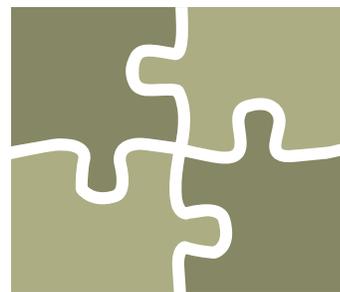
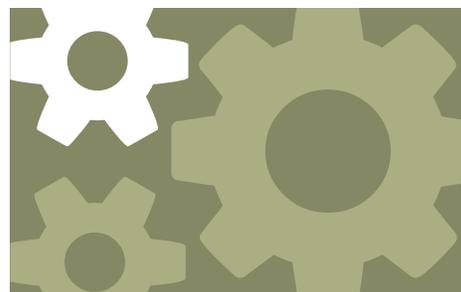




TEXAS
The University of Texas at Austin

Inclusive Retention Toolkit

FOR FACULTY, GRADUATE STUDENTS, AND POSTDOCTORAL FELLOWS



The University of Texas at Austin
Office for Inclusion and Equity



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Links to online resources highlighted in examples are included in the references and resources section.

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Introduction

The following comprehensive retention toolkit for faculty, graduate students, and postdoctoral fellows provides strategies and ideas drawn from best practices from across UT Austin, comparable institutions, and relevant research literature. The toolkit, originally developed and implemented by Strategic Initiatives in the Division of Diversity and Community Engagement, serves as a foundation for the faculty retention initiatives facilitated by the newly established Office for Inclusion and Equity (OIE). In partnership with academic leaders, Inclusion and Equity staff assist academic deans, department chairs, and faculty leaders in enhancing recruitment and retention initiatives across campus. UT Austin fosters an environment of inclusive excellence in education, research, and public service that supports a diverse group of individuals with different perspectives, backgrounds, and experiences. The pursuit of excellence and diversity are intertwined and integral to achieving the university's mission and core purpose of transforming lives for the benefit of society.

A more diverse campus community comprised of students, faculty, and staff contributes to a richer and more welcoming teaching, learning, research, and work environment (see for example Chang, Milem, and Antonio, 2010; Hurtado, Alvarez, Guillermo-Wann, Cuellar, and Arellano, 2012; Reddick and Sáenz, 2012). As UT Austin President Gregory L. Fenves stated "We must continue to make strategic investments in recruiting, developing and retaining outstanding, diverse faculty. On this point, let me be clear that I am fully committed to excellence and diversity as being mutually reinforcing, and we will look to new processes to advance both." In this toolkit, diversity is defined as demonstrating respect for all individuals and valuing each perspective and experience. Diversity includes but is not limited to dimensions of dis/ability, gender, gender identity and expression, international/national origin, race/ethnicity, religion, sexual orientation, socioeconomic status, and veteran status.



1 | Climate and Culture

In this section, we provide recommendations and examples of ways that academic administrators can improve retention by fostering an inclusive departmental, college, and/or school culture for faculty, staff, administrators, students, and postdoctoral fellows.

- Foster an inclusive departmental climate and culture where all identities are respected
- Articulate the department's commitment to diversity and develop a plan for increasing diversity, including the importance of pursuing diversity and excellence as compatible and concurrent goals

EXAMPLE: The [University of Washington has a Diversity Blueprint Goal Attainment Dashboard](#), which includes metrics that capture the percent of units with diversity built into their mission statements on campus, as well as the percent of major units with visible diversity statements.

- Engage and partner with various interdisciplinary centers and departments across campus including but not limited to the Center for Asian American Studies, Department of African and African Diaspora Studies, Department of Mexican American and Latina/o Studies, Center for Mexican American Studies, Center for Women's and Gender Studies, Warfield Center for African and African American Studies, Schusterman Center for Jewish Studies
- Collaborate with the Office for Inclusion and Equity to establish inclusive outreach, recruitment, hiring, and retention practices for the department
- Partner with the Office for Inclusion and Equity to conduct a climate assessment within the college, school, or department to better understand the current climate and culture, as well as to inform future efforts that will promote inclusivity and diversity

- Provide transparent information for faculty, graduate students, and postdoctoral fellows on relevant policies, procedures, practices, and resources through an accessible and comprehensive departmental website including critical information on promotion and tenure, dual career assistance, family friendly policies, disability accommodations, etc.
- Track and share demographic and equity data within the department, specifically related to retention, promotion, and tenure
 - Determine the types of information currently collected by the department, college/school, and university
 - Examine university-wide, college-specific and departmental reports such as the [Final Report of the Gender Equity Task Force \(2008\)](#) or the [Report of the UT Austin Graduate School Climate Study \(2011\)](#)
 - Reflect upon additional types of information that might be helpful, such as looking at the intersectionality or multidimensionality of identities (for example, the intersection of race and gender), or collecting new information. Examples of data might include the number of women and faculty of color who were interviewed and hired in past searches, the distribution of tenured/tenure track/non-tenure track faculty by gender and race/ethnicity, the number and percentage of women and faculty of color in leadership positions, and salary equity information. Other information might include the number of students of color applying to and accepting admission offers, information on first generation students in the program, institutions typically recruited from, and retention/graduation rates by gender and race/ethnicity.
- Examine and proactively address inequities in salaries, start-up packages, merit raises, teaching assignments, levels of research and travel support, number of committee assignments, leadership opportunities, awards, allocation of offices and resources, and endowment appointments across the department

EXAMPLE: Consider conducting regular "state-of-the-department" reviews to incorporate proactive adjustments, as suggested by the [University of Washington's Faculty Retention Toolkit \(2006\)](#)



- Utilize a variety of resources to retain faculty, including salary adjustments, competitive career development funds, fellowships, endowed appointments, reduced loads, leaves and fellowship leaves, bridge money, research support, mentors, leadership and professional development opportunities, collaborations with other departments on campus, release time from teaching and service, etc.
- Seek a balance in having an underrepresented faculty member on every committee, which might lead to an unfair burden of service and affect their success in the department if there are a small number of underrepresented faculty in the department
- Ensure departmental, college/school, and university events, such as seminars and conferences, include diverse people, perspectives, and ideas
- Establish policies, procedures, and practices that support faculty and student success including but not limited to:
 - Clearly communicated, transparent, and accessible policies and procedures for evaluation, promotion, and tenure

EXAMPLE: The [College of Liberal Arts](#) maintains a website that outlines relevant policies and procedures for faculty, as well as links and contact information

- Specific feedback, as well as faculty development and mentoring opportunities, in annual performance review conversations
- Rotating committee membership and leadership, as well as a reasonable number of committee assignments and time limits for service on time-consuming committees
- Work-life balance policies and practices
- Collect and share best practices, successes, and challenges from peer institutions, aspirant institutions, the college and/or department with colleagues and students related to the retention of diverse individuals
- Examine and implement best practices that address psychosocial and organizational barriers, myths, assumptions, cognitive errors and biases that affect retention, salary, workload equity, promotion, and tenure:

- Consider having committee members take one of [Harvard University's Project Implicit online assessments](#) and provide a reflective group discussion opportunity afterwards
- Encourage transparency with all policies and procedures
- Explore how psychosocial and organizational barriers—characterized by marginalization, avoidance/social distancing, discrimination, and perpetuation of social stereotypes and privilege may impact retention
 - Avoid language that makes assumptions about marital status, sexual orientation, gender, etc.
 - Refrain from scheduling meetings at a time which may negatively impact people with child care constraints
 - Eliminate stereotyping and the perception of “fit” with the department for women and underrepresented faculty, graduate students, and postdoctoral fellows
- Consider myths and assumptions—being aware of assumptions that may influence promotion and tenure such as beliefs about child-rearing or family responsibilities affecting research or professional activities
- Identify cognitive errors and biases—cognitive processes and shortcuts for sorting through, interpreting, and reaching conclusions about information
 - Tendency to make inferences based on personal values and preferences such as rating people who are like the reviewer higher than those who are least like the interviewer
 - Channeling or self-fulfilling prophecy where interactions are structured to support assumptions and myths such as setting up the annual review so that some candidates are highlighted in more positive ways
- Conduct exit interviews or surveys with graduate students, postdoctoral fellows, and faculty who are leaving to identify factors impacting retention and opportunities for improvement

END OF SECTION 1

Climate and Culture



2 | Leadership Development

In this section, we suggest opportunities for leadership development to increase the number of women and underrepresented faculty, graduate students, and postdoctoral fellows in important decision-making roles within the department, college/school, and university.

- Establish opportunities for women and underrepresented graduate students, postdoctoral fellows, and faculty members to network and engage with campus governance and college administration
 - Utilize proactive mentoring and professional development strategies on an ongoing basis to establish leadership pathways for graduate students, postdoctoral fellows, and faculty members
 - Develop regular department chair or senior faculty hosted networking opportunities
 - Consider including graduate students, postdoctoral fellows, tenure track, and non-tenure track representation in departmental meetings, when appropriate
- Partner with national organizations or department chairs/deans at other institutions to schedule workshops at national conferences for graduate students and/or postdoctoral fellows to attend with departmental support
 - Consider partnering in collaborative efforts among several interested universities
- Nominate and send women and underrepresented graduate students, postdoctoral fellows, and faculty members to national conferences and leadership programs

EXAMPLE: The [American Association of Blacks in Higher Education's Leadership and Mentoring Institute](#) and the [American Council on Education's ACE Fellows Program](#), where participants receive mentorship and participate in professional development and leadership opportunities.

END OF SECTION 2

Leadership Development



3 Opportunities for Professional Development

Departments, colleges/schools, and the university should foster ongoing opportunities for professional development that are tailored to the various stages and positions that faculty, graduate students, postdoctoral fellows, and administrators move through within the institution.

- Offer orientation programs to new faculty, graduate students, and postdoctoral fellows to introduce them to the department, build community, and provide resources to ensure a smooth transition into the university
 - Encourage senior leadership in the department to share course materials and ideas with new faculty
- Create ongoing support and career development opportunities for faculty, postdoctoral, and graduate students within the college or school

EXAMPLE: The [College of Natural Sciences Postdoc Association](#) developed a seminar series focused on professional and employment opportunities. Past speakers and workshops include creating your teaching portfolio, preparing your elevator pitch, careers in science: perspectives of UT women faculty, the truth about teaching philosophies, alternative academic careers, as well as social and networking events.

- Provide opportunities and training for deans, chairs, senior faculty members, and unit leaders on outreach, recruitment, hiring, retention, and promotion of women and underrepresented faculty, graduate students, and postdoctoral fellows
- Provide departmental opportunities for inclusive diversity education with appropriate campus offices
 - Partnering with [Services for Students with Disabilities](#) to ensure the department and its facilities, courses, and course materials are accessible

- Participating in ally training with the [Gender and Sexuality Center](#) or hosting a performance by [Peers for Pride](#), a peer facilitation program utilizing theater techniques to conduct workshops that explore the lives of lesbians, gay men, bisexuals, and transgender people
- Building awareness of strategies for developing and sustaining an inclusive classroom climate by participating in the [Inclusive Classrooms Leadership Certificate Seminar](#) offered by the Office for Inclusion and Equity
- Participating in one of [OIE's Educational Programs](#), such as Hiring Talent for a Diverse Work Environment, which provides an overview of the processes, policies, and best practices for using UT Austin recruitment tools including compliance, fairness, competencies, interviewing, selection, and hiring

END OF SECTION 3

Opportunities for Professional Development



4 | Mentoring

Developing a strong mentoring culture within the department, college/school, and university can be a critical tool in the retention of faculty members, graduate students, postdoctoral fellows, and administrators. In this last section, we recommend ways to develop and foster an inclusive community that includes opportunities for establishing formal and informal mentoring networks that provide career and psychosocial support.

- Encourage a mentoring culture within the department by providing both informal and formal opportunities for networking and professional development including but not limited to:
 - On-going departmental support for all mentors and mentees
 - Luncheons that build community and promote collegiality
 - Speaker programs that provide best practices in effective mentoring
- Assign a mentor to all new faculty members, graduate students, and postdoctoral fellows
- Partner with and encourage participation in other organizations and units across campus

EXAMPLE: The [Center for Women's and Gender Studies' Faculty Development Program](#), with support from the Provost's Office and Graduate School, is designed to assist in recruitment, retention, and promotion of new faculty members

- Engage senior faculty and leadership in discussions about mentorship

- Encourage faculty members, graduate students, and postdoctoral fellows to seek out multiple informal mentors within the department, across the university, and beyond the university through scholarly organizations
- Encourage peer mentoring networks and collaborations both within the department and across the university
- Establish an accountability mechanism for mentors and mentees to provide deans or department chairs with an annual update on the mentoring relationship, goals, and progress
- Recognize outstanding best practices and exemplary mentoring relationships by providing modest stipends or creating an annual award (similar to a teaching award with a monetary prize) for mentorship such as the [USC Mellon Mentoring Awards](#) or the [UC Berkeley Faculty Mentor Award](#)
- Encourage eligible faculty to apply for the [Graduate School's Diversity Mentoring Fellowships for Graduate Students](#), which help faculty recruit, mentor, and support outstanding new graduate students who will add to the diversity of the university's graduate programs
- Recruit and mentor postdoctoral fellows with the potential for the positions to become full-time faculty lines at the end of the fellowship

EXAMPLE: Syracuse University's [Cultural Foundations of Education](#) opened a two-year postdoctoral position that will turn into a full-time faculty line. The position stated, "a primary goal of this postdoctoral position is the intellectual development of the Fellow and our department through productive academic interaction."

EXAMPLE: The University of California's [President's Postdoctoral Fellowship Program](#), established in 1984, supports women and underrepresented doctoral recipients postdoctoral research fellowships, professional development, and faculty mentoring. In addition, in 2011 the University of California and the University of Michigan created the partnership for faculty diversity that offers additional support and opportunities for new scholars.



EXAMPLE: Brown University has a similar two-year postdoctoral fellow program, the [President's Postdoctoral Fellowship Program](#), developed to increase diversity among their faculty by retaining postdoctoral fellows in tenure-track positions after their fellowships have been completed. The program recently expanded from three postdoctoral fellows for one-year appointments to six postdoctoral fellows, with further expansions planned. Each postdoctoral fellow teaches one course per semester, with two-thirds of their time devoted to research and publications.

END OF SECTION 4
MENTORING



5 | References and Additional Resources

The following section includes selected references and additional resources utilized to compile the toolkit. Information is current as of September 1, 2016 and will be updated on an annual basis.

Links to online resources highlighted in the examples (in alphabetical order)

American Association of Blacks in Higher Education's Leadership and Mentoring Institute
<http://lmiexperience.org/>

American Council on Education's ACE Fellows Program
<http://www.acenet.edu/leadership/programs/Pages/ACE-Fellows-Program.aspx>

Berkeley Faculty Mentor Award
<https://ga.berkeley.edu/fma>

Brown University's President's Postdoctoral Fellowship Program
<http://www.jbhe.com/2014/02/brown-university-expands-postdoc-diversity-program/>

Center for Women's and Gender Studies' Faculty Development
<http://www.utexas.edu/cola/centers/cwgs/faculty/faculty-development-program/?id=faculty-development-program>

College of Liberal Arts
<http://liberalarts.utexas.edu/academic-affairs/faculty-affairs/>

College of Natural Sciences Postdoc Association
<https://cns.utexas.edu/postdocs/cns-postdoc-association>

Final Report of the Gender Equity Task Force (2008)
<https://utexas.app.box.com/s/g55h0isyw1tj78qauhd2up9nuku3ghqd>

Gender and Sexuality Center
<http://ddce.utexas.edu/genderandsexuality/>

Graduate School's Diversity Mentoring Fellowships for Graduate Students
<https://gradschool.utexas.edu/faculty/mentoring-fellowship>

Harvard University's Project Implicit online assessments
<https://www.projectimplicit.net/index.html>



Office for Inclusion and Equity (OIE)

<http://equity.utexas.edu>

Office for Inclusion and Equity's Educational Programs

<http://equity.utexas.edu/education/tx-class/>

Peers for Pride

<https://ddce.utexas.edu/genderandsexuality/peers-for-pride/>

Report of the UT Austin Graduate School Climate Study (2011)

<https://gradschool.utexas.edu/services-and-resources/climate-study-graduate-school>

Services for Students with Disabilities

<http://ddce.utexas.edu/disability/>

Syracuse University's Cultural Foundations of Education

http://soeweb.syr.edu/academic/cultural_foundations_of_education/default.aspx

University of California's President's Postdoctoral Fellowship Program

<http://ppfp.ucop.edu/info/>

University of Southern California's Mellon Mentoring Awards

<https://mentor.usc.edu/mellon-awards/>

University of Washington's Diversity Blueprint Goal Attainment Dashboard

<http://www.washington.edu/diversity/files/2013/04/Diversity-Blueprint-Dashboard.pdf>

University of Washington's Faculty Retention Toolkit (2006)

<http://advance.washington.edu/resources/facretention.html>

UT Austin Resources and Reports Related to Recruitment, Climate, and Culture

Office of the Executive Vice President and Provost <http://www.utexas.edu/provost/>

Diversity Mentoring Fellowships for Graduate Students

<https://gradschool.utexas.edu/faculty/mentoring-fellowship>

The merit fellowships help faculty recruit, mentor, and support outstanding new graduate students who will add to the diversity of the university's graduate programs.

Faculty Recruitment Policies and Resources

<http://www.utexas.edu/provost/policies/>

Family Matters: Work-Life Resources and Family Friendly Policies for Faculty

<http://provost.utexas.edu/faculty-affairs/life-and-work>

Final Report of the Gender Equity Task Force (2008)

<https://utexas.app.box.com/s/g55h0isyw1tj78qauhd2up9nuku3ghqd>



Office of Institutional Reporting, Research and Information Systems

<http://www.utexas.edu/reporting>

Report of the UT Austin Graduate School Climate Study (2011)

<https://gradschool.utexas.edu/services-and-resources/climate-study-graduate-school>

Division of Diversity and Community Engagement <http://diversity.utexas.edu/>

Office for Inclusion and Equity (OIE)

<http://equity.utexas.edu>

The Office for Inclusion and Equity advances a diverse, equitable, and supportive campus culture through our commitment to fulfilling the spirit of equal opportunity laws and policies, as well as building awareness within the university community. As part of OIE's awareness building focus, the Inclusive Recruitment and Retention toolkits serve as a foundation for the staff's work to support academic leaders in their efforts to embed inclusive best practices in their recruitment and retention processes. Through consultations, strategy meetings, presentations, and strategic diversity planning, Inclusion and Equity staff actively engage campus leaders in conversations regarding the importance of institutionalizing evidence-based tools to create a more diverse and inclusive culture.

Thematic Faculty Hiring Initiative

http://issuu.com/ddce/docs/fellows_pages_2014_final_low__1_

Since the inception of the thematic faculty hiring initiative in 2005, which utilizes unique partnerships among the Division for Diversity and Community Engagement, the Office of the Executive Vice President and Provost, and academic departments, colleges, and schools across campus, academic partners have been assisted with attracting and retaining faculty members in areas of scholarship that are underrepresented within the university. Academic partners have included the College of Liberal Arts, College of Fine Arts, College of Education, School of Law, College of Pharmacy, and School of Architecture.

For more information, contact DDCE staff member Helen Wormington, deputy to the vice president, at kim.helen@austin.utexas.edu

Office of the Vice President for Legal Affairs <https://legal.utexas.edu/>

Office of the Vice President for Research <https://research.utexas.edu/>

Postdoctoral Office

<https://research.utexas.edu/postdoc/>

Resources at Peer Institutions:

University of Michigan, ADVANCE Program

<http://advance.umich.edu/>

The University of Michigan ADVANCE Program enhances the campus environment for faculty in four primary areas including recruitment, retention, climate, and leadership. Initially focused on increasing the representation of women faculty in science and engineering fields, the program has now broadened its approach to include strengthening institutional support for diverse faculty, postdoctoral fellows, and graduate and undergraduate students.



University of Minnesota, Keeping Our Faculty of Color Symposium

<https://diversity.umn.edu/kof>

Featuring keynote speakers, concurrent sessions, social events, and more, the symposium draws college and university researchers, scholars, administrators, and policy makers together to advance faculty diversity.

The Ohio State University, The Women's Place (TWP)

<http://womensplace.osu.edu/>

Created in 2000, TWP supports and expands opportunities for women on campus, including addressing institutional barriers, creating a positive campus climate, developing leadership pathways, and publishing comprehensive reports on the status of women at OSU.

University of Washington, ADVANCE Center for Institutional Change

<http://advance.washington.edu/>

Like many other ADVANCE programs across the country, UW ADVANCE is focused on increasing the number of women in the STEM fields. The CIC provides leadership development workshops, pre-tenure workshops, and a mentoring for leadership lunch series, as well as serves as a clearinghouse for relevant resources on recruitment and retention.

University of Wisconsin-Madison, Women in Science and Engineering Leadership Institute (WISELI)

<http://wiseli.engr.wisc.edu/>

WISELI is a campus-wide entity studying gender equity for women in STEM. As a result of its research, WISELI develops and implements solutions, provides retention and recruitment workshops, as well as shares resources and best practices in gender equity programming and assessment.

National Associations, Organizations, and Programs

Association of Public and Land-grant Universities' Commission on Access, Diversity and Excellence

<http://www.aplu.org/members/commissions/access-diversity-and-excellence>

The Commission focuses on the development of a public higher education agenda as it relates to the expansion of access and opportunity, advancing student and faculty diversity, and creating mutually-beneficial partnerships between universities and communities.

The National Science Foundation's ADVANCE Program Portal

<http://www.portal.advance.vt.edu/index.php>

The National Science Foundation ADVANCE program portal houses resources and materials created by ADVANCE grantees that support the representation and advancement of women and underrepresented populations in STEM.

The Association of American Colleges and Universities Diversity, Equity, & Inclusive Excellence

<http://www.aacu.org/resources/diversity-equity-and-inclusive-excellence>

Through the development of initiatives and publications grounded in best practices, meetings, institutes, resources, and toolkits, the office supports institutional change that advances diversity and equity in higher education.

Black Doctoral Network, Incorporated

<http://www.blackphdnetwork.com/>

Launched in 2011, The Black Doctoral Network serves as a conduit, creating pathways among scholars, disciplines, and universities. The Network serves over 4,500 members and operates with four primary functions as its focus: serving as a resource, a support system, a space of intellectual exchange, and a place to create connections.



Compact for Faculty Diversity (Compact)

<http://www.instituteonteachingandmentoring.org>

The Compact for Faculty Diversity focuses on increasing the number of underrepresented students with doctoral degrees who choose careers in higher education.

Doctoral Scholars Program Scholar Directory

<http://dspdirectory.sreb.org/default.aspx?ReturnUrl=%2f&AspxAutoDetectCookieSupport=1>

The DSP Scholar Directory is a database that presents the vitae, profiles, research, and scholarship areas of more than 1,000 accomplished doctoral scholars and successful Ph.D. recipients.

Minority Postdoc

<http://www.minoritypostdoc.org/>

Minority Postdoc is a web portal focused on the experiences of underrepresented graduate students and postdoctoral fellows. Highlighting the experiences of scholars in the STEM disciplines, the portal features job postings, articles, resources, professional development opportunities, and an internal contact list of over 1,100 diverse postdoctoral fellows.

National Center for Faculty Development and Diversity (NCFDD)

<http://www.facultydiversity.org/>

NCFDD is a professional development, training, and mentoring community of over 40,000 graduate students, postdoctoral fellows, and faculty members. Programs and services offered include on-campus workshops, professional development training, and intensive mentoring programs that aid faculty in their career transitions.

National Registry of Diverse and Strategic Faculty (The Registry)

<http://www.theregistry.ttu.edu/Default.aspx>

The Registry, supported by Texas Tech University, is a resource for tenure track/academic ladder faculty members from underrepresented groups and for colleges and universities actively working to recruit and hire highly accomplished and qualified candidates for faculty positions.

PhD Project

<http://www.phdproject.org/>

The PhD Project's mission is to increase the diversity of corporate America by increasing the diversity of business school faculty. The PhD Project's network helps underrepresented students attain their business doctorates, become business professors, and mentor the next generation of students.

END OF SECTION 5

References and Additional Resources

END OF DOCUMENT

OFFICE FOR INCLUSION AND EQUITY
INCLUSIVE RETENTION TOOLKIT

(UPDATED SEPTEMBER 2016)