

Standard Operating Procedure for Faculty Mentoring

Amended March 2024

Overview

The New Faculty Mentoring Program is part of the CHS Faculty Development effort. The CHS defines new faculty members as “those individuals beginning their careers in the professoriate and/or are new to the University and College.” The purpose of the program is to “ease the transition, provide needed resources, help maneuver within the system, and contribute to the success of faculty participants.”

Although the Associate Deans provide oversight for this process, the mentorship program requires significant involvement by the Department Chairs. The Chairs are integrally involved in selecting mentoring pairs and will monitor the mentoring process throughout the first two years. Because the mentoring needs and interpersonal relationships for each mentoring pair are different, there is not a prescriptive approach to this relationship. Mentoring pairs are encouraged to set their own meeting schedule and identify topics for exploration and discussion. It is expected that this mentoring plan will last throughout the first two years of employment but may continue at the discretion of the faculty member, the Chair, and the mentor.

An individual who is hired with the prospect of becoming a tenured faculty employee shall be assigned duties by the educational unit administrator commensurate with making appropriate progress toward meeting requirements for tenure. The annual performance review of each pre-tenure faculty employee shall include some discussion with the educational unit administrator of the individual's progress toward consideration for tenure in terms of the educational unit's expectations (Administrative Regulation 3:10).

Progress reviews of untenured (tenure-eligible) faculty employees in their second and fourth years of probationary service are mandatory and follow a policy available on the Office of Faculty Advancement and Clinical Engagement website.

Once tenured, mentoring remains important throughout the lifecycle of the faculty members' career and is supported through the Chair and the Associate Deans as appropriate to title series and faculty interest.

Faculty in tenure ineligible lines are provided with mentors and undergo a similar process, absent formal 2- and 4-year reviews. Mentoring remains important to assure a smooth transition for ongoing success as well as future promotions within each title series.

Process:

1. Upon hiring a new faculty member in any title series, the Chair and the Associate Dean for Faculty Advancement consider a potential primary mentor (and secondary mentors if appropriate) for the new faculty member.
 - a. The Chair will initiate the conversation through discussion with the new faculty member to ascertain interests and preferences.
 - b. Mentor selection is based on title series, areas of interest for teaching and research, any specific job duties (such as Clinical Coordinator)

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- c. A faculty mentor may be from within the Department or from a Department other than the assigned Department for the new faculty member.
 - d. As noted in the NCFDD Interactive Mentoring Map, the primary mentor is someone who assists the faculty member in developing a comprehensive map that generally involves multiple mentors to meet different needs.
 - i. The Department Chair and Associate for Faculty Advancement may also assist in identifying such mentors as appropriate.
2. During the CHS New Faculty Orientation Series, the mentors and mentees meet for a discussion of the Modified Mentoring Map and the intent of the process
 - a. Specifically, the mentoring map is a guide for consideration of various mentoring needs and who may fill those needs. It is not intended to be completed in full, unless that is desired by the mentee
 - b. Mentors and mentees establish a pattern of meetings that will best serve the mentee's needs
 3. Chairs will meet with mentees periodically to assess effectiveness of the mentoring relationship and to provide suggestions and ongoing input to the mentoring process.
 4. The Associate Dean for Research will be engaged in mentoring faculty in research and scholarship in consultation with the Chair, irrespective of title series.
 5. New Faculty Orientation includes the following topics:

Introduction to the College of Health Sciences and UK

- Organizational Structure
- Faculty Advancement Team
- Getting Information and Assistance
- Faculty Governance
- Faculty Roles and Responsibilities
- Accessing Information and Services (CHS)
- Other Resources and Links
- Strategic Plan
- Onboarding Feedback
- Mentoring Map and Plan Discussion

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Introduction to College of Health Sciences Part 2 Focus on Faculty Performance and Evaluation

- CV Review
 - Faculty Success Reporting
- Teacher Course Evaluations
- Annual Faculty Performance Review
- Terminal Contract Reviews
- Distribution of Effort
- Conflict of Interest and Form F
- Promotion and Tenure
- Diversity, Equity, Inclusion and Unconscious Bias Training
 - Philosophy, Activities, Bias Reports and CGPDI
- Accessing Information & Services

CHS Resources /Departments

- **Office of Student Affairs**
 - Center for Support and Intervention
 - TRACS
 - Student Referrals and Support
- **Office of Academic Affairs Overview**
- **Creative Services**

CHS Resources Part 2

- Faculty Council
- Office of Undergraduate Research
- Office of Research and Scholarship

CELT

- Overview of the Center and resources

Each new faculty member is encouraged to schedule a one on one needs assessment to develop a personalize plan

UK Libraries

Mentoring Luncheon

All faculty have been directed to complete the Unconscious Bias series as part of onboarding.