<u>Resources for new MHC faculty:</u>

Mount Holyoke College offers these resources for new faculty:

- The college maintains an institutional membership in the National Consortium for Faculty Development & Diversity (NCFDD), a nationally recognized independent professional development organization that is dedicated to supporting academics at all stages of their careers. NCFDD's intensive Faculty Success Program (Faculty Bootcamp) has been a welcome support for our most recent hire and one of our pod-mates in our pod, and we will encourage our new faculty to participate.
- New Faculty Orientation. New faculty are invited to attend a New Faculty Orientation in late August. During this session, they are introduced to campus resources and offices, research supports, and what makes Mount Holyoke College such a special place to be a scholar-teacher.
- New Faculty Seminar. The New Faculty Seminar is a monthly meeting for new faculty in their first and second years at Mount Holyoke. These sessions provide new faculty with opportunities to connect with and learn from one another. These sessions also "cover inclusive pedagogy, mentoring networks, research and grant support, the reappointment, tenure, and promotion process, teaching feedback, advising, and other topics to help new faculty succeed at Mount Holyoke." (quotes from the password-protected website https://my.mtholyoke.edu/dean_of_faculty/Pages/Development-and-Support-for-Faculty.aspx)

We are not aware of programming designed specifically to support faculty of color at Mount Holyoke College, nor are we aware of formal mentoring opportunities for new faculty. One goal for us (during URGE "refinement") is to reach out to both the Equity in Hiring Committee and the Office of Diversity, Equity, and Inclusion (https://www.mtholyoke.edu/diversity/resources) to get more information about resources that may be in the works. Also, we are excited that the Miller Worley Center for the Environment at Mount Holyoke has been expanding its programming for students of color and is interested in working with us on this mission. We hope to encourage new programming at the college, and we are inspired by programs that we admire at peer schools. For example, Denison College supports an affinity group called the Faculty of Color and International Faculty Group. Gettysburg College offers a formal mentoring program and provides new faculty with a mentor in their department and another mentor in a different department. Gettysburg has set up this mentoring program (and other faculty development functions) within the office of their Dean Faculty, who uses suggestions and specific questions from incoming faculty to help select mentors. Specifically, we hope to make a new hire in

geoscience this upcoming academic year, and we will support our new hire by finding inside- and outside-department mentors for them, regardless of whether or not a college-wide faculty mentoring program has been developed.

In terms of providing a resource map, we are aware that many new faculty live on campus in faculty housing (https://www.mtholyoke.edu/hr/handbook/college_wide_benefits/rental_housing) for their first few years on campus. New faculty whose families include young children find that the Gorse Children's Center, an on-campus care center that offers infant care and pre-school education (https://www.mtholyoke.edu/acad/gorse), is helpful. This childcare center has been privately run, and in the wake of a recent kerfuffle, college administration has committed to keeping on-campus childcare available in the future (https://www.masslive.com/news/2021/03/mount-holyoke-college-drops-plan-to-close-gorse-childrens-center-in-june.html).

As our demographic study (Deliverable #3) shows, the college itself is much more racially and ethnically diverse than South Hadley, and college faculty often eventually settle in communities outside of the town. For example, the DOF lives in Hartford, Connecticut, other faculty live as far away as Worcester, Massachusetts and Burlington, Vermont. As a result of this geographic spread, maintaining lists of community resources is a tall order, and to our knowledge no office on campus formally attempts such a list. Faculty and students are making their way using informal networking, and our highest-functioning plan is to make connections and introductions for prospective and new faculty based on their values, needs, and interests. In particular, students are a useful resource for details, and scheduled meetings with groups of students might be a neat way to help new faculty set up. We are also interested in starting or building on a compilation of some widely-used resources.