

What Faculty Members Can Do to Promote Retention

1. Send a welcoming email to students before the class begins. Encourage students to use their UA email accounts and to check Springboard frequently. Tell them a little about yourself or ask them to email you about their goals for the course.
2. Learn the names of your students as quickly as possible and use students' names in class. Tell students the name and title you'd like them to call you.
3. Require students to meet with you early in the semester to discuss the material, because this helps demystify 'office hours' and you begin to get to know them personally.
4. Encourage students to form study groups, ride-share, use the writing lab.
5. During an early session, have students write for 5 minutes about their expectations of their first year of college...and for your course.
6. Be the first to arrive at class and the last to leave: Go a few minutes early to class and chat with the students. At the end of each class period, ask a different student to stay a few minutes just to talk.
7. Use index cards to learn something about your students and use the information when conversing with them.
8. If possible, email or phone a student who is absent.
9. Get feedback periodically from students about how the class is going. Consider this mid-term exercise. Ask them three questions and return the next period with your thoughtful response to their feedback. What is working for you in this class so far? What is not working so well? What can you suggest that might improve your ability to learn this material?
10. Lend and borrow books.
11. Have students pick up exams, papers, quizzes from you in your office rather than distributing them during classtime.
12. Create situations where students can help you...get a book from the library, look up some reference, conduct a class research project....
13. Circulate around the class as you talk and ask lots of questions.
14. Set aside special office hours and be there. Encourage students to stop in.
15. Take pictures of the students or ask them to post them to Springboard in order to come to know them more quickly.
16. Devote time early in the course to helping students better understand the quantity and quality of work involved, why an instructor uses quizzes for some material, exams or short papers for other material, and what you expect them to do in each type of assignment.
17. Use active learning strategies whenever possible.
18. Make your expectations and academic policies explicit.
19. Have a student panel of upper division students talk about what to expect their first year. It can be effective to have students who weren't initially successful talk about their experiences.
20. Prepare students academically and psychologically for exams: Tell students how to study for *your* tests and give sample test questions and answers.
21. Give each student at least one meaningful grade per week before you give her or him a mid-term grade and indicate what the student must do to improve.
22. Urge students to talk to you about problems (such as changing work schedules) before dropping the course. It may be possible to make alternate arrangements.

23. Notify a student's advisor if you note any attendance or performance problems.
24. Return assignments, exams as quickly as possible with comments.
25. Have students do minute papers about what they learned, what questions they still have.
26. Continually mention campus resources, such as the Writing Labs as appropriate.
Provide an introduction to these services, have representatives visit class, but also bring up their services often during the semester on a point-of-need basis.
27. Set up special tutoring or review sessions
28. Insert skill building into your small groups. For instance, after the first few weeks, talk about note taking, ask students to bring in notes from a class to analyze. Show students what good notes should look like.
29. If you assign a research paper, arrange a library orientation to help students learn their way around the library.
30. Provide opportunities for improvement: If a paper isn't well written, expect students to work with the Writing Lab. Allow students to revise papers for a better grade (but don't announce the opportunity up front or you may inadvertently promote procrastination).
31. When possible, stress how the course relates to careers. The following activities could be useful for you:
 - In large group, do a career panel, featuring careers related to your area of expertise.
 - Have guest speakers talk about what they majored in and how they came to where they are now.
 - Emphasize how college courses prepare students with the skills needed for careers.
 - Help students create a plan of courses for the next semester using the catalog and bulletin.
32. Socialize with students as your style permits by attending sporting events, walking between classes, saying hello, announcing that you will be eating lunch or having coffee in the Student Union on a designated day and time.
33. Volunteer to advise or meet with new students during orientation.
34. Require students to participate in at least one campus activity of their choosing and ask them to write or explain how this helps their college careers. Integrate these as texts into your class by building meaning (and graded) assignments around these co-curricular activities.