

Department of Mathematics Mentoring Plan

Approved by the Department Executive Committee, June 17, 2020

I. Pre-tenure faculty

Upon joining our faculty, each pre-tenure faculty member will be assigned a teaching mentor and a research/professional development mentor.

A. The research mentor will be assigned by the Chair of the department prior to the start of the faculty member's appointment. The mentor will typically be a senior member of the department in the same research area as the new faculty member. The faculty member may request a particular faculty member as his or her research mentor, so long as the proposed mentor is a member of the tenured faculty. The faculty may request a change in his or her research mentor at any time. The research mentor will meet with the mentee at least twice a semester during the first year of the new faculty member's appointment, and at least once a semester thereafter until the new faculty member has been granted tenure. The mentor will advise on issues such as research directions, which journals to submit publications to, upcoming research conferences, funding opportunities, supervising graduate students, how much service to take on, finding the right balance between research and teaching, and professional development opportunities.

B. The teaching mentor will be assigned by the Chair of the Department's Teaching Advisory Committee (TAC) prior to the start of the faculty member's appointment. The mentor will typically be a tenured member of the Department who has distinguished himself or herself as an outstanding teacher. The faculty member may request a particular faculty member as his or her teaching mentor, or request a change in the mentor, subject to the approval of the Chair of the TAC. The teaching mentor will meet with the mentee at least twice a semester during the first year of the new faculty member's

appointment, and at least once a semester thereafter until tenure, to discuss issues related to teaching, including: advising on syllabi and course policy statements, finding the proper balance between lecturing and active learning, creating meaningful assessments, understanding and managing expectations of UNL students, and supervising GTAs in recitation sections. The teaching mentor will visit at least one of the mentee's classrooms once a semester, document their observations, and discuss these observations along with any suggestions for improvement in a follow-up meeting with the mentee.

II. Assistant Professors of Practice

Upon joining our faculty, each assistant professor of practice will be assigned a teaching/professional development mentor. If the assistant PoP also has a research apportionment, he or she may request a research mentor as well, although this will be optional. The teaching mentor/professional development mentor will be appointed by the Chair prior to the arrival of the start of the new PoP's appointment. The mentor will typically be a PoP at the associate rank or above, but it may also be a tenured faculty member if that is more appropriate. The new PoP may request a particular faculty member as his or her teaching mentor, subject to approval by the Chair, or may request a change in the mentor at any time. The teaching/professional development mentor will meet with the mentee at least twice a semester during the first year of the new PoP's appointment, and at least once a semester thereafter until the PoP has reached the rank of associate professor. The mentor will advise the mentee on issues related to teaching, service, and professional development, including: advising on syllabi and course policy statements, finding the proper balance between lecturing and active learning, creating meaningful assessments, understanding and managing expectations of UNL students, and advising on other PoP-related service activities, such as LA and GTA training. The teaching mentor will visit at least one of the mentee's classrooms once a semester, document their observations, and discuss these observations along with any suggestions for improvement in a follow-up meeting with the mentee.

III. Tenured faculty or promoted professors of practice

Any tenured faculty member or PoP at the rank of associate professor or higher may request a research or a teaching mentor. This may be particularly helpful for the faculty member as he or she navigates toward full promotion. This will normally be done in an informal manner (so no official appointment needed by the Chair or TAC). However, the Chair or TAC are available to assist in finding an appropriate mentor, if asked.

The Chair may appoint a mentor (either research or teaching) for a particular faculty member in this category if the Chair and the Department's Executive Committee decide it is warranted to address chronic problems in the faculty member's teaching or research, or (in rare cases) to help head off post-tenure review.