

**University of Pennsylvania  
School of Dental Medicine  
Faculty Mentoring Guidelines**

The University of Pennsylvania School of Dental Medicine (SDM) is committed to the recruitment and retention of outstanding faculty. A mentoring system for Standing Faculty, especially Assistant Professors in the tenure track and clinician educator track, is fundamental to the attainment of that goal. The purpose of the SDM Mentoring Guidelines is to provide guidance for faculty, mentors and Department Chairs during the years leading up to promotion to Associate Professor and to ensure the ability of faculty to succeed at each reappointment.

**The Mentoring Committee**

Each Assistant Professor, in consultation with her/his Department Chair, forms a **Mentoring Committee (MC)** within the first four months after appointment. Each MC will be comprised of at least two individuals selected by the Department Chair in consultation with the Assistant Professor. The Department Chair serves as an *ex officio* member. Assistance in forming the MC can be provided, if needed, by the Director of Faculty and Student Career Development and the Faculty Affairs Coordinator. One member of the MC should be a research mentor who can help guide the Assistant Professor (i.e., mentee) in scholarly development. If appropriate, the research mentor may be from a department other than that of the mentee or from a component of the University other than the dental school. One member of the MC must be a full professor who is familiar with the requirements of the SDM tenure/promotion process. This should be a senior standing faculty either from the Assistant Professor's department or another SDM department. The Assistant Professor should select a committee chairperson who is preferably not the Department Chair. The MC chairperson serves as the primary committee contact for the Assistant Professor regarding most issues. When appropriate, new members of the MC can be recruited at the request of the mentee or MC chairperson.

The MC will help an Assistant Professor meet all expectations for promotion to Associate Professor by monitoring progress and making him/her aware of areas that need improvement. This mentoring function also will aid Department Chairs in providing the guidance necessary for their Assistant Professors to achieve a level of scholarly activity which is commensurate with the requirements for tenure/promotion. It is expected that mentors will help their mentees create an agenda for working toward their professional development goals and will provide the mentees with insight into the realities of building an academic career. An important responsibility of the MC is to ensure that Assistant Professors, especially those in the Clinician Educator track, have adequate time scheduled each week for scholarly activities, which include conducting research and preparing scientific papers for publication in peer-reviewed journals. Mentors are an active participant in the process and do not serve merely as role models for the mentees. However, the individual mentee is ultimately responsible for compiling a record of scholarship and teaching that merits promotion. Responsibilities of a mentor are found in Appendix 1, while those of a mentee are listed in Appendix 2.

A copy of the MC membership for each mentee will be provided by the MC chairperson or mentee annually to the Director of Faculty and Student Career Development and Faculty Affairs Coordinator.

**Meetings**

**The MC should meet within the first semester after the Assistant Professor's appointment** to ensure that the new faculty member understands the requirements for tenure and/or promotion. **The MC must have formal meetings on a regular basis thereafter, at least twice a year, until the Assistant Professor achieves tenure and/or is promoted to Associate Professor.** Although no formal minutes of these meetings will be kept, the Department Chair will use the input of the

mentoring committee to advise the Assistant Professor. The Chair of the MC will send a statement each year to the Faculty Affairs Office indicating that the MC has met on specific dates. This document will be used as part of the background for re-appointments and promotions.

The MC members, especially the chairperson, should be available to the mentee on an informal basis, as needed.

The Director of Faculty and Student Career Development and the Faculty Affairs Coordinator will meet, as necessary, with Assistant Professors, either alone or together with their MC and/or Department Chairs to discuss mentoring issues.

The Director of Faculty and Student Career Development and the Faculty Affairs Coordinator will periodically report to the Dean about program operations. Should difficulties arise with respect to an Assistant Professor's research, administrative and/or clinical assignments, these will be resolved by the Dean and the Department Chair.

### **Program Oversight**

Ongoing oversight and support of the overall mentoring program will be performed by the Director of Faculty and Student Career Development and the Faculty Affairs Coordinator. They will be responsible for coordinating activities of the MCs and Department Chairs related to mentoring. There will be a periodic evaluation of the mentoring program.

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## APPENDIX 1

### Responsibilities of a mentor \*

A mentor should:

- be accessible to the mentee and meet with him/her on a regular basis, as agreed upon by the mentor and mentee;
- provide constructive feedback;
- advise the mentee on relevant issues related to developing an academic career, including research and/or related scholarly activities, budgeting time (particularly important for junior faculty with clinical responsibilities), participating on committees, participating in external professional activities;
- assist the mentee in establishing short-term (3 years) and long-term career goals;
- provide guidance and information regarding issues such as scholarship, publications in professional journals, supervision of students and trainees, presentation at conferences, research support, administrative duties, consulting, collaboration with colleagues;
- provide guidance for teaching, especially for CE track faculty; include information regarding such areas as the mentee's teaching skills, lecture notes and slide presentations; provide constructive criticism and monitor progress in these areas;
- assist the mentee in identifying the skill areas on which they most need to work and assist in improving their skills or suggest other members of the faculty or administration who may assist in particular areas which may not be the strength of the mentor;
- be familiar with resources offered by the University or the School of Dental Medicine regarding issues relating to faculty development (grant and manuscript writing, funding opportunities, supervisory skills, and interpersonal skills);
- advise the mentee concerning the importance of networking and networking strategies;
- be familiar with and explain the School of Dental Medicine and University criteria, policies, and procedures regarding faculty tracks, reappointment, promotion and tenure;
- advise mentee on how and when to say "no";
- maintain confidentiality;
- terminate relationship if appropriate.

\* adapted from the University of Pennsylvania School of Medicine

## APPENDIX 2

### Responsibilities of the mentee \*

The mentee should:

- assume responsibility for his/her career;
- ask for and accept advice and constructive criticism;
- actively participate in the mentoring relationship;
- become familiar with the School of Dental Medicine and University criteria, policies, and procedures regarding faculty tracks, reappointment, promotion and tenure, as applicable;
- continue to add to the knowledge base in his/her area of expertise;
- develop a professional network which includes mentoring committee's recommendations and those personally identified;
- maintain confidentiality;
- strive for academic excellence in all areas of field of expertise and provide documented evidence of productivity, particularly in the area of publications and teaching.
- maintain a record of teaching evaluations.

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