

# **Math Department Mentoring Plan**

Approved by the Faculty on 26 April 2022

## **1. Scope and goals**

The objective of the mentoring program is to provide help and guidance to junior faculty in order to achieve productive and fulfilling careers. For faculty new to UK, this mentorship program provides the opportunity to promote the successful integration into the UK community and foster faculty retention. This is a collective task for the whole faculty. Everyone is asked to contribute, either formally or informally. Although most junior faculty have a personal mentor they are also encouraged to seek advice from any other faculty member as they wish.

The mentoring program is based on the following general principles:

- a) Mentorship is a two-way collaborative learning process, requiring involvement of the mentor and mentee.
- b) Mentoring relationships require trust. Communications between mentee and mentor are confidential unless the mentee approves sharing of specific communications.
- c) Mentors are encouraged to seek training and to consult resources on good mentoring. The College offers training workshops and other resources for mentors:  
<https://www.as.uky.edu/faculty-mentoring-and-support-0>
- d) Faculty mentorship needs are dynamic, and change over time. Mentee and/or mentor can request ending the mentorship relation at any time. The procedure for handling conflict is outlined in Section 4.
- e) Participating in the mentoring program is optional. For lecturers and assistant professors, the presumption is that they will participate, but they can formally request to opt-out.

### **Lecturers**

For each lecturer, the Chair of the Mathematics Department, in consultation with the Director of Undergraduate Studies and the Director of Service Courses, appoints a tenured faculty member or senior lecturer or the Director of Service Courses to serve as a mentor. The mentor will discuss teaching, service, professional development and other issues relating to the professional life of the mentee.

### **Assistant Professors**

For each assistant professor, the Chair of the Mathematics Department, in consultation with the Department's Executive Committee, appoints a tenured faculty member to serve as a mentor. The mentor will discuss teaching, research, service, professional development and other issues relating to the professional life of the mentee.

## **Associate Professors**

Each associate professor who is within four years after promotion will be given the option to continue to participate in the mentoring program, either with their current mentor or with a new one. In the event of a change, the Chair of the Mathematics Department, in consultation with the Department's Executive Committee, appoints a tenured faculty to serve as a mentor. The mentee has the option of requesting a meeting with the Chair after FMER reviews have been returned.

## **2. Frequency of meetings**

The **initial meeting** should be more informal, sometime soon after the appointment is first made.

**Annual meeting:** sometime in the first three weeks of each fall semester, there should be an annual meeting to set goals and discuss issues related to the upcoming academic year.

- The mentee should complete the Individual Development Plan and provide it and a current CV to the mentor, who should review these prior to the meeting.
- When the department manager collects CVs in the fall, they should also record the date of the annual meeting for each faculty member in the mentoring program. This will allow the department to give credit to the mentors, and to help ensure the needs of the mentees are being met.

Otherwise, the frequency and length of meetings will vary depending on the preference, needs and schedules of the mentor and mentee.

## **3. Annual review of meetings**

- When scheduling the FMER meeting, the mentee will have the option to invite the mentor. [We want to normalize that it is completely fine either way?]
- During the FMER meeting (whether or not the mentor is present) the Chair should inquire as to whether the mentoring relationship is working or if changes should be made.

## **4. Procedure for resolution of conflict**

Establishing clear communication can prevent many problems that arise in the mentoring process. In the case that an issue arises, for either the mentor or mentee, the following process should be used.

- (a) The mentor and mentee should attempt to resolve the matter together.
- (b) If one or both individuals are not comfortable raising the issue with the other, then the individual requesting assistance in resolving the issue should contact the Department Chair and request a meeting. In this meeting, the individual should communicate the issue at hand and what attempts have been previously taken to address it. The Chair will assist with developing strategies for the mentor and mentee to resolve the issue. Alternatively, if it is in the best interest of either party, the Chair may decide to appoint a new mentor for the mentee.
- (c) If the issue cannot be resolved working with the Department Chair, then the individual should contact the Arts & Sciences Associate Dean for Faculty and request a meeting. In this meeting, the individual should communicate the issue at hand and what attempts have been previously taken to address it. The Associate Dean will assist with developing strategies for the department to resolve the issue.

# Sample Individual Development Plan (IDP)

Instructions to Mentees: Please complete this form yearly and give a copy to your mentor before your mentoring session. Attach an updated CV.

Instructions to Mentors: Please review the mentee's CV and the IDP prior to each meeting.

## Time Allocation as Estimated by Mentee:

\_\_\_ % Teaching/Training/Providing Mentoring

\_\_\_ % Research

\_\_\_ % Administration/Other Services

How (if at all) would you like to change this time distribution?

## Consider the following:

- Things you're doing now that you want to quit
- Things you've just been asked to do that you want to refuse to do
- Things that you're doing that you want to continue
- Things that you're not doing that you want to start
- Strategies for improving the balance within the above 4 categories

List your major professional responsibilities and if you anticipate significant changes in the coming year:

## Future Professional Goals

- Short Term Goals List your professional goals for the coming year.
- Long Term Goals List your professional goals for the next 3-5 years.