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**Policy/Guideline Custodian:** Associate Dean  
of Faculty Affairs  
**Category:** Human Resources

<b>Title</b>
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**Faculty Mentorship**

<b>Policy</b>
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**Policy Statement**

The University of Florida mandates that a faculty mentoring program be established to assist/guide faculty in their academic career development with the primary goal being the attainment of promotion and/or tenure. In response to this regulation and in support of the development of its faculty at all levels, the University of Florida’s College of Dentistry (UFCD) has developed the following policy on faculty mentorship. Faculty (tenure accruing and non-tenure accruing) hired after November 7, 2000, regardless of rank, must be assigned a mentor.

UFCD is committed to the professional development of its entire faculty regardless of rank or track. Providing support and guidance through mentorship to its faculty is fundamental to that commitment. Although the university currently requires one-on-one mentoring of junior faculty, UFCD has adopted a more rigorous and diverse mentoring system to more effectively serve the variety of roles that faculty members play in the college. Specifically, in an effort to provide the necessary career-development direction for all faculty members, a formal Individual Career Development Committee (ICDC) will provide a broad scope of guidance in all aspects of professional development to better facilitate promotion and/or tenure.

The department chair and/or division director has the ultimate responsibility to oversee faculty members’ academic career development. The ICDC is to advise the faculty member and the chair in the process of academic career development. The chair, faculty member, and ICDC should work closely and continuously to help ensure that the faculty member is successful in the pursuit of an academic career. However, the ultimate responsibility for career development success lies with the faculty member.

Due to the complexity and diversity of the roles among our faculty tracks and varying roles within a track, the breadth and depth of the mentoring required may be different for each faculty member. The following guidelines for mentoring faculty are intended to be the minimal level of mentoring. In no case is the mentoring of any faculty member in the college limited to these guidelines. If approved by a faculty member's chair and the dean or the dean's designee, a more rigorous method of mentoring may be applied.

All faculty members, in consultation with their chair and the Associate Dean for Faculty Affairs, will form an Individual Career Development Committee (ICDC) within the first three months of employment. It is suggested that input from the mentee be used in the selection of committee members.

The ICDC will be composed of at least two faculty members selected by the chair in consultation with the faculty member and Associate Dean for Faculty Affairs. The goal is to assemble a committee of individuals that will cover the various areas of career development required of the specific faculty member. When appropriate, new members for the ICDC may be added or substituted at various stages of the faculty member's career to meet specific needs of the individual.

At least one member of the ICDC should be a mentor who can help guide the faculty member in traditional academic development (e.g. research, teaching, clinical service, administration). In addition, at least one member must be a faculty member who is familiar with the requirements of the college as well as the university's promotion and tenure process. Finally, the professional skills and experience of each committee member should be diverse, to ensure a well-rounded mentoring experience. If appropriate, committee members may be from a department other than that of the faculty member or from a component of the university other than the College of Dentistry.

The individual faculty member is ultimately responsible for compiling a record of teaching, scholarship, and service that merits promotion and/or tenure according to the Promotion and Tenure guidelines for the faculty member's specific track. ICDCs should support faculty members in meeting all the expectations for promotion and/or tenure by monitoring progress and making them aware of areas that need improvement. Thus, it is expected that the ICDC will assist mentees in creating a plan for working toward their professional goals and will counsel mentees on the realities of their career track and trajectory. As such, the ICDC mentors are active participants in the process and do not serve merely as role models for the mentees.

The ICDC should meet within the first six months of the faculty member's appointment to help ensure that the faculty member understands the requirements for promotion and/or tenure.

The ICDC must have formal meetings at least twice a year, until the faculty member is promoted to associate professor and/or achieves tenure. Meeting requests should be initiated by the individual faculty member. Subsequent meetings between the ICDC and the mentee may be held on an as-needed basis, although it is highly recommended that formal meetings occur at least annually outside the annual evaluation performed by the department chair. The ICDC should review the P&T guidelines and progress towards promotion yearly. The ICDC should provide written feedback by email to the department chair and Associate Dean for Faculty Affairs after each meeting. A completed Appendix A may serve as this written feedback. The department chair will use the input of the mentoring committee to advise the faculty member. The ICDC members should be available to the faculty member on an informal basis, as needed. The Associate Dean for Faculty Affairs is available to meet, as necessary, with faculty members, either alone or together with their ICDC and department chair, to discuss mentoring program issues.

The department chair will evaluate each faculty member annually on the faculty member's progress. Areas of evaluation should include research, teaching, service, and clinical activities (where applicable). In addition, the chair should discuss expectations for performance and sufficiency of activity to meet the requirements for promotion and/or tenure. Finally, the annual evaluation should identify short-term and long-term goals and career objectives. Based on the reviews, the department chair will advise the faculty member as to improvement needed in the next year to strengthen the faculty member's probability for academic advancement.

**Forms and Documentation:** The written letter of offer for each new faculty member will include a breakdown of the professional responsibilities of the candidate by percent effort, as well as a brief description of goals related to scholarly activity/research, clinical activity, service, teaching, and administration. In addition, the letter of offer will designate the academic track (i.e., single mission, multi-mission, or tenure track). That letter should be used to help guide and design an appropriate academic plan. Within six months of hire or promotion, the department chair or their designee, in consultation with the faculty member and the Associate Dean for Faculty Affairs, will prepare a written academic plan for the faculty member. In addition, within six months of hire or promotion, the faculty member should complete an "Activities and Goals" form (Appendix A). Together, these documents will be used by the ICDC to help guide and assess the progress made by faculty members. Finally, all faculty members should maintain an up-to-date curriculum vitae (CV) to assist with annual reporting to their ICDC, as well as the University's "Promotion, Tenure & Permanent Status Template".

**Program Oversight:** The Associate Dean for Faculty Affairs will provide ongoing oversight and support for the mentoring program. The Office of Faculty Affairs will be responsible for

coordinating all activities of the program and will report the status of the program to the dean on an annual basis. The Associate Dean for Faculty Affairs will confer annually with all ICDCs and faculty members to ensure that the mentoring relationship is meeting the expectations of all parties and to evaluate the relationships. Documentation will include a notation of dates of all meetings held between the ICDC and the faculty member. Should difficulties arise with respect to the faculty member's teaching, research, or clinical assignments, resolution will be the responsibility of the dean and the department chair.

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### References

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[University of Florida Regulation 7.010](#)

[Promotion and Tenure Guides](#)

[UFCD Tenure, Promotion and/or Appointment Policies and Guidelines](#)

Appendix A: Guide for ICDC meeting and reporting of current Activities and Career Goals of the Faculty Member

Appendix B – Individual Career Development Committee (Mentor Committee)

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### Contact Information

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#### Policy Contact(s)

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### Important Dates

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- Effective Date, August 2014, Approver: Dr. A. Isabel Garcia, Dean
- Revision and Review, September 2020, Approver: Dr. A. Isabel Garcia, Dean
- Revision and Review, March 2022, Approver: Dr. A. Isabel Garcia, Dean

**Appendix A: Guide for ICDC meeting and reporting of current Activities and Career Goals of the Faculty Member**

<http://dental.ufl.edu/about/human-resources/for-faculty/faculty-tenure-promotion-information/>

**Faculty name:**

**Department, track and rank:**

**Date of meeting and members present:**

**AIM:** The primary purpose of this form is to document targeted activities that are consistent with the mentee’s career goals and subsequently move the mentee towards promotion. This document may also serve as the agenda so that mentors may provide helpful and efficient guidance during the meeting of the Individual Career Development Committee (ICDC). The mentee shall complete Sections 1, 2, and 3 and forward to ICDC members 1-2 weeks before the upcoming meeting. Providing this form from last year is also strongly suggested. Complete this form so that it works best for you.

**PROCESS:** *Mentee should complete Section 1 and update each year when appropriate.*

*Section 2 allows mentee to provide a narrative on progress over the past year in completing the goals from section 3 of the previous year.*

*Section 3 is about new or revised objectives and action steps to be taken in the next year that result in accomplishment of the targeted career goals. Some goals from the Faculty ToolKit may transfer to this section but many do not. **It is not necessary to list the courses to be taught, committee memberships, or that you will publish x papers (this is the status quo).** Only list these if relevant for discussion at that meeting. Use this section to create actions where you will improve your performance, gain new skills, and other needed specific actions that further your career towards tenure and/or promotion.*

*Examples – ambiguous to targeted are as follows: a) Lecture in DEN9876, b) Improve my teaching in DEN9876, C) Improve my visual aids for DEN9876, D) Attend a seminar at the Center for Instructional Technology and Training titled “Improving Instructional Media” during the fall semester to improve my teaching in DEN9876.*

*Action steps should be specific and well defined and provide a time-line or end point. Following the meeting and any requested edits, the mentee then forwards this updated form to the committee, the Office of Faculty Affairs, and their Department Chair.*

*This form as word document is available from the Office of Faculty Affairs. Edit this form to suit your needs.*

***Italic text should be deleted before forwarding to your mentors.***

**Section 1. Long term goals**

What are your career goals for the next 2-5 years?

What would you like to be doing at the peak of your career?

**Section 2. Provide a brief narrative review of progress towards last year's goals.** *You may note progress and if adjustments are needed to objectives/actions/accomplishments from the last report. Include obstacles that hindered progress towards or meeting your objectives. This should be discussed at the meeting. **Italic text should be deleted.***

**Clinical Practice:**

**Teaching:**

**Scholarship/research:**

**Service (local, national, international):**

**Section 3. List objectives and targeted actions/accomplishments in each domain for the next year.** *Complete one or more for each professional domain that is relevant. Include individual action steps for growth objectives that requires actions when appropriate. Consider this the to-do list for improvement the next year. **Italic text should be deleted.***

**Clinical Practice:**

**Teaching:**

**Scholarship/research:**

**Service (local, national, international):**

**Section 4. Additional focus**

Is there anything specific that you would like to obtain from this mentorship program that has not been addressed?

Additional comments and summary of the meeting if needed.

## Appendix B – Individual Career Development Committee (Mentor Committee)

List of potential goals or activities to discuss and plan. This list is suggestive and not intended to be comprehensive. Not all apply to each faculty.

### Teaching

- Create a teaching portfolio (Section 11 of P&T packet)
  - Write a teaching philosophy
  - Document course lectures
  - Changes / improvements to courses
  - Target course directorship
  - Create a new course
  - Improve or create teaching materials
- Receive regular Peer teaching evaluations
- Workshops and training received
- Be a mentor / advisor (academic / scientific)
- Educational publications or presentations
- Educational leadership goals

### Service

- Department committees
- College committees (2+ years once you better understand how the college works)
- University committees (5+ years – not required)
- Local community outreach
- K-12 activities
- Discipline (local, national, international)
  - Associations
    - Special interest groups
    - Scientific/poster review committees
    - Accreditation / site evaluator
  - Invited lectures

### Clinical Practice

- Create a clinical portfolio (Section 32 of P&T packet) that that describes:
  - Unique skills
  - Underserved patients seen
  - Procedures performed
  - Volume of work performed
- New skills to develop
- Clinical leadership
- Collect documentation of work (peer evaluation)
- Clinical publications or presentations

### Personal Growth

- Orientation to work assignments
- Barriers to progress
- Stress management
- Conflict resolution
- Leadership skills acquisition
- Assertiveness training
- Time management
- Communication skills
- Mentoring of others

### Scholarship/Research

- Scientific publications
- Other scholarly works
- Projects and collaborations
- Grants
- Invited lectures