

Mentoring policy
Department of Anthropology
Approved Dec. 3, 2021

Basic Format. The department of anthropology assigns each probationary faculty member (junior lecturers, assistant professors) and associate professor a **faculty mentor** and a **mentoring team** consisting of the mentor and two other faculty members.

Mentoring Goals. The overall goal of faculty mentoring in the department of anthropology is to create an open, inclusive, and supportive environment in which probationary and associate faculty have the guidance and resources to gain promotions, enrich the scholarly community, and realize their personal potential. Specific goals include, but are not limited to, the following:

- Helping new faculty acclimate to their new environment and adjust to the culture of the department
- Communicating clearly about review processes (FMER, 3rd year review, Promotion) and associated expectations
- Maintaining an ongoing dialogue with respect to teaching
- Monitoring the mentee's service commitments
- Mitigating factors that disproportionately impact female faculty and under-represented minorities
- Setting up goals (grants to apply for, teaching aspirations, publishing pipelines)
- Identifying and assisting with networking opportunities and conferences to attend.
- Advocating for the mentee (mentor will provide an introduction during faculty discussions at 3rd year reviews and promotion)
- Addressing other concerns (work-life balance, navigating bureaucracy, etc.)

Selection of mentors and mentor team members. The chair will consult with the faculty member and the personnel committee to assign a mentor and mentoring team members whose research, teaching and/or professional interests are in some way related to that of the mentee. When possible, each mentoring team shall have at least one mentoring team member from the same title series as the mentee. If a mentee requests a new mentor or mentor team member, the request should be made to the chair. If the mentee is not comfortable discussing this with the chair, the mentee should approach a trusted member of the personnel committee. The chair or personnel committee member may assign a replacement in consultation with those involved. In the process of changing mentors and mentor team members, all parties involved must understand that no fault will be attributed to changes in mentorship teams. If the mentee has any concerns about a safe exit strategy, these concerns should be taken to the chair, a trusted member of the personnel committee, or the Associate Dean of Faculty. Due to potential conflicts of interest, the chair shall not serve as a mentor or mentoring team member. The chair oversees the mentoring program. Assistant professors and junior lecturers do not serve as mentors or mentoring team members. Full professors should carry a heavier mentoring load than associate professors and senior lecturers. Mentoring burdens should be distributed evenly among the professors within a particular rank, though faculty who excel in mentoring and enjoy it may choose to accept a larger commitment. Faculty who carry larger mentoring commitments should be explicit about this in

the FMER so that such service can be recognized. Faculty with large mentor commitments can request that mentoring be factored into the DOE.

Mentoring Team rationale: Mentoring is a collective responsibility and mentoring teams provide advantages both to mentees and mentors. Mentees benefit by receiving multiple opinions, a broader range of advice, less siloing, and a larger network of allies. Mentors benefit from exposure to the wisdom and mentoring styles of team members with a range of mentoring experience, in a sense receiving mentoring on how to mentor.

Mentoring Meetings: Mentees should meet with their mentoring team once in the fall and once in the spring. The spring meeting is a good occasion to go over FMER scores. The mentoring team should accommodate the needs of the mentee; informal meetings between the mentor and mentee are encouraged at whatever frequency that best suits the mentee. Discussions during mentoring meetings should be considered entirely confidential unless the mentee desires otherwise. The chair will meet with each probationary faculty to discuss FMER scores and the mentor has the option, in consultation with the mentee, to attend these meetings. The chair should also consider including the mentor on vital communications with the mentee. The department recognizes that faculty may have (and are encouraged to make use of) mentoring relations well beyond the department, and may seek less intensive mentoring from within the department.

Teaching evaluations for Probationary faculty: In accordance with the college of Arts and Sciences policy on evaluating teaching,ⁱ “Peer teaching evaluations will be required once a year for lecturers and untenured Regular and Special Title Series faculty.” In consultation with the mentoring team, the mentee should choose the date and time of the peer evaluation and as many mentoring team members as possible should attend. Constructive peer feedback could be discussed at the once-per-semester mentoring meeting or be provided to the mentee by other means.

Mentoring of Associate Professors: In the absence of annual FMERs and milestones like the 3rd year review, the path from Associate professor to Full professor is often not as clear-cut as the path from assistant to associate. At the same time, associate professors may have a wider array of goals and experiences as compared to assistant professors and may therefore seek different forms of mentoring, including a less intensive approach. Increased service assignments for Associate professors complicate the research trajectory required for promotion to full. Mentoring at the associate level may therefore be just as important as at the probationary level but more flexible in its form. We recommend that the personnel committee assess each associate professor’s path to full professor on a yearly basis, either as part of the FMER deliberations or, in a non-FMER year, during the autumnal collection of CVs.

Mentor Training and Workshops: All mentors should seek training opportunities, including workshops both within and beyond the department. The mentoring team serves as a necessary framework for mentor training (mentor team members get exposure to their colleagues’ mentoring ideas and practices during team meetings) but more can be done. The department chair will plan two annual mentoring workshops, one in the fall and one in the spring. Broader discussions of mentoring best practices, potentially featuring a guest speaker or discussion of a pre-circulated article on mentoring, may take place at either meeting. Minimally, the fall workshop will discuss goals and best practices and make sure

newer faculty are aware of all deadlines and opportunities. The spring workshop offers a chance for reflection on opportunities for improvement as well as successes. .

Mentoring oversight/assessment: Oversight and assessment will take two forms. First, on a yearly basis, mentees will be invited (by the DM) to fill out an optional, anonymous questionnaire. Responses to the questionnaire will be consulted by mentors and will be discussed at the spring mentoring meeting . Mentors should report their mentoring labor and reflect on it in their FMERs such that individual mentoring efforts receive assessment and acknowledgment.

ⁱ <http://www.as.uky.edu/sites/default/files/Teaching%20Policy2020%20update.pdf>