



Strategies for Retaining Faculty

- Create a retention and mentoring plan (See Appendix A) that outlines clear structure, concrete actions, and comprehensive resources that the department and/or college will provide, including identification of a lead mentor and/or mentoring team.
- Foster relationships between new faculty members and chairs outside of formal annual review meetings, including regular meetings between chairs and faculty regarding progress towards promotion, workload pathways, and other areas of professional progress.
- As the faculty member transitions into their faculty role, ensure that they are given [information and resources](#) that facilitate successful onboarding, including information about family-friendly policies, dual-career resources, relevant faculty affinity groups and listservs, as well as resources/benefits available to caregivers.
- Create and sustain opportunities for faculty to build community, within the department and across the campus, including [ADVANCE Peer Networks](#), OFA [faculty writing and workshop productivity groups](#), [graduate faculty mentoring circles](#) at The Graduate School, [learning communities](#) in the Teaching and Learning Transformation Center, the [Black Faculty and Staff Association](#), the [Latinx Employee Association](#), the [LGBTQ Equity Center](#), among others.
- Invest in faculty professional development and success, including opportunities for department members to share their work with departmental and field/discipline colleagues and participate in faculty coaching and development programs (e.g., [National Center for Faculty Diversity](#)).
- Address [faculty workload](#) by ensuring that faculty members are able to align their time with their research/scholarly priorities and receive credit for teaching and/or service efforts.
- Actively address climate and inclusivity, for instance, by ensuring different kinds of scholarly work is valued and rewarded, bringing visibility to the research/scholarship of new and early-career faculty members, and by engaging the full department in diversity, equity, and inclusion-related professional development (e.g., [Office of Diversity & Inclusion](#), [Center for Leadership and Organizational Change](#), [the ADVANCE Program](#), [CIRTL](#), [TLTC](#)).

Key Resources

Griffin, K., Bennett, J., & York, T. (2020). *Leveraging Promising Practices: Improving the Recruitment, Hiring, and Retention of Diverse & Inclusive Faculty*. Aspire Alliance. <https://osf.io/dq4rw/>

Linderman, J. J., Settles, I. H., Rivas-Drake, D. & Saville, J. M. (2022, October). *10 strategies for retaining faculty of color*. University of Michigan ADVANCE Program.

Misra, J. (2019). *Inclusive Departments: Best Practices*. University of Massachusetts Amherst ADVANCE Program. <https://scholarworks.umass.edu/advance-it-tools/11/>

University of Maryland. (2021). *UMD Faculty Mentoring Guidance*. <https://faculty.umd.edu/main/leadership-development/faculty-mentoring>

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Appendix A. Sample Retention and Mentoring Plan

Retention and Mentoring Plan for Dr. Smith, Assistant Professor

Summary. This faculty retention and mentoring plan outlines what department, college, and university will provide to Dr. Smith to maximize the likelihood that she will thrive, succeed, and stay at the University and identifies concrete actions department faculty members and leaders will take to a) support Dr. Smith's professional growth/development; b) help her understand the tenure and promotion policies in the department, college, and university, and c) successfully navigate the tenure and promotion process.

Mentoring. At Dr. Smith's choice, the official mentor from the department will be Dr. Jones. As a mentor, Dr. Jones will meet with Dr. Smith at least once a semester to discuss her scholarly progress and development; and will ensure that her teaching/classroom performance is observed and critiqued every semester (or at least for two courses per year). Dr. Jones may, if appropriate, direct her to teaching programs or activities sponsored by the TLTC.

Dr. Jones will also help facilitate the creation of a mentoring team, whose members will provide specific advice/mentoring in the domains of research/scholarship, teaching, and tenure and promotion. The mentoring team will be composed of Dr. Right, a faculty member in the College of Science who shares some research interests with Dr. Jones; Dr. Left, a faculty member in the College of Arts who is a well-regarded teacher, and Dr. Middle, who was recently tenured/promoted in the College. Generally speaking, members of the mentoring team will meet with Dr. Smith at least once a year and these meetings will be initiated by Dr. Smith.

In addition, other department faculty who participate in research/scholarly associations may inform Dr. Smith of appropriate venues within these associations for her work, or of opportunities to obtain research grants and awards from these associations. Also, department faculty who attend the same conferences as Dr. Smith, such as Dr. Green and Dr. Red, will offer to introduce them to colleagues from other universities who share their interests and might serve as future readers or evaluators/reviewers of their work. Finally, each year the College has an ADVANCE Professor, who may be able to serve as a kind outside mentor to Dr. Smith (introduction will be facilitated by Dr. Jones).

Research/scholarly support. The department will provide Dr. Smith with \$3,000 annually for work-related travel for the first three years of her appointment, as well as suitable office space and equipment to accommodate her research activities. (This money does not roll over.) The university will provide \$25,000 that can be used for additional research travel/conference expenses, for research assistants, additional equipment, computing services, etc.

The College also hosts several opportunities for new faculty members to share their research at the college level. The department, in consultation with Dr. Smith, will advocate for Dr. Smith to be featured in the College TED Talks and the Red Lecture Series.

Summer support. Dr. Smith will also get one month of support for summer 2024 and one month of support in summer 2025, calculated using the University formula, based on salary.



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Workload. To facilitate her research, the department/University will reduce Dr. Smith's teaching load to 2-1 (or 1-2) in the first year of her tenure-track appointment and 2-2 in the second year. One of the courses in AY22-24 can be "bought out" at the rate of 25 percent of her salary if sufficient research money is acquired. Moreover, although the University has a workload policy of five three-hour course equivalents per year for regular faculty, this may be reduced for Dr. Smith, as it is for other faculty who are active in research and involved with student research advising. In addition, Dr. Smith will only be required to serve on two committees in the first three years of her probationary period, and these committees will be of her choosing. These releases will be scheduled in consultation with the Department Chair and Dean.

Community and Resources. Building community is an important goal of the department and the college. The department strives to build community during regular department meetings and annual social gatherings, such as the annual faculty retreat.

Dr. Smith is encouraged to participate in Office of Faculty Affairs events/workshops/panel discussions that provide advice regarding tenure, promotion, and career development strategies. She is also encouraged to connect to other services on campus offering training in time management, effective communication, teaching, mentoring students, grant-writing and maintaining well-being. Dr. Smith is invited to join peer network groups offered by the ADVANCE program and other faculty learning communities on campus (e.g., the TLTC) to gain career development resources, navigation strategies, and enhance her network with colleagues outside of the department/college.

Work Documents and Onboarding. The College will provide Dr. Smith with a faculty handbook that synthesizes relevant policies, faculty development resources, and opportunities for new tenure-track faculty at the departmental, college, and campus levels. Between the time of hire and the start date, the College will assign an "onboarding advisor" who checks in with Dr. Smith, connects her to relevant faculty affinity groups/listservs, and provides her with information about work family, caregiver policies and dual-career resources. Depending on the timing of her arrival to the area, her schedule, and that of her mentor, Dr. Jones will arrange to introduce Dr. Smith to people both within the College community and on campus, including faculty colleagues, administrative staff, and students. Dr. Smith is encouraged to attend the campus orientation/onboarding, to hear about the resources, including social ones, available and/or of interest to him.

Ensuring a welcoming climate. The department has recently undertaken several actions pertaining to the climate. Our DEI committee meets regularly and provides at least 3 department-wide professional development opportunities per year; recent topics include Equitable and Effective Mentoring in partnership with the Graduate School and Inclusive Hiring from the ADVANCE Program. The department also recently revised and updated its DEI strategic plan, which includes goals pertaining to DEI-related change for undergraduate and graduate students, faculty, and staff.

Dr. Smith is encouraged to share her thoughts and concerns on these issues with the Dean's Office, Faculty Advisory Committee chair, ADVANCE professor, and/or the Diversity and Inclusion Program Coordinator, and to consult on possible solutions—to the extent that she feels comfortable and is able to do so without feeling pressured or overburdened.



References for Strategies

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Key Institutional Guides on Retention

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