21st Century. No place is, nor can afford to consider itself, isolated and self-contained. We are all part of a globally interdependent society. A faculty representing different races, religions and ethnic groups, one bringing together expertise from many countries and continents, one showcasing the abilities of both men and women, one including those who are able-bodied and challenged illustrates by example how diverse groups can work together harmoniously and productively. The experience of working with a diverse faculty prepares our students for the team environment – one that prizes diverse talents, expertise and backgrounds – in which they will solve problems for most of their professional lives. A diverse team succeeds only where the norm of tolerance is shared. Unfortunately, this norm, a respect and appreciation of diverse individuals, is neither universally practiced nor universally understood at this time. Universities are uniquely equipped to address this problem. They are obliged to become places where people, as the wise old saying goes, “can disagree without being disagreeable.”

A diverse faculty at Ball State University will make it easier for the next generation to build successfully on our efforts and to make even more progress toward the just and moral society that each of us would like to see.

Michael A. Maggiotto
Dean
College of Sciences and Humanities

II. Why Having a Diverse Faculty is Important

Faculty diversity is a necessary component in the robust exchange of ideas one should expect in a university setting. Diversity includes a wide range of variation in the ethnic, racial, gender, and cultural representation on campus, in the curriculum, in areas of faculty research, and in pedagogical and theoretical approaches to the various disciplines.

Diverse faculty can bring new questions and new perspectives to the academy and stimulate both fellow faculty members and students. For example, as noted in the American Association of Colleges and Universities handbook (see Turner, *Diversifying the Faculty* p.2), new bodies of knowledge have emerged in the last thirty years that are attributed to the diverse interests and backgrounds of faculty of color.

A diverse faculty can expose the student body, whether it is itself diverse or not, to a wider range of scholarly ideas than can a homogeneous faculty. A diverse faculty also helps provide students with diverse role models and mentors. Research indicates that faculty diversity contributes directly to educational quality, producing better educational outcomes for all students.

It is our goal to graduate students who will be confident and successful in today's world. We must help students recognize and value the interconnectedness of all peoples. Addressing this concern requires an ongoing commitment. The suggestions in this guide are intended to result in an increase in the heterogeneity on campus with regard to race, class, gender, sexual orientation, national origin, age, and in all other ways diversity can be exemplified.

III. Recruiting a Diverse Faculty

A. Preparing for the Search

A successful search designed to increase faculty diversity begins long before the job description is sent to the appropriate advertising venues. Several steps can be taken early in the process. These steps require an assessment of the cultural climate of the department, as well as departmental values, assumptions, goals, and past recruitment practices. A question to keep in mind throughout this process is "How diverse are we?"

1. Enhance knowledge and awareness of diversity within the department.
 - a. Assess departmental commitment to diversity.
 - i. Compare the department to Ball State, regional, and national projections regarding diversity (e.g., demographics, experience, expertise, etc.).

- ii. Have an all-faculty discussion of the role of diversity in the department's mission.
 - iii. Survey students' perceptions of the presence and importance of faculty diversity.
 - b. Encourage a culturally inclusive climate.
 - i. Assess the role of cultural diversity in current teaching, research and service.
 - ii. Identify methods of increasing cultural diversity in the above areas.
2. Identify and utilize campus areas that focus on diversity as potential resources.
 - a. Consider including, as appropriate, a member from another department or program as a member or ex-officio adviser for the search committee.
 - b. Become acquainted with the Office of Institutional Diversity, the Multicultural Center, and the diversity portal on the Ball State website (www.bsu.edu/diversity).
 - c. Consult with the Office of University Compliance.
3. Select a balanced search committee composed of members of the department and from the community who are committed to and/or have experience with enhancing faculty diversity. Charge the committee with completing the following preparatory tasks:
 - a. Examine assumptions.
 - i. Focus on the contribution that diverse faculty can bring (e.g., diversity is necessary for the preparation of our students).
 - ii. Don't assume that diverse candidates will not be as qualified.
 - iii. Don't assume that BSU cannot attract potential applicants.
 - iv. Don't assume that diverse candidates will require disproportionately higher salaries.
 - b. Identify goals for the search.
 - i. Identify departmental needs with respect to faculty diversity.
 - Value research that reflects or promotes diversity.
 - Recognize the importance of mentors and role models for diverse students.
 - Encourage teaching that reflects or promotes diversity.
 - ii. Consider the characteristics of a successful candidate, such as –
 - Making a contribution to diversity.

- Interacting well with students from diverse backgrounds.
 - Mentoring diverse students.
 - Contributing to departmental collegiality.
 - Working effectively in the face of disappointment.
 - Communicating effectively with diverse students, staff, and faculty.
 - Representing BSU in a positive fashion.
- iii. Be open to what constitutes excellence in a candidate.
- Value non-traditional career paths.
 - Appreciate non-traditional research interests or publications.
 - Determine willingness to engage in community service with diverse populations.
- c. Examine past recruitment methods. Modify them when necessary to prevent inadvertent exclusion of diverse candidates.
- i. Emphasize our “desire to attract a culturally and academically diverse faculty of the highest caliber.” Include this statement in the official position announcement.
- ii. Examine previous job ads used to recruit applicants.
- iii. Ensure content of ad conveys commitment to diversity. (See Appendix H.)
- iv. Discuss different venues for distribution of job ad that are likely to be read by diverse candidates.

B. Getting the Word Out

An important aspect in increasing faculty diversity is to attract a diverse candidate pool. While demographic variables such as race and gender cannot be used in the selection phase, diversity-related experience and expertise can be appropriate criteria. Furthermore, it is entirely appropriate to develop search strategies to attract applications from demographically and culturally diverse candidates. Departments in the College of Sciences and Humanities are required to submit a plan to achieve this goal when they forward a request to search (Request to Fill form) to the Dean. The following actions can help.

1. Enhance the department website so that it captures the attention of people interested in diversity. (For ideas about web page content, refer to Appendix A.)
2. Include on the departmental website the job ad and an expanded position description highlighting your department’s commitment to diversity.
3. Write to historically Black, Hispanic-serving, and tribal colleges and universities to secure lists of doctoral students graduating in a particular field—building networks with institutions that attract substantial numbers of ethnically diverse graduate students (see Appendix B).

4. Identify and utilize directories in your discipline which provide contact information for potential candidates from underrepresented groups.
5. Speak personally or send personal (not form) letters to potential applicants or to those who might refer a potential applicant informing them of the College commitment to diversity.
6. Post job descriptions in publications of academic associations that have significant numbers of members from underrepresented categories.
7. Network at sessions and informal gatherings at professional meetings that are likely to attract members of diverse groups.
8. Approach potential applicants who may bring diversity to your faculty and encourage them to apply for open positions.
9. Identify leaders in your discipline who maintain diverse networks (i.e., “Gatekeepers”) and ask them for nominations.
10. Consult with diverse faculty on campus about the types of outreach they consider most effective.
11. Advertise for potential applicants in media (e.g., newspapers, electronic bulletin boards, databases) that reach diverse audiences.
12. Advertise on listservs organized around academic sub-disciplines and/or interdisciplinary topics.

C. Screening or “Who gets invited”

When reading candidates’ materials, care must be exercised to avoid mindsets that neglect or dismiss experiences and achievements that may signal academic diversity. Although it is difficult to accomplish, it is important to avoid mindsets that emphasize the narrow range of activities that have traditionally represented professional success.

1. Do . . .
 - a. Look beyond the traditional markers of academic excellence; e.g., give credit for articles in journals that encourage the exploration of issues of interest to diverse academic and/or community audiences.
 - b. Look for unconventional career paths as possible signs of diversity; e.g., someone whose background includes employment in industry, not-for-profit organizations, service organizations, and government agencies.

- c. Take note of candidates with undergraduate and/or graduate degrees from colleges or universities that particularly attract ethnic minority students. These institutions are often found in large cities or in regions with high concentrations of certain underrepresented groups, such as Native Americans in the southwestern United States. (Refer to Appendix C for a listing of colleges and universities that serve diverse populations.)
 - d. Peruse written comments on a candidate's teaching evaluations to determine if she/he is valued by diverse students. Some evaluation forms ask students their sex, the grade they expect, year in school, major, etc. From such information one can often ascertain whether the candidate gets high marks from female and male students, good and average students, first-year students and seniors or even students in a wide range of majors.
2. Do Not . . .
- a. Do not screen for people "like us"—that is, people who have the same experiences, philosophies, values, and perspectives as the screening committee.
 - b. Do not focus only on candidates with degrees from elite graduate programs or who have participated in prestigious postdoctoral experiences, because diverse candidates may not have been afforded such opportunities.
 - c. Do not dismiss candidates solely because they are not members of traditional organizations or highly visible professional networks.
 - d. Do not overlook the fact that diverse candidates may not have benefited from strong mentoring relationships or support. Therefore, as long as their letters of recommendation are positive, do not reject candidates exclusively because their letters are not lovingly crafted.
 - e. Do not assume that scholarship with smaller samples or localized groups is irrelevant to broader intellectual and theoretical issues.

D. Interviewing

Well-planned and executed interviews result in better hiring decisions and are an important factor in selling Ball State to candidates from diverse backgrounds. Regardless of their cultural background, candidates are more likely to accept job offers if they believe that the interview process was professional and fair. Remember that for external candidates, the interview begins with their arrival at the airport or on campus and ends with their departure from campus or the airport. All interactions with candidates are "on the record." Always think about the messages we are giving to the candidate with what we say. These principles also apply to internal candidates.

1. Before interviewing begins
 - a. Clarify the purposes and goals of interviewing, considering items such as:
 - i. Assess the candidate's communication and interpersonal skills.
 - ii. Obtain more detailed information about items listed on the resume.
 - iii. Ensure that candidates have opportunities to ask questions.
 - iv. Determine the compatibility of the candidate's expectations and career goals with the position.
 - v. Create a welcoming environment during the interview process and put the candidate at ease.
 - vi. Sell the job / the Department / Ball State University / Muncie to the candidate.
 - vii. Highlight the University's commitment to diversity in the faculty and student body.
 - b. Create a departmental interview guide.
 - i. List interview questions that focus on the purposes and goals you have established.
 - ii. Include questions that allow candidates to speak to their diversity-related experience and expertise. For example, talk about diversity at Ball State University and in the department. Ask how the candidate can contribute.
 - iii. Avoid questions based on assumptions about the candidate's ethnicity or other aspects of their diversity. (For examples of what NOT to ask, see the skit outlines in Appendix D.)
 - iv. Avoid questions prohibited by law. (For a copy of "A guide to Employment Considerations" from the Office of University Compliance, see Appendix E.)
 - v. Avoid topics that have no bearing on job performance.
2. Before a candidate arrives
 - a. Ensure that all faculty and students who will meet the candidates have read and understand the departmental interview guide.

- i. Prepare all participants in this process beforehand by discussing the interview guide as well as this College document.
 - ii. Interviewers should study candidates' dossiers and prepare questions focusing on their professional experience rather than on personal demographics.
 - iii. The candidate may volunteer information on religion, marital status, etc., but the interviewer may not ask related follow-up questions.
- b. Provide a detailed interview schedule to department members and the candidates before they arrive on campus.
- i. Allow time for rest and social interactions with department members.
 - ii. Ask the candidates in advance if they want to see particular facilities or meet specific people.
 - iii. Provide opportunities for the candidates to interact with diverse faculty and students.
 - iv. Give the candidates as much information as possible concerning your expectations. For example, if you ask the candidates to teach a class, let them know whether you want a lecture or something more interactive. If candidates are to present on their research, inform them of the relevant expertise in the department.

3. During a campus visit

- a. Provide an accurate description of the responsibilities and expectations of the position.
- b. Give all candidates equal opportunity to describe their qualifications and interests in the position.
- c. Maintain balance: the candidate should be talking at least half of the time.
 - i. Ask open-ended questions.
 - ii. Encourage the candidate to ask questions.
- d. Minimize interruptions during formal meetings.
- e. Ask questions about the candidate's actual experience and past behavior rather than posing hypothetical questions about how the candidate might handle a challenging situation.

- f. Listen to the candidate.
- g. Provide a definite timeline of when the department will be back in touch with the candidate.

4. After the visit

- a. Discuss impressions with the Associate Dean who interviewed your candidate.
- b. Follow up with the candidates with responses to unanswered questions.
- c. Reimburse authorized expenses promptly.
- d. Notify unsuccessful candidates after the open position has been filled but prior to public announcements of the appointment.

E. Checking References

When you have asked candidates to provide a list of names of references, you may check the references before or after the interview. However, you must speak with references, particularly, the current supervisor. You may call references beyond those on the list supplied by a candidate, and should do so if the primary references have not worked recently with a candidate, or have not supervised them. You may call, as secondary references, people related to a candidate's CV, such as a co-author or a person who has served on a national committee with a candidate. You do not legally need permission of a candidate to contact secondary references, but out of professional courtesy, it is appropriate to let the candidate know.

1. Ask questions to get work-related information that you do not already have.
2. Ask questions which allow you to assess a candidate's collegiality, such as these suggested by Sali Falling:
 - a. How does this person handle professional disappointment?
 - b. How does this person react to criticism?
 - c. Have you ever had the opportunity to observe this person under pressure professionally?
 - d. How does this person generally resolve conflict with peers? With supervisors? With subordinates?
 - e. How does this person resolve situations involving limited resources, competing needs, and the necessity to compromise?

- f. How does this person keep interactions on a professional level? Has this person shown an ability to “not take things personally”?
- g. Can you give me examples of when you personally observed this individual handle someone who was angry/frustrated/upset/disgruntled? What happened?
- h. How do you know this person professionally?
- i. In what type of professional setting have you worked with this person?
- j. Is there anyone else, in your opinion, I should speak with before making a decision regarding this candidate?

F. Closing the Deal

Ball State University, Muncie, and central Indiana have a great deal to offer diverse candidates. The University strives to offer competitive entry-level faculty salaries. Moreover, with the low cost of living in Muncie, our salaries are competitive with those of private universities and research institutions in major metropolitan areas. However, salary is only one factor in the equation. Candidates will be impressed with the wide range of opportunities and benefits available at Ball State and in the surrounding region.

1. Ensure that the proposed pay level for a female, ethnically diverse, international, or other diverse candidate is comparable to that of a majority candidate.
2. Describe Ball State’s generous benefits package, including benefits for domestic partners. Benefits information is available at http://www.bsu.edu/web/cbs/benefits_handbooks/faculty_professional/index.htm
3. Emphasize the broad range of opportunities available to faculty.
 - a. Research support in the form of new faculty grants is readily available (<http://www.bsu.edu/research/aspire/faculty/>)
 - b. The Sponsored Programs Office (SPO) helps faculty bring in millions of research dollars each year (<http://www.bsu.edu/research>).
 - c. Ball State is nationally known as a leader in faculty development. The Office of Teaching and Learning Advancement (<http://www.bsu.edu/web/otla/>) has an extensive list of offerings.
 - d. The Office of Institutional Diversity (<http://www.bsu.edu/diversity>) offers a program specifically designed to help faculty diversify the courses they offer.
 - e. Ball State supports international travel, research, program development, exchanges, and teaching opportunities.

- f. Assigned time for research and other valued activities may be available.
 - g. Collegiality is a major feature of the Ball State culture.
 - h. Collaborative work with students and across disciplines is highly valued.
 - i. There are relatively small classes in many departments, especially for upperclassmen and graduate students.
4. There is a broad range of activities and advantages available on the Ball State campus. These include: School of Music offerings, national touring groups, recreational programs for all ages, and Art Museum exhibits; theater, music, art, and sporting events; Public Radio and television stations; programs offered by the Multicultural Center, International Education (Center for International programs, Global Media Network, Asian Studies, Latin American Studies. . .etc.), and Disabled Student Services; and a host of student organizations ranging from the Multicultural Ambassadors Corps and the Association of Thai Students and Friends to the Baha'i Association and the Muslim Student Association. (For a more exhaustive list of student organizations and activities, see <http://www.bsu.edu/diversity>).
5. Muncie, Anderson, Fort Wayne, and Indianapolis provide many attractions including: ethnic festivals, restaurants and groceries; art fairs and galleries; amateur sporting leagues; collegiate and professional sporting events; museums and theaters; music events; parks and so forth. Some specific examples are the Madame Walker Theater, Greenway, Indianapolis Jazz Festival, Black Expo, Prairie Creek Reservoir, and Mounds State Park. (For additional ideas about regional events, see Appendix F. For a possible handout to give candidates, see Appendix G.)
6. It is not unusual for Ball State faculty members to live in the larger metropolitan areas of Indianapolis and Fort Wayne.

G. Frequently Asked Questions About Recruiting Diverse Faculty

Question: By adding preferred qualifications that are diversity related, will we eliminate otherwise excellent candidates?

Answer: Lack of a preferred qualification should not disqualify a candidate from consideration. However, including diversity-related qualifications enhances our ability to attract a diverse candidate pool.

Question: Are we weakening the quality of our candidate pool by considering diversity-related experiences and expertise?

Answer: All candidates in the pool need to meet the basic qualifications for the job; therefore, the diversity-related experience can only enhance the potential contributions such candidates could make to the University.

Question: How can Ball State recruit or retain candidates of diversity without special salary incentives?

Answer: Ball State University attempts to offer competitive entry-level salaries to all new faculty. More importantly, salary is only one factor candidates consider. Most new faculty are looking for a good fit. Thus, the presence of a welcoming climate is especially important for the successful recruitment and retention of diverse faculty.

Question: Doesn't Affirmative Action legislation prevent the consideration of race, color, national origin, gender, age, or disability during the search process?

Answer: Efforts can be made to increase the level of diversity in the applicant pool. However, Affirmative Action does not allow the consideration of race, color, national origin, religion, gender, age, or disability in the selection or ranking of finalists.

Question: What should happen when the candidate raises topics prohibited by law in an interview context?

Answer: Such topics may be related to a candidate's research so do not assume they are personally motivated. However, after briefly answering a candidate's questions, do not continue the discussion if the topic is irrelevant to the position. Rather, steer the conversation back to job-related qualifications using items listed on the candidate's vita.

IV. Retaining New Hires

While the importance of recruiting and hiring quality faculty cannot be underestimated, all that hard work may be wasted if new faculty do not remain at Ball State University; thus, retention is as crucial as recruiting and hiring. Retention may be especially challenging when it comes to diverse faculty who are hired by a homogeneous department and institution. Such minority faculty may feel isolated as “solos” or even “tokens” and are more likely to leave after a short stay unless the department and institution show a commitment to hiring more diverse faculty as well as retaining the diverse faculty already there. Part A of this section outlines problems facing many new faculty, regardless of background, and Part B describes additional problems faced by new, non-majority faculty. These sections are followed by guidelines for department chairs, mentors, and senior faculty for enhancing retention of new faculty in general as well as new faculty of diversity in particular. While these suggestions are offered with tenure-track faculty in mind, many also apply to contract faculty.

Many of the ideas in this section were found in a variety of sources. For a complete listing, please see Appendix I.

A. Problems Facing All New Faculty

It may be difficult for some senior faculty to understand the bewilderment and anxiety that many new faculty face when they first arrive on campus. If that's the case for you, try to remember your first year as a brand new assistant professor. Many new faculty have little to no teaching experience and no experience with committee work, and have not had opportunities to balance these duties with their scholarly activities. Additionally, new faculty may be reluctant to ask for help. Even if you got as far as you did without help from a mentor, your department chair, or senior faculty and believe that new faculty should be similarly self-sufficient, that attitude will not encourage new faculty to succeed or remain in your department. In order to help new faculty flourish and encourage them to stay, it helps to be aware of some of the problems and challenges that many new faculty encounter.

1. Time management
 - a. Balancing professional relationships (networking), research, teaching, service, and personal/family responsibilities.
 - b. Effectively using small blocks of time.
2. Mystery of the tenure and promotion process
 - a. Many new faculty strive for perfection in every aspect of their work. This can lead to unproductive pressure and anxiety and ultimately to burnout.
 - b. Uncertainty regarding criteria for promotion and tenure.
 - c. Difficulty understanding feedback from the departmental P&T Committee.
 - d. Uncertainty about how committee members weigh scholarship that does not embody the traditional scholarship of discovery or themes currently researched by faculty in the department.

3. Learning (teaching) challenges
 - a. Conceptualizing, preparing for, and developing lessons/materials for several new courses at the same time.
 - b. Presenting lectures, discussion, problem solutions, and assigned materials either too fast or too slow for the students.
 - c. Being accessible to students outside of the classroom but not 24/7.
 - d. Not understanding how to use evaluations (peer and students) to improve teaching.
 - e. Focusing too intently on one or two negative student evaluation comments.
 - f. Spending too much time preparing for classes.
 - g. Not knowing how to establish and maintain authority in the classroom.

4. Establishing a scholarship (research) agenda
 - a. Carving out time for scholarship.
 - b. Focusing the scholarship agenda and setting realistic first and second year goals.
 - c. Figuring out how to establish and maintain one's own research lab, field sites, and/or cultural population sites.
 - d. Gaining access to appropriate data sets and other resources.
 - e. Learning to write a competitive grant proposal.
 - f. Sifting through internal and external grant opportunities.
 - g. Recruiting students to participate in scholarship.
 - h. Developing research partnerships, internally and/or externally.
 - i. Determining the appropriate outlets (journals, publishing houses, proceedings, conferences) for the dissemination of research.

5. Engagement (service)
 - a. Learning the expectations for academic engagement.
 - b. Selecting activities that complement one's strengths.
 - c. Doing enough to meet departmental expectations, but not so much as to detract from teaching and scholarship.
 - d. Becoming involved in professional organizations in the discipline through membership, conference attendance/presentation, and committee work.

B. Problems More Frequently Faced by Faculty of Diversity

As difficult as the first year is for new majority faculty, new faculty of diversity face all these challenges in addition to special problems that relate to certain aspects of their identity, such as gender, race, nationality, socioeconomic class, sexual orientation, disability, or religion. These challenges can be especially daunting in a department that lacks diversity, such as a department with one new, junior African-American professor in an otherwise all white environment. These problems are often invisible to majority faculty, no matter how well intentioned they may be. It is important that majority faculty gain insight into these obstacles so they can help new faculty of diversity succeed.

It is also important to understand that not all diverse faculty experience the same challenges. For instance, new international faculty of diversity--e.g., from the Caribbean, the Middle East, or Africa,--may encounter less prejudice and enjoy more respect than new faculty who are native-born and belong to historically persecuted groups, such as African Americans, Mexican Americans, or Native American. Moreover, some new faculty of diversity, such as Japanese Americans and Chinese Americans, may be stereotyped as “model minorities” and be expected to perform at a higher level than majority faculty. Such expectations create undue stress that may undermine the performance and morale of these new faculty members. Finally, because new faculty members’ identity and background may provide unique advantages and disadvantages, treating everyone exactly the same does not necessarily mean treating everyone fairly. Problems sometimes encountered by non-majority faculty include:

1. Assumptions on the part of other faculty, staff, and students
 - a. Negative stereotypes about faculty of diversity.
 - b. Positive stereotypes favoring majority faculty and seemingly positive stereotypes of “model minority” faculty--e.g., Asian-Americans are competent but not warm.
 - c. Expecting minority faculty to produce more and to be held to higher standards.
 - d. Viewing non-majority faculty as “affirmative action hires” and presuming they lack competence.
2. Being socially isolated
 - a. Being treated as invisible (not being included in collegial activities) or overly visible (being asked to serve on extra committees).
 - b. Being unable to make connections with other minority faculty members.
3. Being overburdened with service work (engagement)
 - a. Expectations that the diverse faculty member will mentor all students of diversity.
 - b. Serving on multiple committees dealing with diversity issues.
 - c. Being invited to serve on numerous committees, from student thesis to appointed college and university committees, in order to provide racial, ethnic, or gender balance.
 - d. Credit given to service activities is not commensurate with time and effort invested.
4. Evaluations based solely on traditional ideas of scholarship (research)

New or unfamiliar areas of research, especially those related to minority issues, may not carry the same weight as traditional ideas of scholarship.
5. Lack of mentoring when trying to acclimate to academia at Ball State.

6. Additional challenges when dealing with students
 - a. Authority and credentials of women and minority faculty may be challenged by students.
 - b. Expectations of preferential treatment by students with backgrounds similar to the teacher.
 - c. Being accused of treating the majority students differently because of the minority status of the faculty member.
 - d. Lack of support systems for helping minority faculty deal with student challenges related specifically to issues of race, gender, culture, etc.

C. What Department Chairs Can Do To Enhance Retention

Department Chairs have more power—and more responsibility—than anyone in their departments to help new faculty succeed and stay at Ball State. The chair's actions regarding new faculty have a significant impact not only on the present, but perhaps more importantly on the future of the department, because today's new faculty will be expected to be the department leaders in the future. The chair can also take steps and model ways to encourage the department to be more sensitive to issues of diversity and to make new diverse faculty feel as welcome as new majority faculty.

For All New Faculty

1. As soon as possible after hiring, inform the new faculty member of the courses they will teach, the process for ordering books and getting desk copies, and provide them with master syllabi.
2. As soon as possible after hiring, order computer and other special equipment and supplies.
3. Limit the number of course preparations assigned during the first year to facilitate time management by the new faculty member.
4. Limit the number of departmental committee assignments during the first year.
5. Familiarize yourself with the *College Mentoring Program for New Faculty Discussion Checklist* (Appendix J) and ensure that each mentor has a copy.
6. Arrange for more than one mentor--e.g., one to advise on teaching large class sections, one with similar scholarly interests, and one from a related department for potential scholarly collaboration or another view of university operations.
7. In order to encourage mentors to put in the necessary time and effort, count a mentoring assignment as equivalent to a departmental committee assignment for purposes of salary/merit and promotion and tenure.
8. Be alert to the possible need of the new faculty member to have a spouse or significant other find a satisfying job and be prepared to assist in ways such as networking and describing potential work sites. (See Appendix K.)

Particularly for Faculty of Diversity

1. As soon as possible after hiring, determine any accommodations required by the new faculty member and make arrangements.
2. Assign a mentor who ideally has similar teaching and scholarly interests, who will devote the necessary time to working with the new faculty member, and who will be sensitive to challenges faced by non-majority faculty.
3. Provide leadership for the department to implement strategies suggested in the *College Guide to Recruiting and Retaining a More Diverse Faculty*.
4. Be knowledgeable about policies pertaining to not counting years as tenure creditable (i.e., stopping the tenure clock) including situations which might qualify and procedures the department and faculty member would follow (*Faculty and Professional Staff Handbook*, Section III.2.81, p. 62, under the University Promotion and Tenure Document).
5. Work with the mentor and the new faculty member to address issues that they have not been able to resolve on their own – e.g., unruly or disrespectful students, prejudice demonstrated by faculty or staff, instances of stalking or other threatening behaviors.
6. Monitor the deliberations of the promotion and tenure committee to ensure that vitae and supporting documents of all candidates are assessed fairly.
7. Carefully read the annual P&T evaluation letter to the pre-tenure candidate to ensure that concerns of the P&T committee are explicitly stated beginning the first year so that the candidate has the chance to remedy any perceived deficiencies and to ensure that systematic improvement is appropriately recognized.
8. Be alert to expressions or actions of prejudice towards non-majority faculty and take steps to address them.
9. Consciously work to include non-majority faculty in the social and cultural life of the department.
10. Set aside time to assess and improve departmental climate particularly as it relates to diversity issues.

D. What Mentors Can Do To Enhance Retention

One of the keys to successful mentoring is to be proactive with new faculty. Do not simply be available to new faculty or point them in the right direction; insist on regular meetings (every one or two weeks) that fit into the faculty member's schedule and go over information that the new faculty member may not think to ask about. Be aware that new faculty often struggle with managing their time, and they are usually anxious about tenure requirements. In helping new faculty manage their time and explaining tenure requirements to them, you should consider yourself as an advocate for that person. For new faculty of diversity in particular, it is important for mentors to listen to their faculty member's perceptions of the climate of the department and university and to respond in ways that help the faculty feel valued as an integral member of the department and university. **The items that are bolded are of particular importance when mentoring non-majority faculty members.**

1. Establishing mentoring relationship
 - a. Attend one of the meetings for mentors offered by the College of Sciences and Humanities during the first week of the fall semester.
 - b. Review the Mentor's Checklist (Appendix J) and become familiar with the responsibilities of a mentor.
 - c. **Become familiar with the challenges faced by non-majority faculty. Take actions to help "solos" become a part of the community.**
 - d. Contact the new faculty member during the summer before the start of the first semester, if possible, and identify ways to help the new faculty member prior to arrival on campus and early in the semester--e.g., providing syllabi and titles of potential or required textbooks, finding a real estate agent, identifying shopping facilities and restaurants.
 - e. Meet with the new faculty member on a regularly scheduled basis.
 - f. As appropriate, share some of mentor's own early/continuing challenges and how he/she has dealt with them.

2. Promotion and Tenure Process
 - a. Describe the timetable of the annual department review.
 - b. Discuss what the departmental expectations are for a successful candidate.
 - c. Make sure the new faculty member has a copy of the latest College Vita form.
 - d. Provide one or more examples of P&T vitae from the department and encourage the new faculty member to go to the Dean's Office to view vitae of successful candidates for promotion.
 - e. At a scheduled meeting with the new faculty member, provide feedback on a draft of their P&T vita form.
 - f. If a faculty member is doing scholarship out of the mainstream of the department, advise them to thoroughly explain the significance of the work in P & T documents.

3. Learning (teaching)
 - a. Provide information on items typically included in a Ball State course syllabus (for suggestions see the *Faculty Field Guide* on the College website).
 - b. Facilitate orientation regarding classroom technology--e.g., InQsit, Blackboard, Technology Training Support Services.
 - c. Discuss the department norms regarding office hours, advising, and students with special needs.
 - d. Discuss how to address issues with students--e.g., academic dishonesty, students who challenge the new faculty member's authority, students' lack of motivation. **For additional assistance when challenges relate specifically to issues of race, gender, culture, etc., consult with the Director of the Office of Institutional Diversity.**
 - e. Talk about workable time management--e.g., focusing on student learning outcomes, planning for teaching, and providing feedback to students, including grading and e-mail correspondence with students.

- f. Discuss how teaching evaluations can be used to improve teaching.
 - g. Direct the new faculty member to teaching support services available--e.g., discipline-specific online resources, Office of Teaching and Learning Advancement.
 - h. Encourage discussions of teaching techniques with colleagues both within and outside the department.
 - i. See additional items on the *Mentor's Checklist* in Appendix J.
4. Scholarship (research)
- a. Encourage the new faculty member to develop a realistic scholarship agenda.
 - b. Discuss striking a time management balance between teaching, scholarship, service, and personal life.
 - c. Discuss issues specific to the scholarship agenda of the new faculty member--e.g., establishing a research lab, gaining access to data sets, recruiting students, obtaining funding, outlets for high quality dissemination.
 - d. Invite the new faculty member to collaborate with you on scholarship or introduce them to others who might collaborate with them.
 - e. Encourage the new faculty member to attend professional development workshops offered by Sponsored Programs Office (formerly known as the Office of Academic Research and Sponsored Programs).
5. Engagement (service)
- a. Describe the nature of the various committees in the university, college and department.
 - b. **Help the new faculty member identify the level of engagement and type of activity that they can manage during the first year or two without becoming overwhelmed. This includes limiting the number of committees.**
 - c. Describe the relative importance of engagement compared to teaching and scholarship in the P&T process.
 - d. **Help the new faculty member to NOT become overburdened with advising/mentoring students in the office setting and in more formal contexts (e.g., independent studies, honors theses, doctoral committees, sponsor of student organizations) and writing letters of recommendation.**
 - e. Attend meetings of professional organizations with the new faculty member and introduce them to colleagues.
6. Other
- a. **Introduce the new faculty member to colleagues both inside and outside of the department and to similarly diverse faculty to help him/her begin networking for social and research interests. This might be over lunch or coffee.**
 - b. Arrange meetings among mentors and new faculty members if there are multiple hires in your department.

- c. Be alert to the possible need of the new faculty member to have a spouse or significant other find a satisfying job and be prepared to assist in ways such as networking and describing potential work sites. (See Appendix K.)
- d. Be prepared to provide historical information about policies--e.g., the origin of Fruesday.
- e. Encourage the new faculty member to join the College Social Network. Call the Dean's Office for information about this project of the Task Force on the Status of Women.

E. What Department Faculty Members Can Do To Enhance Retention

Everyone in the department has an effect on the experiences of new faculty members their first year. When current faculty members reach out professionally and socially to new faculty, the relationships that develop can be satisfying to all for years to come. When the department brings in new, talented faculty and they become part of the community, everyone in the department benefits. The following are some actions that current faculty can take.

The items that are bolded are of particular importance when mentoring non-majority faculty members.

1. Greet the new faculty member when you pass them in the hallway and include them in casual conversations.
2. **Become familiar with the challenges faced by non-majority faculty. Take actions to help "solos" become a part of the community.**
3. Ask if you can help when there appears to be a problem--e.g., computer connections in a large classroom, location of supplies in a teaching laboratory, accessing on-line data sets.
4. **Introduce the new faculty member to colleagues both inside and outside of the department and to similarly diverse faculty to help him/her begin networking for social and research interests. This might be over lunch or coffee.**
5. Invite the new faculty member to collaborate with you on scholarship or introduce them to others who might collaborate with them.
6. Attend meetings of professional organizations with the new faculty member and introduce them to colleagues.
7. Offer to provide peer evaluations on learning and scholarship.
8. As circumstances present themselves, discuss teaching and research with new faculty, e.g., when both of you are teaching sections of the same class.
9. If you learn that the new faculty member has a spouse or significant other looking for a satisfying job, offer suggestions as you are able. (See Appendix K.)

**TASK FORCE ON DIVERSITY
COLLEGE OF SCIENCES AND HUMANITIES**

2008-2009

Ione Deollos
Department of Sociology

Kamal Islam
Department of Biology

Susan Johnson
CSH Dean's office

Linh Littleford
Department of Psychological Science

Michael McGrew
Department of Computer Science

Angela Nickoli
Department of Criminal Justice and Criminology

Chin-Sook Pak
Department of Modern Languages and Classics

Charles Payne
Assistant Provost for Diversity

Daphne Rolle
Department of Philosophy and Religious Studies

Appendix A

Examples of Web Page Content/Format Enhancements

... some of which are very specific to diversity and others that more generally showcase departmental achievements and will aid in attracting both faculty and students

Home Page

- Provide mission or departmental statement (link to BSU Strategic Plan, if applicable)
- Include departmental diversity statement
- Include BSU diversity statement: “Ball State University practices equal opportunity in education and employment and is strongly and actively committed to diversity within its community.”
- Provide departmental vision/goal statement or detail long-term planning strategies
- Feature original artwork by departmental student, faculty, or alumni/alumnae
- Use a variety of photos throughout page and/or create photo gallery
- Include departmental newsletter
- Feature departmental centers, field stations, institutes
- Provide information about departmental resource collections and exhibits
- Provide history of department
- Provide prospective student link
- Provide prospective faculty link (detail current searches; provide links to BSU and Muncie information and/or other helpful sites)
- Make available a guest book for commentary or request for information
- Include frequently asked questions segment
- Provide easily found contact information
- Provide specific and readily located site links
- Include site map for ease of navigation
- Provide easy avenue to make a gift to the department/college and, if appropriate, provide details about fund use for specific projects and activities

Information About Students

- Identify student membership in campus organizations such as the Black Student Association, Indiana Civil Liberties Union, or American Sign Language Club (if available, provide links to campus student organizations)
- Include student descriptions of immersive learning experiences
- Include descriptions of undergraduate students’ capstone course projects, focus of theses, or research emphases
- Include descriptions of graduate students’ research areas or thesis emphases
- Feature student commentary about departmental programs or courses
- Identify students’ academic/creative publications, exhibits, performances and provide link to *Daily News*, if students have written “Your Turn” or other columns

Information For Students

- Provide degree program descriptions and requirements
- Provide course descriptions (include sample syllabi as appropriate/useful)
- Provide descriptions of immersive learning opportunities
- Include undergraduate or graduate student conference calls for proposals/papers
- Identify opportunities for students to attend professional meetings
- Describe departmental scholarships
- Offer detailed information about graduate assistantships
- Identify departmental awards and honors, determine dates of departmental and college recognition activities
- Identify Dean's List students
- Identify student honor society requirements/opportunities (provide link to national organizations)
- Establish a peer-mentor network or provide an "ask anyone" section
- Link to current academic calendar
- Provide advising information/guidelines and relevant deadlines (if possible, include advisers' office hours and e-mail link)
- Develop segment on career planning, including detailed descriptions of potential career opportunities and information about licensure or graduate programs
- Include teacher education requirements/handbook
- Provide information about core curriculum courses
- Provide links to student homepages, especially those developed as part of major areas of study

Information For and About Faculty and Staff

- Identify faculty areas of interest (provide details beyond overall umbrella terms)
- Include message from departmental chair, directors of undergraduate/graduate studies, and statements from center directors
- Provide profile of staff and other departmental personnel
- List faculty accomplishments
- Identify faculty membership in professional organizations
- Provide link to professional organizations
- Identify departmental committee composition and description of committee activities/goals (include student members on committee when appropriate)
- Provide link to SPO and detail faculty funded grants and current proposals
- Include information about emeritus faculty
- Provide link to departmental handbook/guidelines

Event Information

- Profile co-sponsored events in addition to those events sponsored by your department
- Consider placing advertisements for departmental-based events and/or promotional articles in local publications such as *The Muncie Times* (provide links if possible)
- Include detailed biographies of campus guests/speakers with departmental relevance

Experiential/Service Learning Opportunities

- Detail requirements and opportunities for immersive/internship/service learning
- Offer examples of previous internship experiences and commentary from students and alumni/alumnae
- Identify current student involvement in immersive/experiential learning settings
- Provide link to BSU Student Volunteer Services

Exchange Program Information (Faculty and Student)

- List international travel opportunities available through BSU (link to Center for International programs)
- Detail requirements for exchange course credit
- Explain process necessary to engage/enroll in exchange programs
- Identify BSU sister institutions/partnerships and detail likely international course of study for departmental majors/minors
- Feature student commentary about international study and travel experiences
- Inform students of informational events such as the Study Abroad Fair

Alumni/Alumnae

- Establish a voluntary alumni/alumnae registry
- Include alumni/alumnae profiles, especially regarding career development information
- Feature alumni/alumnae commentary and quotations regarding department

Community Connections

- List events happening in Muncie
- Identify local professional organizations
- Provide information about compatible Ivy Tech Community College programs, if applicable for transfer student population
- Identify industrial or community partners/sponsors

Links to Other BSU Sites

- Campus Map
- University Events Calendar
- Student Services
- Admissions
- Career Services
- Bracken Library
- Blackboard
- Undergraduate Catalog
- inQsit
- Graduate Catalog
- Web-based Gradebook
- Housing and Residential Life
- Diversity-based sites and articles/essays (example: Humphreys, Debra, AAC&U, “Diversity and the College Curriculum: How Colleges & Universities are Preparing Students for a Changing World,” on BSU Counseling Center page <http://www.bsu.edu/students/cpsc/article/0,,8564--,00.html>)

25
Appendix B

Doctorate-Granting Institutions Having the Largest Numbers of
U.S. Minority Doctoral Recipients

See the following websites of the National Science Foundation:

<http://www.nsf.gov/statistics/wmpd/pdf/tabf-20.pdf>

Table F-20--S&E doctoral degrees awarded by leading institutions by sex: 2001-2005

<http://www.nsf.gov/statistics/wmpd/pdf/tabf-21.pdf>

Table F-21--S&E doctoral degrees awarded by leading institutions, by race/ethnicity of minority graduates: 2001-2005

<http://www.nsf.gov/statistics/wmpd/pdf/tabf-22.pdf>

Table F-22—S&E doctoral degrees awarded by leading institutions to persons with disabilities: 2001-2005

**Undergraduate Programs Which
Serve Diverse Populations**

United Negro College Fund Member Schools

Miles College	Tuskagee University
Oakwood College	Stillman College
Talladega College	Philander Smith College
Bethune-Cookman College	Edward Waters College
Florida Memorial College	Interdenominational Theological Center
Clark Atlanta University	Morehouse College
Paine College	Spelman College
Xavier University	Dillard University
Rust College	Tougaloo College
Barber-Scotia College	Bennett College
Johnson C Smith University	Saint Augustine's College
Livingstone College	Shaw University
Wilberforce University	Morris College
Voorhees College	Benedict College
Clafflin University	Fisk University
Lane College	LeMoyne-Owen College
Huston-Tillotson	Paul Quinn College
Wiley College	Jarvis Christian College
Texas College	Saint Paul's College
Virginia Union University	

Hispanic Colleges and Universities (HACU & The Chronicle of Higher Education)

Barry University	Cal Poly-San Luis Obispo
Cal State University-Chico	College of Aeronautics
College of Santa Fe	Colorado State University-Pueblo
Columbia College-Chicago	Columbia University
Dartmouth College	Eastern Washington University

Harvard University

Massachusetts Institute of Technology

27

New Mexico Highlands University

Our Lady of the Lake University

Rice University

Robert Morris College

Saint Thomas University

Sanford University

Stephen F Austin State University

Sull Ross State University

Texas A&M University-Kingsville

The National Hispanic University

The University of Texas at Austin

The University of Texas at Dallas

Tufts University

University of California at Berkeley

University of California at Los Angeles

University of California at Santa Barbara

University of Florida

University of Miami

University of Houston

University of Notre Dame

University of San Diego

Virginia State University

Woodbury University

Native American Tribal Colleges and Universities

Bay Mills Community College

Blackfeet Community College

Cankdeska Community College

Chief Dull Knife College

College of Menominee Nation

Crownpoint Institute of Technology

D-Q University

Diné College

Fond du Lac Tribal & Community College

Fort Belknap College

Fort Berthold Community College

Fort Peck Community College

Haskell Indian Nations University

Institute of American Indian Arts

Keweenaw Bay Ojibwa Community College

Lac Courte Oreilles Ojibwa Community College

Leech Lake Tribal College

Little Big Horn College

Little Priest Tribal College

Nebraska Indian Community College

Northwest Indian College

Oglala Lakota College

Red Crow Community College

Saginaw Chippewa Tribal College

Salish Kootenai College

Sinte Gleska Univeristy

Sisseton Wahpeton Community College

Si Tanka University

Sitting Bull College

Southwestern Indian Polytechnic Institute

Stone Child College

Tohono O'odham Community College

Turtle Mountain Community College

United Tribes Technical College

Women's Colleges and Universities

Agnes Scott College
Barnard College
Bennett College
Brenau University
Carlow College
Chatham College
College of Notre Dame of Maryland
College of St. Catherine
Connecticut College
Cottey College
Georgian Court College
Hartford College for Women
Hood College
James Madison University
Lesley University
Mary Baldwin College
Mary Washington College
Midway College
Mississippi University for Women
Mount Holyoke College
Mount St. Mary's College
Notre Dame College
Peace College
Pusan Women's College
Radford University
Regis College
Russell Sage College for Women
Saint Joseph College
Saint Mary-of-the-Woods College
Scripps College
Smith College
St. Joseph College
Sweet Briar College
Trinity College
Alverno College
Bay Path College
Blue Mountain College
Bryn Mawr College
Cedar Crest College
College of New Rochelle
College of Saint Benedict
Columbia College
Converse College
Douglass College
H. Sophie Newcomb Memorial College
Hollins University
Immaculata College
Judson College
Lexington College
Marymount College
Meredith College
Mills College
Moore College of Art and Design
Mount Mary College
University of North Carolina at Greensboro
Oread Institute
Pine Manor College
Radcliffe College
Randolph-Macon Women's College
Rosemont College
Rutgers University-Douglass College
Saint Mary's College
Salem College
Simmons College
Spelman College
Stephens College
Texas Women's University
Ursuline College

Vassar College

Wells College

Westhampton College at the University of Richmond

Wilson College

Zayed University

Wellesley College

Wesleyan College

William Smith College

Women's College of the University of Denver

Appendix D

Diversity Skits - Performed at the Workshop on March 2, 2004

Scenario 1

The Department Chair grabs the first faculty member he/she sees in the hall and asks them to pick the candidate up at the airport. The faculty member reluctantly agrees. The faculty member picks up the job candidate from the Indianapolis airport and drives him/her to Muncie. The faculty member forgets whom he/she is picking up and confuses the job candidate with another job candidate. As they leave Indianapolis, the faculty member talks about advantages of Indianapolis, and then talks at length about Muncie as a racist cultural wasteland stuck in the middle of cornfields. The faculty member emphasizes how Muncie is a terrible place for single faculty.

F: "How was your flight, John?"

C: "Actually, I'm Mike." <Awkward silence>

In the car, the faculty member plays music instead of talking to the candidate. The candidate speaks over the music and tries to engage the faculty member in conversation.

C: <Looks at backseat> "I notice you have a child-seat back there, how many children do you have?"

F: "2, a boy and a girl. What about you? Any kids?"

C: "Uh...no, no kids."

F: "Well, if you do decide to come here, you might want to think about living in Indy. Muncie is a terrible place for single people. Indy is great though. The only good schools are in suburban Indy—the schools in Muncie are awful. Indy has great shopping, museums, and restaurants. But if you live in Indy, the commute is dreadful. Indiana doesn't plow the roads in the winter so they are always icy and dangerous... OK...now we're on Route 69, leaving Indy. Say goodbye to civilization because we're heading to Muncie." <laughs>

C: "Uh...how long have you been at BSU?"

F: "Twenty years....I'd only planned to be here for one year but <sigh> I'm still here. <Complimentary> With your strong publication record, and especially because you are a minority, you probably won't be at BSU very long."

Scenario 2

A faculty member is talking to an Asian job candidate at a reception. Instead of engaging the job candidate in a discussion of the candidate's research or teaching or about the department or university, the faculty member dominates the discussion by talking about restaurants and asking inappropriate questions.

Faculty: Chin, you have a very pretty name. What does it mean?

Candidate: It's Chin-Sook. It means "transparent star" in Chinese characters.

F: So were you born in China?

C: No, I was born in Korea.

F: Oh, I know some Koreans in Muncie. I should introduce you to them. They are really nice people. There's even a Korean church here. But I don't think we have a Korean restaurant. I used to live in Chicago. Oh, how I miss good quality ethnic food! We have several Chinese buffet restaurants in Muncie, but they are not that spectacular.

How unusual! You're Korean and you teach Spanish! How did you get interested in Spanish?

C: I lived in Spain for 4 years when I was in high school.

F: Now, what were you doing in Spain?

C: My dad's work.

F: How long have you been in the States?

C: Quite a few years.

F: Well, I must say, your English is pretty good. We had a candidate before who spoke with such a strong accent that no one could understand him!

Now, Chin, you have spent several years in Michigan. How do you like Michigan?

C: Well, I enjoyed my stay very much.

F: I've been to Michigan a couple of times. Although Indiana is not as beautiful, I would say this is a more affordable state. Housing is rather inexpensive. If you are interested in buying a home, let me know! I have a good friend who is a realtor.

C: I'll keep that in mind.

F: Do you have any children?

C: Yes, I have a daughter.

F: How old is she? Does she go to school?

C: She's six and is in the first grade.

F: Oh, you don't look old enough to have a six-year old. If you need after-school care for her, you better start looking now, because decent places at moderate costs are hard to find. And, we have quite a few late afternoon meetings in our department!

C: I'll look into it.

F: Well, here comes the other colleague that I was telling you about. Careful what you say – he's a gossip.

Appendix E

BALL STATE UNIVERSITY OFFICE OF UNIVERSITY COMPLIANCE

A GUIDE TO EMPLOYMENT CONSIDERATIONS

	ALLOWED	PROHIBITED
1. Name	Name	Any inquiry or discussion about applicant's name or previous name, such as maiden name or birth name.
2. Address	Place and length of time at current address	Any inquiry that would indicate national origin. Names or relationship of persons with whom applicant resides. Whether applicant owns or rents home.
3. Age	Nothing	Any inquiry or discussion about age.
4. Birthplace or National Origin	Nothing	Any inquiry or discussion about birthplace or national origin.
5. Race or color	Nothing	Any inquiry that would reveal race or color. Any discussion about race or color.
6. Gender	Nothing	Any discussion of applicant's gender or genders of prospective co-workers. Any inquiry made of members of one gender but not the other.
7. Religion or Creed	Nothing	Any inquiry that would indicate religion custom or denomination. Any discussion of applicant's religion. Applicant may not be told any religious identity or preference of employer.
8. Disability	Nothing	Any inquiry that would reveal disability.
9. Citizenship	Are you legally eligible for employment within the United States?	Any inquiry about citizenship or national origin. Any inquiry about type or duration of visa.
10. Personal	Nothing	Inquiry or discussion about marital status, number and age of children, pregnancy, child care arrangements, sexual orientation, maternity plans.
11. Arrests	Nothing	Inquiry or discussion about arrests without conviction.
12. Organizations	Inquiry about professional organizations	Inquiry or discussion about non-professional, social organizations.
13. Military Service	Branch of service, rank	Inquiry or discussion about type of discharge.
14. Work Schedule	Inquiry into willingness to work required schedule	Inquiry about willingness to work any particular religious holiday, or inquiry about caring for children during scheduled work time.

Note: When considering applicants, the following guide applies not only to questions that may or may not be directed to applicants *but also* to areas that may or may not be discussed *about* applicants.

Rev. 8/02

Ball State University Equal Opportunity and Affirmative Action Policy

Ball State University provides equal opportunity to all students and applicants for admission in its education programs, activities, and facilities without regard to race, religion, color, sex (except where sex is a bona fide qualification), sexual orientation, physical or mental disability, national origin, ancestry, or age.

Ball State University provides equal opportunity to all employees and applicants for employment in its recruitment, hiring, retention, promotion, tenure, transfer, layoff, return from layoff, training, and other employment decisions and in its compensation and benefits programs without regard to race, religion, color, sex (except where sex is a bona fide occupational qualification), sexual orientation, physical or mental disability, national origin, ancestry, age, or citizenship (for U. S. citizens and protected lawfully-admitted aliens).

The University also takes affirmative action to employ and advance minorities, women, qualified disabled persons, and qualified disabled veterans and veterans of the Vietnam era. Information concerning the University's affirmative action programs can be obtained from the Office of University Compliance, Ball State University, Muncie, IN 47306.

Each line administrator is responsible for ensuring that educational and employment decisions are made and implemented in accordance with the University's equal opportunity and affirmative action policy. All persons involved in the decision-making process, including members of faculty and other employee committees, shall act in a nondiscriminatory manner. The Office of University Compliance is responsible for developing, coordinating, and implementing policies and procedures for institutional compliance with all applicable federal and state equal opportunity laws and regulations and for preparing and monitoring compliance with required affirmative action programs.

Complaints regarding unlawful discrimination should be filed within 45 calendar days following the alleged act or incident giving rise to the complaint in the Office of University Compliance in accordance with the *Ball State University Equal Opportunity and Affirmative Action Complaint Investigation Procedure and Appeal Process*. A copy of this document may be obtained by contacting the Office of University Compliance.

The President will review the University's equal opportunity and affirmative action policy and programs at least once each year, measure progress against the objectives stated in the affirmative action programs, and report findings and conclusions to the Board of Trustees.

Approved by the Board of Trustees on July 24, 1998
Revised 8/02

Office of University Compliance
Ball State University
Muncie, IN 47306
Office: 765.285.5162 Fax: 765.285.6605 TDD: 765.285.2639

Appendix F

Selected List of Attractions in Central Indiana

Muncie

Muncie Endurathon	3 rd Age Theatre
Heartland Stage Company	Masterworks Chorale
Black Expo	Rib Fest
Muncie Symphony Orchestra	Muncie Children's Museum
Minnetrista Cultural Center	Oakhurst Gardens
Muncie Civic Theatre	Summer Heat Air Festival
Muncie Center for the Arts	Saturday Morning (Children) Enrichment Program
Me's Zoo	New Year's Eve Downtown
Prairie Creek Reservoir	
Cardinal Greenway	

For further information about the events, attractions, and restaurants in Muncie, please see <http://www.muncie.com>; <http://www.cityofmuncie.com>

Indianapolis

Broad Ripple Blues Fest	Summerfest
Midwest Music Summit	India Festival
Art of Brewing Microbrewers Festival	Midwest Bike Fest
Ragtime Festival	Taste of Indiana
Feast of the Lanterns	Rib Fest
Black Expo	Oktoberfest
Wes Montgomery Jazz Festival	Greek Festival
Irish Festival	Penrod Art Fair
Fiesta Indianapolis Festival	Latina Heritage Celebration
Hoosier Storytelling Festival	From Dark Pages: Progressive Mystery Play
Halloween Zoo Boo	Historic Irvington Halloween Festival
Christmas Gift & Hobby Show	Christmas at the Lilly House
Gingerbread Gallery	Victorian Holiday Tea
Winter Market	Sounds of the Season
Holiday Book Fair	Conner Prairie by Candlelight
Winter Solstice Celebration	Family New Year's Eve Celebration
Zoo Year's Eve	Strawberry Festival
African Unity Festival	International Festival

For further information about the events, attractions, and restaurants in Indianapolis, please see <http://www.indy.org>

Anderson

Paramount Theatre
Elwood Glass Festival
Fall Creek Heritage Fair
Andersontown PowWow & Indian Market
Spiritfest
Indiana Derby at Hoosier Park
Oktoberfest
Festival of Trees Gala
Winterfest

Town Center Cultural Fest
Anderson Black Expo
Historic Pendleton Tour of Homes
Frankton Heritage Days Festival
Apple Dumpling Festival
Small Town USA Festival
Run the Mounds & 5 Mile Run/5 K Walk
Paramount Festival of Trees

For further information about the events, attractions, and restaurants in Anderson, please see <http://www.madtourism.com>

Fort Wayne

Foellinger Theatre
Three Rivers Festival
Children's Fest
ACD Truckfest
Black Pine Summer Fest
Lincoln Museum

Kaleidoscope 2004 Biennial
Gym Rats Championship
The Richardville House
Walk Through Ft. Wayne
Fort Wayne Art Museum
Fort Wayne Children's Zoo

For further information about the events, attractions, and restaurants in Fort Wayne, please see <http://www.visitfortwayne.com>

Appendix G

RESOURCES FOR FACULTY

Ball State University

- Sponsored Programs Office (<http://www.bsu.edu/web/research/>) – Grant writing support, Internal Grants for Research, Travel, and Creative Teaching (e.g., European Teachers Education Network, New Faculty Grant, General Faculty Grant – Summer Salary)
- Office of Teaching and Learning Advancement (<http://www.bsu.edu/web/otla/>)-- professional development opportunities, some have stipends. (e.g., how to use technology in teaching, writing a teaching portfolio, expert teaching, etc.)
- Office of Institutional Diversity and Diversity Associates Program
- Virginia Ball Center for Creative Inquiry
- Multicultural Center
- Women Studies Program (Major and Minor)
- Minors in ethnic studies (e.g., African American Studies, Asian Studies)
- Cultural Studies Reading Group
- Asian Studies Committee – (Celebrate Asian cultures, Focus on Asia Month, Outreach and Awareness, Curriculum Issues, Asia-Pacific Activities Support, Asia-Pacific International Exchange Programs)
- Assigned time for research (reduced teaching load – allows faculty to have a serious research agenda and still provide quality teaching)
- Teaching-focused university. Close interactions with students
- Great Benefits (e.g., Same-Sex Domestic Partner Health Benefits Program, Fee Remission for Spouse and Dependents, Retirement plans)
- Honors College
- Library – Special Collections (Rare Books and Manuscript Collections, University Archives, Stoeckel Archives of Local History, and Middletown Studies Collection and Digital Archives)
- Faculty Mentor Program
- Technology for the classrooms (wireless internet access)
- Accommodations for Persons with Disabilities
- Emens Auditorium (<http://www.bsu.edu/emens/>)
- Museum of Art
- Indiana Public Radio (WBST 92.1 FM) – Broadcasting regional public radio service to 22 Indiana counties and 35,000 listeners per week over a five-station network (<http://www.bsu.edu/ipr/>)
- WIPB-TV – Channel 49 – A PBS member station and home of the Ball State Sports Network (<http://www.bsu.edu/wipb/>)
- Planetarium
- Athletic Facilities for faculty and family (e.g., swimming pool, walking tracks, gyms)
- Wheeler Orchid Collection and Species Bank

- The Indiana Academy for Science, Mathematics, and Humanities (A two-year residential public high school for gifted and talented students)
- Burris Laboratory School (<http://www.bsu.edu/burris/>)
- Beautiful campus
- _____
- _____
- _____
- _____

Muncie, Indiana (<http://www.cityofmuncie.com/>)

- Safe place to live
- Very little traffic
- Affordable housing
- Most community resources are in town (grocery stores, churches, restaurants, shopping malls, hospital, doctors, dentists, etc.)
- Within driving distance: Indianapolis, Fort Wayne, Cincinnati, and Chicago
- Ball Memorial Hospital – Top 100 Hospital ranked by HCIA (<http://www.cardinalhealthsystem.org/BMH/bmh.html>)
- Muncie Symphony Orchestra (<http://www.munciesymphony.org>)
- Muncie Indiana Transit System (<http://www.mitsbus.org/>)
- Cardinal Greenway (Designated as a National Recreation Trail in June 2003) (<http://www.delgreenways.org>)
- Muncie Children’s Museum
- Prarie Creek Reservoir Park (2,300 acre park features a 1,252 acre stream-fed lake that is well stocked with a variety of game fish. Pontoon and sail boating, fishing, swimming, and picnicking)
- Oakhurst Garden
- Muncie Civic Theatre (<http://www.munciecivic.org/>)
- Saturday Morning (Children) BSU Art Enrichment Program
- _____
- _____
- _____
- _____

Other Sources of Information about Muncie:

- Muncie-Delaware Chamber of Commerce (<http://www.muncie.com/>) – Information relating to relocation to Muncie, Visitor Information, Business Directory, Employment Search, Community Information – cost of living/education, and more)
- Newspaper: <http://www.thestarpress.com/>
- The Muncie Times (Black newspaper)
- _____
- _____

Appendix H
Sample Position Announcement
Ball State University

Assistant Professor
Department of Psychological Science
Ball State University, Muncie, Indiana

The Department of Psychological Science invites nominations and applications for three tenure-track positions available August 19, 2009. **Positions include:** cognitive psychologist, applied psychologist, and psychologist with expertise in cultural diversity and/or the psychology of gender. Ball State seeks to attract a culturally and academically diverse faculty of the highest caliber. It is a research intensive university comprised of seven colleges and over 18,000 students. The Department houses 21 full-time faculty, serves approximately 600 undergraduate majors, and offers master's degrees in clinical psychology and in cognitive and social processes. **Minimum qualifications:** completed requirements for a doctoral degree in psychology by August 1, 2009; expertise to teach courses in the psychology major and demonstrated potential as a teaching-scholar. **Preferred qualifications:** completed Ph.D. in psychology; experience teaching graduate and undergraduate courses related to cognitive psychology, applied psychology, cultural diversity and/or the psychology of gender as well as courses in any of the following areas – research methods, statistics, organization development, sensation and perception, health, and/or environmental; interest in making significant contributions to the master's programs; research which has led to publication in refereed professional journals.

Send letter of application indicating position(s) of interest and highlighting the candidate's qualifications, complete curriculum vitae, transcripts, and three letters of recommendation to:

Dr. Bernard Whitley, Chair
Department of Psychological Science
Ball State University
Muncie, IN 47306

**Review of Applications will begin November 24, 2008,
and will continue until the position is filled.**
(www.bsu.edu/web/psysc)

Ball State University is an Equal Opportunity/Affirmative Action employer and is strongly and actively committed to diversity within its community.

Appendix I

References on Diversifying the Faculty

Best single source:

Turner, C.S.V. (2002). *Diversifying the faculty: A Guidebook for Search Committees*. Washington DC: Association of American Colleges and Universities.

Other relevant materials:

Bernal, M.E. (1996). *Valuing diversity in faculty: A guide*. Washington DC: American Psychological Association. Available on line:
<http://www.apa.org/pi/oema/diversity/book1>

Caldwell-Corbert, A. T. et al (1996). *How to recruit and hire ethnic minority faculty*. Washington DC: American Psychological Association. Available at:
<http://www.apa.org/pi/oema/diversity/book2>

Office of Equal Employment Opportunity/Affirmative Action Services. (undated). *Strategies for successfully recruiting and hiring minority faculty members*. Richmond VA: Virginia Commonwealth University. Available at:
<http://www.vcu.edu/eoaa/pdfs/recruitstrat.pdf>

Smith, D. G., Wolf, L. E., & Busenberg, B. E. (1996). *Achieving faculty diversity: Debunking the myths*. Washington DC: Association of American Colleges and Universities.

Trover, C. A. & Chait, R. P. (2002, March/April). Faculty diversity: Too little for too long. *Harvard Magazine*. Available at: www.harvardmagazine.com/on-line/030218.html

References on Retaining Non-Majority Faculty

Bensimon, Estela; Kelly Ward, and Karla Sanders. 2000. *Department Chair's Role in Development New Faculty into Teachers and Scholars*. New York: Anker Publishing Company, Inc.

Clayton-Pederson, Alma R., Sharon Parker, Daryl G. Smith, Jose' F. Moreno, and Daniel Hiroyuki Teraguchi. 2007. *Making a Real Difference with Diversity: A Guide to Institutional Change*. Association of American Colleges and Universities.

Land, James M. 1995. *Life on the Tenure Track*. New York: Johns Hopkins Press.

Lucas, Christopher J. and John W. Murry, Jr. 2002. *New Faculty – A Practical Guide for Academic Beginners*. New York: Palgrave.

Moody, JoAnn. 2007. *“Solo” Faculty: Improving Retention & Reducing Stress: Guidelines for Departments and Their Chairs, Deans, Mentors, Faculty Developers, and Solos Themselves.* www.DiversityOnCampus.com.

Moody, JoAnn. 2007. *Rising Above Cognitive Errors: Guidelines for Search, Tenure Review, and Other Evaluation Committees.* www.DiversityOnCampus.com

Moody, JoAnn. 2007. *Demystifying The Profession: Helping Junior Faculty Succeed.* www.DiversityOnCampus.com

Moody, JoAnn. 2004. *Faculty diversity: Problems and Solutions.* New York: Taylor & Francis, Inc.

Schoenfeld, A. Clay and Robert Magnan. 2004. *Mentor in a Manual – Climbing the Academic Ladder to Tenure.* New York: Atwood Publishing.

Whicker, Marcia Lynn, Jennie Jacobs Kronenfeld, and Ruth Ann Strickland. 1993. *Getting Tenure.* Princeton, N.J.: Sage Publications.

Appendix J

COLLEGE OF SCIENCES AND HUMANITIES MENTORING PROGRAM FOR NEW FACULTY DISCUSSION CHECK LIST

GENERAL APPROACH

Take the initiative. Don't wait to be approached by your new faculty member.

Be available.

Set a schedule of regular meeting times.

Consider having a mentoring committee.

Listen.

Don't overwhelm.

Help the new faculty member make connections.

Address items marked with an M during the first month. Identify other high priority items from the list depending on the needs of the new faculty person, and decide when the information would be most useful.

Use the Faculty Field Guide as a resource. Below, "FG p. ____)" refers to an entry in the Faculty Field Guide (<http://www.bsu.edu/sh/media/pdf/facultyfieldguide2008-2009.pdf>)

Other:

TEACHING

- ___ 1. (M) Components of a course syllabus (FG p. ____)
Sharing a course outline

- ___ 2. (M) Consultation as needed (Plus FG p. ____)
e.g., Disruptive student (FG p. ____)
e.g., Academic dishonesty (FG p. ____)
e.g., Teaching ideas (FG p. ____)
e.g., Departmental norms for assignments, types of testing
e.g., Large classes

- ___ 3. (M) Purpose of the course(s) in department major, minor, and/or core curriculum
BSU Undergraduate Catalog with mentor materials

- ___ 4. Classroom procedures – e.g., Keys, Elmo (FG p. ____), Electronic classroom (FG p. ____)

- ___ 5. Classroom courtesy – e.g., chair rearrangement, chalkboard erasure, etc.
(FG p.)
- ___ 6. Assistance from departmental office staff (Plus FG p.)
- ___ 7. Blackboard (FG p.)
- ___ 8. Gradebook (FG p.)
- ___ 9. Other instructional aids (FG p.)
- ___ 10. Instructional equipment and media (FG p.)
(Incl., ordering videos from ed. resources in Bracken)
- ___ 11. Course withdrawal dates (FG p.)
- ___ 12. Freshman midterm deficiency reports (FG p.)
- ___ 13. Proper use of the grade of “I” (FG p.)
- ___ 14. Departmental assessment of learning outcomes
- ___ 15. Artifacts for teaching majors (FG p.)
- ___ 16. Grade posting policy (Included in mentor folder and FG p.)
- ___ 17. FERPA (Handout in mentor folder and FG p.)
- ___ 18. Teaching evaluations and how they are administered
- ___ 19. Advising (FG p.), Advising Handbook in mentor folder
- ___ 20. Immersive learning (FG p.)
- ___ 21. Ordering books
- ___ 22. Financial aid form (If students are failing, faculty report last day of attendance)
- ___ 23. Other

TEACHING SUPPORT

- ___ 1. (M) University Libraries (FG p.)
- ___ 2. Learning Center – University College (FG p.)

- ___ 3. Exam services – especially if teaching large sections
e.g., InQsit
- ___ 4. Office of Teaching and Learning Advancement (FG p.)
- ___ 5. Other

PROFESSIONAL DEVELOPMENT

- ___ 1. (M) Expectations of the teacher-scholar model for tenure/promotion (FG p.)
College Panel Discussion
- ___ 2. (M) Vitae format for college (Copy in mentor folder)
- ___ 3. (M) Documentation expected for tenure/promotion (FG p.)
- ___ 4. (M) Deadline for submitting P & T documents to department
- ___ 5. Four models of scholarship – discovery, application, integration, teaching
- ___ 6. (M) Expectations for contract faculty members
- ___ 7. (M) Documentation of effectiveness expected for contract faculty
- ___ 8. Faculty development opportunities and funding sources (FG p.)
-Handout in mentor folder
- ___ 9. Expectations for service (FG p.)
- ___ 10. Office of Teaching and Learning Advancement (FG p.)
Alpha programming
- ___ 11. Applications for merit salary
- ___ 12. Reporting use of assigned time for scholarship
- ___ 13. Professional travel, incl. forms
- ___ 14. Other

RESEARCH SUPPORT

- ___ 1. Office of Academic Research and Sponsored Programs new faculty orientation
(FG p.)

- ___ 2. “In-house” resource support from the Office of Academic Research and Sponsored Programs (FG p.)
- ___ 3. EUREKA Database
- ___ 4. Statistical consultation
- ___ 5. Other

OFFICIAL POLICY DOCUMENTS

- ___ 1. “Faculty and Professional Personnel Handbook”
(www.bsu.edu/academicaffairs/media/pdf/handbook.pdf)
- ___ 2. Section V of the “Faculty” handbook is the “Code of Student Rights and Responsibilities,” the student handbook.
- ___ 3. Written departmental policies

OTHER OPPORTUNITIES

- ___ 1. CSH Faculty Social Network (FG p.)
- ___ 2. Ball State Bookstore discount
- ___ 3. Dining facilities (FG p.)
- ___ 4. Day care (FG p.)
- ___ 5. Spouse/partner employment (FG p.)
- ___ 6. Undergraduate tuition reduction for family
- ___ 7. Cultural events – Emens, BSU theatre, Art Museum, etc.
- ___ 8. Athletic facilities
- ___ 9. Wellness Clinic (FG p.)

Appendix K

FINDING A JOB FOR A SIGNIFICANT OTHER

While finding suitable employment in any new setting poses challenges and usually requires a concerted effort, we have some specific suggestions of places to look in East Central Indiana and some strategies. And, we think that the outlook is very optimistic.

- **Tell everyone you meet** that your significant person is looking for a job and what type of job. Your department chair and mentor may be able to help with the networking.
- **If a faculty position at Ball State is the goal**, your spouse/partner/friend needs to set an appointment to introduce themselves **IN PERSON** to the department chair of an appropriate department at Ball State. Sometimes the chair knows that a contract position or tenure-track position will become open before it is advertised. Also, a chairperson who is well-connected in the state and community may know of opportunities elsewhere. Sometimes a contract position becomes available quite suddenly, days or months after your discussion, and a chairperson has to fill the position quickly. If the chair knows that your partner is a strong candidate, your partner may catapult to the top of the chair's short list. Being hired as a contract faculty member is a good thing. While a tenure-track position may be the ultimate goal, a contract position can be a great stepping stone toward a tenure-track hire. It gives a person a chance to know the department faculty, students, and curriculum, and when a tenure-track position opens up, one often is in a good position to compete for it.
- **Another approach if a faculty position at Ball State is the goal**, is for your significant person to set up a meeting with a faculty member in their field at Ball State whom they know by reputation. Developing a collegial relationship with a more established scholar can also be an excellent entrée into the department when a position becomes available.
- On the BSU website, the University Human Resources Services lists open faculty positions at www.bsu.edu/hrs/jobpostings.
- **If a faculty position is the goal**, and there are no appropriate openings at Ball State, **there are other colleges and universities** within reasonable commuting distance. A look at their websites will help you identify potential departments. Other institutions include: Taylor University in Upland; Taylor University in Fort Wayne; Indiana Wesleyan College in Marion; Huntington University in Huntington; Anderson University in Anderson; University of St. Francis in Fort Wayne; Indiana University-Purdue University Fort Wayne (IPFW); Earlham College in Richmond; Indiana University East in Richmond; Indiana University Kokomo. And, in Indianapolis, you will find: Butler University; Indiana University-Purdue University Indianapolis (IUPUI); the University of Indianapolis; and Marian College. Additionally, there are more specialized institutions, such as the Art Institute of Indianapolis, the Writer's Center of Indiana in Indianapolis, the Indiana Business College, with facilities in Anderson, Fort Wayne, Indianapolis, Marion, Muncie, and the Indiana Institute of

- Technology in Fort Wayne. IVY Tech, the growing Indiana community college system, has nearby campuses in Muncie, Kokomo, Indianapolis, Fort Wayne, Richmond, and in Marion. With a doctorate, a person might find administrative, as well as teaching opportunities, at IVY Tech.
- **If a teaching position in a K-12 school is desired**, you can find a list of school districts in Delaware County by going to www.bsu.edu/hrs/worklife/relocation and clicking on “School Systems.” Other school corporations within reasonable commuting distance include those in the surrounding counties of Madison, Grant, Blackford, Jay, Randolph, Henry, Hamilton, and Hancock. The Indiana Department of Education website lists schools in each of these counties at <http://mustang.doe.state.in.us/SEARCH/search.cfm>. Click on “Search by Indiana County Map.” Indianapolis Public Schools in Marion County is also a possibility. The larger school districts, such as Indianapolis and Anderson, often have openings very late in the summer and still are hiring as the school year begins. For questions about teacher licensing in Indiana, contact the BSU Office of Teacher Education Services. Dr. Judy Miller, jamiller5@bsu.edu, is the Director.
- **If a position in the health-related professions is a goal**, there are many opportunities in Muncie, as the city has become quite a regional health center for East Central Indiana. Ball Memorial Hospital, just southwest of the BSU campus on University Avenue, is a modern, multifaceted facility, with satellite centers such as a Cancer Center, Wound Center, Imaging Center, Pain Clinic, and soon to be opened Cardiac Care Center. The Cardinal Health System provides access to a wide range of physician services from Family Practice to Specialty Care. The American Health Network on Morrison Road is a large Family Medicine practice, with its own laboratory and surgical facilities. Central Indiana Orthopedics offers services in Muncie, Anderson, Elwood, Upland, and Fishers. Midwest Health Strategies provides Physical, Occupational, and Speech Therapy at 12 sites in Muncie, Hartford City, Portland, and Winchester. The Muncie YMCA employs fitness trainers. Pathologist Associates provide medical test (blood, etc.) services. Additional hospitals in the area include Blackford Community Hospital in Hartford City, Community Hospital of Anderson, Jay County Hospital in Portland, Renaissance Specialty Hospital in Muncie, and Saint John’s Health System in Anderson. Retirement communities and nursing homes in the area also employ large numbers of skilled health professionals. **These facilities also hire a multitude of administrative and support staff that do not have training as health professionals.**
- **Ball State hires** more and more people into positions that are categorized as “Professional,” “Staff,” and “Service.” Some require very specialized knowledge and skills, such as media design experts hired by the Center for Media Design and computer programmers. Other positions require the skills of a college graduate with a good liberal arts background, or polished secretarial skills. Check out these listings at www.bsu.edu/hrs by clicking on “Employment Opportunities.” One may also register with Human Resources to be called for temporary office support staff jobs to replace staff members on vacation or sick leave.

- **If there is an interest in employment in Social Services**, you may wish to explore websites such as that of the Indiana Family and Social Services Administration at www.in.gov/fssa/. Delaware County agencies concerned with social services include the Community Action Agency, Life Stream Services (formerly called the Area Agency on Aging), Meridian Services (formerly called Community Mental Health), Youth Opportunity Center, and Planned Parenthood. The United Way will have a listing of all agencies which receive United Way funds. And, your partner may wish to make an appointment with a member of the BSU Department of Social Work, even if there is no interest in university teaching.
- **Exploring the “not-for-profit” organizations** will be facilitated by studying an extensive list of “Parent Resources” supplied on the Muncie Community Schools website at www.muncie.k12.in.us/parent_resources.htm. A web search of “indiana delaware county not for profit” also results in a wide variety of potential leads.
- **For those with an interest in mass media**, Ball State’s Letterman Building is home to both Indiana Public Radio station WBST, 92.1 on the FM dial, and WIPB, Channel 49. Muncie also has additional radio stations, and the Muncie Star Press is the local newspaper. Indianapolis has WFYI Public Television and Radio, as well as ABC, CBS, NBC, FOX, and other stations.
- **For those with artistic interests**, explore possibilities at Ball State with the Department of Art, School of Music, Department of Theatre and Dance, Museum of Art, and beyond that with the Muncie Symphony, Anderson Symphony, Indianapolis Symphony, Masterworks Chorale, Cornerstone Center for the Arts, and F.B. Fogg.
- **For those with an interest in retail sales**, the Muncie Mall is a Simon Mall anchored by Macy’s, Elder-Beerman, Penney’s and Sears. Some faculty partners have started their own successful shops in downtown Muncie. Our big box stores include Kmart, Lowe’s, Meijer, Menard, Target, and Walmart.
- **For those with an interest in museum work**, check into the Minnetrista Cultural Center, the Muncie Children’s Museum, and the Ball State Art Museum.
- **Read the Muncie Star Press and Indianapolis Star** to learn about new businesses coming to the area and to read the job ads.
- **Network by joining** the Muncie Young Professionals Group, <http://muncieyppg.com>
- A listing of **professional employment agencies** may be seen from the website www.bsu.edu/hrs/worklife/relocation/.
- Sometimes partners will decide to live on the northeastern corner of **Indianapolis** so that one can take advantage of professional opportunities in the larger metropolitan area. Law, banking, research science (e.g., Roche, Lilly, Dow Agro Sciences, Indiana University Medical Center), sports (e.g., Colts, Pacers, motor speedway, NCAA Hall of Champions), retail (e.g., Circle Center Mall, Keystone at the Crossing, Castleton, etc.), museums (e.g., Indianapolis Museum of Art, Indiana State Museum, Eiteljorg Museum of American Indian and Western Art,

Children's Museum, Indianapolis Zoo and Botanical Gardens), artistic venues (e.g., Indianapolis Civic Theatre, Indianapolis Chamber Orchestra, Indianapolis Symphony Orchestra, Indiana Repertory Theatre, Madame Walker Theatre Center, Arts Council of Indianapolis), restaurants of many varieties, and much more are all areas of opportunity in the big city.

Additional items of possible interest in the Indianapolis job search include:

Albert, Erin. 2008. Indianapolis: A Young Professional's Guide. AuthorHouse.

Indianapolis Urban League Young Professionals, www.indyhub.org.

Indianapolis Young Active Professionals, www.yapclub.com/indianapolis/

Indianapolis Chapter of Young Nonprofit Professionals Network (YNPN), www.ynpn.org.

Indiana Historical Society

Indiana Humanities Council

- If your partner would like to **add to his/her educational credentials**, both Ball State and IVY Tech in Muncie offer a myriad of opportunities. At Ball State there is tuition remission for undergraduate course work for spouses of faculty, and graduate students can apply for assistantships that carry tuition remission as well as stipend.
- **Be creative. Be patient.** Many spouses/partners of BSU faculty have found terrific jobs in Muncie and the environs. You can, too!
- **For a pep-talk and/or help** in brainstorming, call the Dean's Office at 285-1042, and ask for contact information for a member of the Task Force on the Status of Women.