

Faculty Mentoring Guidelines

Penn Dental Medicine is committed to the recruitment and retention of excellent faculty. A mentoring system for all junior faculty (Assistant Professors in the Tenure, Clinician Educator, Academic Clinician and Research Tracks, as well as Associate Professors in the Tenure Track who have not yet achieved tenure) is fundamental to the attainment of that goal. The purpose of these Faculty Mentoring Guidelines is to provide guidance for junior faculty, mentors and department chairs during the years leading up to promotion to Associate Professor and/or tenure, and to ensure the ability of junior faculty to succeed at each reappointment and ultimately promotion.

Program Oversight

Oversight and support of the Mentoring Program will be provided by the Director of Faculty Advancement and Diversity, who reports annually to the Dean about the program.

Assigning Mentors

Standing Faculty. A Mentoring Committee will be formed for each junior faculty member in the Standing Faculty (Tenure and CE Tracks), in consultation with the Department Chair and the Director of Faculty Advancement and Diversity, within the first four months after appointment. Each mentoring committee will be comprised of the Department Chair and at least two additional individuals.

- One member of the Mentoring Committee should be a research mentor who can help guide the junior faculty member in scholarly development. If appropriate, this individual may be from a department other than that of the junior faculty member or from a component of the University other than Penn Dental Medicine.
- One member must be a Full Professor in the Standing Faculty who is familiar with the requirements of the Penn Dental Medicine appointment and promotion process.
- A Committee Chair (who is not the Department Chair) shall be selected.
- When appropriate, new members of the mentoring committee can be recruited at the request of the mentee or the Committee Chair.

Academic Clinician Track. One or more mentors will be assigned to each junior faculty member in the Academic Clinician Track, in consultation with the Department Chair and the Director of Faculty Advancement and Diversity. This should be a faculty member who is familiar with either the teaching or clinical commitments (or both) of the mentee.

Research Track. In most cases, Research Track faculty will work in the laboratory of a senior faculty member, who will serve as a mentor, although an additional mentor may also be appointed. In cases of independent Research Track faculty, the Department Chair in consultation with the Director of Faculty Advancement and Diversity will appoint a senior faculty member with expertise in the mentee's area of research as a mentor.

Responsibilities of Mentors

Mentors are expected to help junior faculty members meet the expectations for promotion to Associate Professor (and to tenure where appropriate) by monitoring progress and helping the mentees recognize areas that need improvement. 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 insights into the realities of building an academic career.

An important responsibility of mentors is to ensure that Assistant Professors, especially those in the Clinician Educator Track, have adequate time scheduled for scholarly activities. Mentors do not simply serve as role models for mentees but are active participants in the faculty development process. However, junior faculty members are ultimately responsible for compiling a record of scholarship and teaching that merits promotion. Responsibilities of mentors are found in [Appendix 1](#), while those of mentees are listed in [Appendix 2](#).

Academic Plans

The Department Chair will prepare an Academic Plan that provides the proposed break-down of the professional responsibilities of the candidate by percent effort devoted to research, clinical services, teaching and administration, as well as a brief description of goals in each area. An Academic Plan template can be found in [Appendix 3](#). The Academic Plan for each junior faculty member should be provided to the mentors by Department Chairs and should be updated annually. The expectations for faculty in each of the four full-time tracks can be found in [Appendix 4](#).

Meetings

Mentors should meet with mentees within the first semester after the initial appointment to ensure that they understand the requirements for tenure and/or promotion. Mentors must meet with their mentees on a regular basis thereafter, at least twice a year, until the faculty member is promoted to Associate Professor and/or achieves tenure. Information that should be available at each meeting should include:

- A current curriculum vitae using the template in the Faculty Affairs section of Inside PDM.
- The current Academic Plan.
- Progress since the previous meeting.

The outcome of the meeting should be a list of both short-term goals (to be achieved before the next meeting, for example) and longer-range goals.

The minutes of these meetings will be shared with the Department Chairs and the date and attendance of the meeting should be provided to the Director of Faculty Advancement and Diversity.

In addition to formal meetings, mentors should be available to mentees on an informal basis as needed.

The Director of Faculty Advancement and Diversity will be available to meet, as necessary, with junior faculty members, either alone or together with their mentors and/or department chairs to discuss mentoring issues. Should difficulties arise with respect to junior faculty clinical, administrative, research and/or clinical assignments, these will be resolved by the Dean and the department Chair.

Faculty Professional Development Programs

Leadership Programs. Penn Dental Medicine encourages faculty members to participate in faculty development and leadership programs offered by the University, as well as by national organizations. Examples of such programs are:

- **Penn Fellows Program**, designed to provide leadership development to select Penn faculty in mid-career.
- **ADEA (American Dental Education Association) Leadership Program**, designed to develop the nation's most promising individuals at academic dental institutions.
- **ADEA Summer Program for Emerging Academic Leaders**, designed for faculty members who have been at their institution for less than three years and who have demonstrated the potential for making significant contributions to academic dentistry.

- **ADA (American Dental Association) Institute for Diversity in Leadership Program**, designed to mentor promising leaders with potential to impact diverse communities.
- **ELAM (Executive Leadership in Academic Medicine) Program for Women**, designed to develop the skills required to lead and manage in today's complex health care environment.
- **Management Development Program, Harvard Institutes for Higher Education**, designed to prepare mid-career faculty to become better leaders.

Programs to Improve Pedagogy. Penn Dental Medicine collaborates with the Penn Center for Teaching and Learning (CTL) to conduct frequent workshops on best practices in clinical teaching.

Manuscript and Grant Writing. The Office of Faculty Affairs and Professional Development in the Perelman School of Medicine offers numerous courses that are open to Penn Dental Medicine faculty; see in particular the section on Scientific Writing <http://www.med.upenn.edu/fapd/professional.shtml>

Penn Forum for Women Faculty. This organization spans all 12 schools at Penn and provides numerous resources, primarily for women faculty, although some events are open to all faculty. <http://provost.upenn.edu/faculty/pfwf>

FOCUS on Health & Leadership for Women. This program at the Perelman School of Medicine provides extensive programming, much of which is open to Penn Dental Medicine faculty. <http://www.med.upenn.edu/focus/>

Annual Evaluation of Junior Faculty

Primary evaluation of junior faculty is the responsibility of Department Chairs, who will take the minutes of the mentoring committee meetings into account in their evaluations. In addition, the Director of Faculty Advancement and Diversity will meet annually with all junior faculty members, as well as the chairs of the mentoring committees, to ensure that the mentoring relationship is meeting the expectations of both parties and to evaluate their relationship.

The climate surveys of faculty undertaken periodically by the University and by Penn Dental Medicine will be used to evaluate the efficacy of mentoring in fostering faculty development.

There is a great deal of information relevant to both mentors and mentees on Inside PDM https://inside.dental.upenn.edu/doc/intra/faculty_affairs/resources.php

APPENDIX 1

Responsibilities of Mentors

Mentors should:

- Be accessible to their mentees and meet with them on a regular basis.
- Provide constructive feedback.
- Advise mentees on issues related to developing an academic career, including research, teaching, administrative responsibilities, and service.
- Advise mentees on setting priorities (particularly important for faculty with clinical responsibilities).
- Assist mentees in establishing short-term and long-term career goals.
- Provide guidance and information regarding issues such as scholarship, publications, supervision of trainees, presentations at conferences, research support, administrative duties, consulting, collaboration with colleagues.

- Provide constructive criticism and monitor progress in teaching.
- Assist mentees in identifying the 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.
- Be familiar with resources offered by the University, Penn Dental Medicine and the Perelman School of Medicine regarding issues relating to faculty development (grant and manuscript writing, funding opportunities, supervisory skills, and interpersonal skills).
- Advise mentees concerning the importance of networking and networking strategies.
- Be familiar with the Penn Dental Medicine and University criteria, policies, and procedures regarding faculty tracks, reappointment, promotion and tenure (see Appendix 5).
- Advise mentees on how and when to say “no.”
- Maintain confidentiality.

APPENDIX 2

Responsibilities of Mentees

Mentees should:

- Assume responsibility for their careers.
- Ask for and accept advice and constructive criticism.
- Actively participate in the mentoring relationship.
- Become familiar with the Penn 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 their area of expertise.
- Develop a professional network that includes the mentoring committees’ recommendations, as well as those personally identified.
- Maintain confidentiality.
- Strive for excellence in all areas of expertise and provide documented evidence of productivity, particularly in the area of publications (where required) and teaching.
- Maintain a record of teaching evaluations.