FAMILE: Faculty Advancement at Maryland for Inclusive Learning and Excellence

(Updated September 12, 2024)

The Faculty Advancement at Maryland for Inclusive Learning and Excellence (FAMILE) program is an initiative created by the Office of the Senior Vice President and Provost designed to recruit outstanding tenured and tenure-track faculty members who will enhance the diversity of our faculty. The program is administered by the Office of Faculty Affairs on behalf of the Senior Vice President and Provost and has three components: 1) the President's Postdoctoral Fellow Program; 2) the Assistant Professor Hire Program; and 3) the Senior (Associate/Full Professor) Hire Program. More details regarding the program are available here. This document is intended to provide units with guidance related to preparing a successful application for FAMILE funding during AY2024-2025.

Note: Activities 1 and 3 listed below are for departments applying for funding for assistant and senior hires <u>only</u>. The proposal process for the PPFP remains unchanged and must include a retention plan as outlined below. Departments applying for the PPFP are welcome to participate in the Faculty Search Committee Workshop or Readiness Assessment on a voluntary basis.

Step 1: Preparing the FAMILE Proposal

To be eligible for FAMILE funds, departments must complete the following activities:

1. **Faculty Search Committee Workshop:** Each member of department search committees must complete the Faculty Search Committee Workshop, facilitated by ADVANCE and the Office of Diversity of Inclusion. These workshops take place online (one-hour, synchronous). In their FAMILE proposal, departments will provide a list of search committee members and the ADVANCE Program will verify that each member completed the workshop. More information and registration information can be found on the ADVANCE website.
2. **Individualized Retention Plan (Appendix A):** As part of the FAMILE proposal, departments will complete a retention plan that outlines an individualized

3. development plan for the new faculty member and identifies concrete actions department members will take to support their professional growth. This retention plan, along with the Readiness Assessment and other proposal materials, will be evaluated by the Review Committee, the Office of Faculty Affairs, and the Provost in making determination about which FAMILE proposals are funded.
4. **Readiness Assessment (Appendix B):** As part of the FAMILE application, departments will complete a readiness assessment. The goal of this assessment is for the department to provide a realistic appraisal of the department's diversity, equity, and inclusion strengths and achievements as well as areas for growth and future plans for equity-minded change. This assessment, along with the Individualized Retention Plan and other proposal materials, will be evaluated by the Review Committee, the Office of Faculty Affairs, and the Provost in making determinations about which FAMILE proposals are funded.

These activities are designed to be formative: departments will receive feedback on their readiness assessment and individualized retention plans from reviewers. These activities may also be adaptable, as needed, in future years as we continue to learn about best practices in assessing readiness.

Step 2: Submit the FAMILE Application

1. There are two windows for FAMILE hire proposals: April 15 or November 1. Units should submit proposals via the Office of Faculty Affairs (OFA) online submission portal by these dates for best consideration. Proposals will all be reviewed at the same time per proposal window. The Office of Faculty Affairs will conduct an initial review of submitted proposals for proposal completeness. A Review Committee will review all the proposals at the same time and make recommendations for proposal funding to the Provost, who will make the final selection of funding decisions. Fall funding (November 1) is based on availability of funds after the Spring (April 15) review of funding commitments.

    a. Tenure-Track Assistant Professor Diversity Hire proposals must include
        i. The candidate's CV;
        ii. A letter of support from the unit head;
        iii. A vote of the unit faculty indicating support for the hire;
        iv. A letter of support from the dean (for departmentalized colleges), including prioritization when applicable;

     v.   A ranking of faculty if multiple simultaneous requests are being made;

     vi.   At least three reference letters collected as part of the search process.

    vii.   A list of department search committee members (if applicable)

  viii.   A completed Department Readiness Assessment

     ix.   An Individualized Retention Plan

b. Tenured Senior Targeted (Associate and Full Professor) Hire proposals must include:
   i. The candidate's CV;
   ii. A letter of support from the unit head;
   iii. A vote of the unit faculty indicating support for the hire;
   iv. A letter of support from the Dean (for departmentalized colleges) including prioritization of submitted proposals i. when applicable;
   v. A ranking of faculty if multiple simultaneous requests are being made;
   vi. The impact of the scholarship of the candidate; and
   vii. A description of how the candidate would contribute to building an inclusive department, college, and university culture and environment, including description of past efforts at prior institutions. This should be included in the Unit Head's letter of support. It would also be helpful for the Dean's letter to address the candidate's contribution to the College.
   viii. A list of department search committee members (if applicable)
   ix. A completed Department Readiness Assessment
   x. An Individualized Retention Plan

Note: Fund transfer to units to support senior hires are contingent upon a successful APT review process.

Step 3: Notification of Proposal Funding

1. The Office of Faculty Affairs will communicate to units any questions that the Review Committee, Provost, or others engaged in the review process may have regarding the submission.
2. The Office of Faculty Affairs will communicate the Provost's decisions regarding proposal funding, typically within 21 days or less of the review deadline.
3. The Provost will repurpose committed funds for supported hires should authorized hires be unsuccessful.

Frequently Asked Questions

1. Could a department put forward an FAMILE application wherein the proposed candidate is a current UMD professional-track faculty member who is interested and qualified for a tenure-track position?
    a. Yes.
2. My department identified a specific senior target of opportunity hire that we would like to recruit. We will apply for a search waiver and therefore will not convene a search committee. Does the department need to participate in the faculty search committee workshop to be eligible for FAMILE funds?
    a. Not at this time.
3. Do all members of the search committee need to attend the faculty search committee workshop at the same time?
    a. Not at this time. Each member of the search committee can sign up to attend the workshop that works with their schedule, but all members of the search committee must attend for the department to put forward a FAMILE proposal.

A. Individualized Retention Plan

Faculty retention requires individual professional development *and* a commitment from the department and the institution to fostering faculty success.[1] Each unit that seeks to participate in any of the three faculty diversity programs of the FAMILE Initiative must describe how they intend to create a welcoming and embracing climate that ensures that each successful recruit will be incorporated into a collegial academic environment that will enable the individual to advance in their career aspirations and achieve a sense of agency in the unit, college, and University. **Note: Retention plans should be specifically tailored to the individual's career stage, research/scholarly interests, and potential needs/interests. Generic plans (i.e., ones that could be applicable to any new faculty member) are not acceptable.**

Elements of an Individualized Faculty Retention Plan should include, but are not limited to, the following:

1. **Individualized Development Plan that focuses on aspects essential for faculty success, including:**
   a. Identification of process for onboarding and acclimating the new faculty member to the department.
   b. Identification of multiple mentors and evidence of each mentor's past success in mentoring early-career faculty and/or faculty from underrepresented groups.
   c. Identification of resources, including lab and/or office space, research funds, professional development funds, GA/RA support, and/or course releases.
   d. Specific opportunities for the new faculty member to achieve success in tenure and promotion, and enhanced stature in their field(s). Examples may include invitations to research groups and other subgroups, collaborative grant or scholarship opportunities, and arranging internal and external research presentations.
   e. Support for teaching and professional development (e.g., TLTC Programs).
   f. Exposure to networking opportunities and/or leadership opportunities (as relevant to career stage) within the unit and on campus (e.g., ADVANCE Peer Networks, OFA Programs, Division of Research).

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[1] Griffin, K., Bennett, J., & York, T. (2020). *Leveraging promising practices: Improving the recruitment, hiring, and retention of diverse & inclusive faculty.* ASPIRE ICHANGE Alliance. https://osf.io/dq4rw/

2. Departmental Commitment to New Faculty Success

     a. Identification of concrete plans/strategies by which department's faculty will engage with the faculty member, build relationships, seek to understand their research, and in general foster a collegial and welcoming work environment.

     b. Elucidation of a process by which new faculty members will receive constructive feedback from their mentors and department chair about their progress towards conversion to the tenure-track (for PPFPs) or towards tenure and promotion (for assistant and associate professors).

Scoring Rubric for Retention Plan

Criteria	Score	Written Comments to Justify Score
Clearly defined process for onboarding and orientating the faculty member to the department	/3	
Identification of multiple mentors with proven experience in the mentoring of early-career or faculty from underrepresented groups.	/5	
Provision of adequate departmental resources to foster faculty success	/4	
Concrete plans for individual development in the areas of teaching and scholarship	/5	
Identification of campus networking and leadership opportunities as relevant to career stage	/3	
Concrete, realistic plans to engage the department faculty in the new faculty member's professional growth and provide constructive feedback to the faculty member*	/5	
Total	/25	

*For PPFPs, this criterion will be given further weight as related to plans for conversion to the tenure-track.

What are the strengths of this retention plan?

In what ways could this plan be improved?

B. Department Readiness Assessment

Departmental climate, culture, colleagues, policies, and resources are critical for ensuring the success and professional growth of faculty members. Thus, evaluating the extent to which departments have in place the conditions shown to foster the success of a diverse faculty is an important focus of the FAMILE Program. This department readiness assessment is designed to provide the Review Committee and Provost with quantitative and qualitative indicators about how the department has engaged with faculty diversity, equity, and inclusion (DEI) issues in the past and how they plan to address DEI goals not yet realized in an ongoing way. The goal of this assessment is for the department to show its faculty DEI strengths and past achievements; identify and take ownership in areas where more attention is needed; and identify plans for equity-minded change in the future.

This assessment, along with the Individualized Retention Plan and other proposal materials, will be evaluated by a Review Committee and the Provost in making the final decision. Assessments will be made with the historical and contemporary diversity context(s) of the department's discipline or field in mind (i.e., taking into account that demographics vary across fields/disciplines). All departments will receive feedback on their assessment regardless of their proposal's success.

Completing the assessment: Departments can complete this assessment by responding in narrative form to the questions below. We encourage departments to leverage and integrate data from IRPA, the National Science Foundation, and/or other disciplinary/field level sources to complete the readiness assessment. [Recent NSF data have been compiled in UMD Box, here](#).

Acknowledgements: This readiness assessment was informed by prior work on equity-minded organizational policies and practices by Maryland's AGEP Promise Academy Alliance; UMBC Postdoctoral Fellows for Faculty Diversity; University of Virginia CHARGE; O'Meara et al., 2021; Witham et al., 2015, and the APLU IChange Initiative.

Departmental Readiness Assessment

Please provide comprehensive answers to the following prompts, integrating data and other evidence throughout the narrative as relevant.

A. Please summarize the department's current full-time (TTK and PTK) faculty demographics, graduate student demographics, and undergraduate student demographics, noting any trends/changes in the last 10-20 years. As relevant, the department may contextualize these data with relevant information from their field/discipline (e.g., using National Science Foundation or disciplinary-based data).

B. Please summarize the department's current approach to inclusive faculty recruitment; onboarding; mentoring; professional development and growth; advancement; and retention. This can include activities such as policy/practice revisions; inclusion of diversity, equity, and inclusion (DEI) experience as criteria for faculty hiring, promotion and tenure, and/or workload; DEI strategic planning; climate assessments; trainings/workshops; pursuit of extramural funding. These activities must specifically focus on faculty (i.e., not student-focused recruitment efforts).

C. On what areas does the department need to focus to enhance inclusivity in the faculty work environment (e.g., increasing recruitment; mentoring; workload). What specific activities will the department pursue to enhance inclusivity in the areas described above (e.g., workshops/trainings; policy revisions; climate assessments)? In what time period will the above activities be completed?

Scoring Rubric for Readiness Assessment

Criteria	Score	Written Comments to Justify Score
Current/historical faculty diversity within the department	/3	
Successful experience with hiring, mentoring, and/or promotion of faculty members from underrepresented groups	/4	
Track record of engagement in faculty DEI activities (e.g., policies/practices, workshops, climate assessments, $$ for faculty DEI initiatives)	/3	
Realistic appraisal of department's DEI strengths and opportunities for growth (e.g., understanding of gaps between student and faculty diversity; contextualization for why diversity increased/decreased/has not changed)	/5	
Realistic and appropriate assessment of DEI focus areas and activities that will allow the department to make progress in those areas	/5	
Total	/20	

What are the strengths of this application?

What are opportunities for growth or areas on which the department may wish to focus moving forward?