

Modern and Classical Languages, Literatures and Cultures

Mentoring Program for Probationary Faculty (revised December 2019)

After six years of informal mentoring of probationary faculty following its founding in July 2002 the Department of Modern and Classical Languages, Literatures and Cultures instituted a formal mentoring program in August 2008 in keeping with general guidelines issued by the College of Arts and Sciences during AY 2007-2008. Under this program the Chair, in consultation with the Department's Executive Committee, assigns senior faculty as mentors to the Department's incoming assistant professors on the basis of related teaching and research interests. The overall objective of this program is to help probationary faculty adapt to their new environment and develop practices enhancing their progress toward tenure.

Mentors are expected to develop an ongoing collegial relationship with the probationary faculty with whom they are paired to facilitate communication about issues in teaching, research and service. In the area of teaching mentors are expected to attend at least one class per semester taught by their mentees and engage in an ongoing dialogue about best practices in the classroom, including how to deal with general student culture at UK in designing courses as well as with individual problem students. To this end mentors should familiarize themselves with their mentees' conception of teaching and be prepared to give constructive feedback and advice based on their classroom observations. Each fall the mentor will observe a class for formative purposes; each spring (as required by the College as of AY 2019-20) the mentor will observe a class for summative purposes, providing feedback on the form created by the Department for this purpose. With regard to research mentors should familiarize themselves with their mentees' research programs, be prepared to read and comment on drafts of work in progress, and provide advice about conference and publication venues. With regard to service mentors should help their mentees avoid excessive commitments that distract from their teaching and research.

The MCLLC mentoring program presupposes the continuing involvement of the Chair in supporting the progress of probationary faculty toward tenure. The Chair is responsible for making sure that probationary faculty are made aware of the Department's Guidelines for Promotion and Tenure before their actual appointment begins. The Chair shall also meet with each probationary faculty member and her or his mentor during each Spring Semester to discuss performance ratings based on the annual FMER process to which probationary faculty are subject, note important achievements, and address any problems that this process has revealed or the mentor has noticed. As a matter of principle the Chair shall be available on an ongoing basis to meet with probationary faculty to discuss any concerns they might have about their progress toward tenure.

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Mentoring Program for Lecturers

1. Purpose: To establish a program to allow for the mentoring of lecturers newly assigned to the department in conjunction with the policies already in place with regard to probationary faculty, as established in February 2009 in keeping with general guidelines issued by the College of Arts and Sciences during AY 2007-2008.
2. Assignment: The Chair, in consultation with the Department's Executive Committee, assigns members of the faculty as mentors to the department's incoming lecturers on the basis of related teaching and subject interests.
3. Objective: The objective of the program is to help newly assigned lecturers adapt to their new working environment and develop practices enhancing their progress towards retention and possible promotion to the rank of senior lecturer.
4. Implementation:
 - A. Mentors will be expected to develop an ongoing collegial relationship with the lecturers with whom they are paired to facilitate communication about issues in teaching and service.
 - B. In the area of teaching mentors are expected to attend at least one class per semester taught by the lecturer and provide comments and suggestions about classroom practices. These discussions should include such topics as the general student culture at the university, the manner of dealing with students, and appropriate actions to be taken in the classroom in case of problems.
 - C. Mentors should familiarize themselves with the lecturer's concept of teaching and be prepared to offer constructive feedback and advice based on their classroom observations and suggestions about class lesson plans. No formal evaluation of such visits is required; however, the department chair should ensure that these observations take place and that the intended colloquy has indeed taken place.
5. Professional Development/Service: As appropriate to the lecturer's DOE, the mentor should become familiar with the lecturer's program of research and be prepared to read and comment on drafts of work in progress and provide advice about conference and publication venues. With regard to service, as appropriate to the lecturer's DOE, mentors should help the lecturers avoid excessive commitments that distract from their teaching and research commitments.
6. Departmental Responsibilities:

A. The Chair is responsible for insuring that lecturers are made aware of relevant departmental policies before the appointment begins.

B. The Chair shall also meet with each lecturer and his or her mentor during the spring semester to discuss performance ratings based on the annual FMER process to which lecturers are subject, note important achievements and address any problems that may have arisen.

C. Finally, the Chair shall be available as required to meet with lecturers to discuss any concerns they may have concerning their performance, progress, and departmental expectations.