

## Creating an Individualized Retention Plan

Faculty retention requires individual professional development *and* a commitment from the department and the institution to fostering faculty success.<sup>1</sup> Each unit that seeks to participate in any of the three faculty diversity programs of the FAMILIE 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. The retention plans will be evaluated based on the criteria included in the rubric at the end of this document.

**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; National Center for Faculty Diversity and Development; Field/discipline specific programs or workshops).
  - 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).
  
- 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.

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<sup>1</sup> 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/>



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- 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 PFPs) or towards tenure and promotion (for assistant and associate professors). Note: University policy requires annual and third year reviews for untenured faculty members to ensure the provision of regular constructive feedback. In addition, faculty should undergo peer evaluations of their teaching on a periodic basis (e.g., every two years).

**Scoring Rubric for Retention Plan (To Be Completed by Evaluators)**

<b>Criteria</b>	<b>Score</b>	<b>Written Comments to Justify Score</b>
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	
<b>Total</b>	<b>/25</b>	

\*For PFPs, 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?