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Memo

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THE PROVOST

xc: V. Price

To: Ronald Daniels, Provost

From: Richard J. Gelles, Ph.D. Dean

Date: June 29, 2007

RE: School of Social Policy & Practice Mentoring



As you know, the School of Social Policy & Practice is a small school with no department structure. We have 20 standing faculty, two of whom are in Clinician Educator positions.

The school mentoring process was put into place when I was appointed Dean in 2003. The process is as follows.

1. All faculty hired into standing faculty, tenure line positions are matched with a colleague-mentor. The matching is based on the teaching and scholarly interests of the newly hired faculty member and the faculty mentor.
2. Faculty mentors are asked to hold an initial informal meeting with the newly hired faculty member within the first month of the academic year. The purpose of the meeting is to discuss the newly hired faculty member's teaching assignment, program of research, planned or potential scholarly presentations, planned or potential submissions of scholarly articles, and planned submissions of proposals for external funding. The faculty mentor is expected to provide advice as to valuable networks and resources, both within the school and through the university.
3. The mentor and new faculty member then decide on an appropriate schedule of follow-up meetings. At a minimum, meetings should occur to discuss papers, submitted journal articles, grant applications, reviews of submitted journal articles, and reviews of submitted grants.

4. Either the faculty member or the mentor may request that the Dean assign a new mentor to the faculty member based on interests or specializations.
5. At the time of the 3-year review, the mentor is expected to make a presentation to the faculty regarding the faculty member's progress. If specific resources are needed to enhance the faculty member's teaching, scholarship, or service, they are discussed as part of the 3-year review.
6. On occasion, a group of faculty members may be appointed at the time of the 3-year review to provide substantial assistance to a faculty member, including research design, statistical methodology, appropriate journal venues for publications, appropriate colleagues from the profession who might be willing to review articles, grant proposals, or reviews.
7. To ensure that the mentoring relationship is meeting the expectations of both parties, the dean or the dean's designate will confer annually with both mentor and junior faculty member to evaluate the relationship.