



Guidelines for the School of Design Faculty Mentoring Program

Mission

The School of Design is committed to the development and retention of excellent faculty. The faculty mentoring in each department aims to help untenured junior faculty to develop their professional careers at Penn.

The School of Design strongly supports and encourages faculty mentoring, as follows:

- The department chairs oversee the mentoring within their academic unit;
- Tenured faculty, professors of practice, and emeritus professors may serve as mentors to untenured junior faculty;
- Procedures are developed to identify and address problems in the developing stages of the careers of untenured junior faculty;
- A system for documenting progress is established and maintained; and
- Information about the faculty mentoring program, policies, and procedures is provided to new faculty when they arrive at Penn. Each new faculty member reviews this information with his or her faculty mentor.

Definition of Faculty Mentoring

A faculty mentor is a senior faculty member, professor of practice, or emeritus professor who advises or guides a junior faculty member about how to achieve professional development and academic success. In the School of Design, the faculty mentor will help the mentee create an agenda for working toward his or her professional goals as well as offer insights into how to build an academic career. The mentor – mentee relationship must be built on a foundation of trust.

Role of the Department Chair or Program Head in Mentoring

The department chair has overall responsibility for the success of the faculty mentoring program. The department chair must implement the department faculty mentoring program and assign a faculty mentor to each untenured junior faculty member. The dean of the School of Design chair should explain the faculty mentor program in the junior faculty member's initial letter of appointment. The department chair assigns a faculty mentor to the junior faculty member when the junior faculty member arrives on campus.

The department chair will monitor the effectiveness of the faculty mentoring program, ensure that appropriate documentation exists, meet with mentors and mentees, and make changes as needed.

Reporting and Evaluation

The faculty mentoring program will have a uniform reporting and evaluation process throughout the School of Design:

- There will be a simple record of all meetings with the mentee;
- Mentor and mentee will meet at least twice a year; and
- The meetings will focus on developing an academic career, including research, teaching, publications, networking, and policies and procedures for reappointment and promotion.

By July 1 of each year, the department chair will submit to the Dean of the School of Design:

- A list of all untenured junior faculty and their mentors for the next academic year; and
- A report of the prior year's mentoring activities, including a listing of mentors, mentees, and meeting dates.

Each year, the Dean of the School of Design or the dean's designate will confer with both the mentor and mentee to evaluate the relationship. If the relationship, for whatever reason, is regarded as undesirable, a new mentor will be recruited for the junior faculty member.

Periodically, the School of Design will evaluate its mentoring program to ensure it is meeting its stated purpose.

Selecting a Faculty Mentor

- Each untenured junior faculty member may be assigned one or more mentors at the rank of associate professor with tenure or above (including professors of practice and emeritus professors). Usually, the faculty mentor will be in member of the mentee's department. But the mentor may be chosen from other departments or schools if more suited to the mentee's academic program;
- Department chairs should not appoint themselves as mentors because they will likely have to make decisions about reappointment and promotion concerning the untenured junior faculty;
- The mentee may change mentors if he or she chooses, with the department chair's approval; and
- The department chair identifies a mentor in the new faculty member's initial letter of appointment.

Responsibilities of the Mentor

The mentor should:

- be accessible to the mentee and meet with him or her at least twice a year.
- provide the mentee with constructive comments;

- advise the mentee about how to develop an academic career, including research or related scholarly activities, budgeting time, teaching, 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 about scholarship, publications in professional journals, exhibitions, supervising students, presenting at conferences, research support, consulting, and collaboration with colleagues;
- be familiar with resources for faculty development offered by the University, School of Design, and the department;
- advise the mentee about the importance of networking and networking strategies;
- be familiar with and explain the department, School of Design, and University criteria, policies and procedures regarding faculty tracks, reappointment, and promotion and tenure; advise mentee that recommendations for reappointment and promotion are the responsibility of the department chair and the mentee should address questions about his or her own situation to the department chair;
- advise the mentee about the importance of being a team player;
- maintain confidentiality;

Responsibilities of the Mentee

The mentee should:

- assume responsibility for his or her career;
- ask for and accept advice and constructive criticism;
- actively participate in the mentoring relationship;
- become familiar with the department, School of Design, and University criteria, policies, and procedures about faculty tracks, reappointment, and promotion and tenure;
- continue to add to the knowledge base in his or her area of expertise;
- develop a professional network which includes mentor's recommendations and those personally identified;
- maintain confidentiality in relationship with mentor; and
- strive for academic excellence in all areas of expertise and provide documented evidence of productivity, especially in teaching, publications, or other scholarly activities;