Herman Ostrow School of Dentistry Mentoring Programs and Activities Summary 2012

With the alignment of the Schools of Dentistry, Occupational Science and Occupational Therapy (OT), and Biokinesiology and Physical Therapy (PT) under the Herman Ostrow School of Dentistry (SOD), many of our mentoring processes are still evolving. The mentoring programs of OT and PT as unique divisions are described separately from the five divisions of Dentistry; but it is important to note that all divisions submit to the Faculty Development Committee (FDC) at Ostrow SOD for consideration of promotion for tenure track and non-tenure track faculty members, sabbatical leaves and non-reappointment considerations within their programs.

Herman Ostrow School of Dentistry is committed to the development of a culture of mentoring that involves all faculty, staff and students and to the establishment of written policies to ensure that all mentoring and promotion practices are appropriate and fair. We are making a concerted effort to adhere to regular, announced timelines for submission of required documents, which necessitates close monitoring of candidates and expert staff support for dossier preparation.

**Mentoring Program Process—All Faculty Members**

- A password-protected link to our school mentoring page is available for all faculty. The page provides tenure and promotion policies and procedures as well as additional links to University sites.
- Mentoring is a reportable activity on the school’s Annual Review form.
- Faculty are regularly nominated for, and one has received, a Mellon Mentoring Award.
- Each division will form an internal mentoring group to advance the scholarship, teaching and service of its faculty members with the intention of facilitating their promotion in rank.

**Mentoring of Tenure-track Faculty Members**

- The Associate Dean of Academic Affairs, in collaboration with the Chair of the FDC, oversees new tenure track faculty at entry-level and assures orientation and assignment of official mentor(s) appropriate to the career of the probationary faculty member.
- Division chairs and their Section Chairs are responsible for general career mentoring for all faculty members and the Division Chairs address the issue with each faculty member at individualized, annual faculty evaluation meetings.
- The Dean will assure available resources for the tenure track faculty and can provide, as needed, for activities such as travel to scholarly meetings.
- FDC participates actively during dossier preparation for promotion, and often assigns a senior faculty member to personally work with the candidate. The Committee periodically reviews each junior faculty’s mentoring needs and thoroughly discusses and reassesses mentoring with the junior member at the third-year review.
- Third year reviews are conducted for all probationary faculty by the members of the FDC, with written assessments provided to the candidate and to their chair.
- Chairs and their probationary faculty are provided with the most recent copy of the UCAPT Guidelines from the Provost’s office.
- Chairs are provided Guidelines to assist the chair and the candidate in preparing a dossier that reflects the scholarship, teaching and service of the candidate

**Mentoring of Non-Tenure-track Faculty Members**

- The FDC has been active in monitoring and mentoring individual faculty members for their progress toward promotion on the non-tenure track. We are continuing work to expand our full-time, non-tenure track faculty mentoring. This attention has produced the outcome of promotions for the full-time research and clinical non-tenure tracks, as well
as for the part-time clinical non-tenure track faculty.

- A new set of guidelines for promotion of 1) non-tenure track faculty members and 2) Clinical Scholars has been created and sent to the Provost office for approval. As soon as they are returned to the School by the Provost they will be posted online at the Ostrow SOD website.

**Student Mentoring – PhD and Master’s In Craniofacial Molecular Biology**

- The faculty member sponsors are responsible for mentoring all doctoral degree students in the Craniofacial Biology Program. A formal Dissertation Guidance Committee is established in the first year of training that consists of the student’s principal investigator and 3-4 other peer scientists who can assist in the mentoring of the student in relevant research themes.
- Faculty members are responsible for acquiring external funding to support the research programs executed by post-doctoral fellows and these successful senior scientists also are responsible for the training and mentoring of the post-doctoral fellows with whom they work.
- Master’s level graduate students are mentored by faculty members who serve on their thesis committees.
- The principle advantage of the CBY training program leading to either the MS or PhD degree is its adaptability. Graduate students take a small core of biomedical science courses (4 courses) and then the Guidance Committee mentors the student in scientific themes and in their selection of courses that optimize their research project for timely completion.
- The Craniofacial Biology Program has an active faculty member committee who regularly reviews the curriculum and core classes, seeking to optimize the training experience of our students and thereby improve their placement in academic positions upon their matriculation.
- DDS students are mentored by the Office Academic Affairs staff, PBL case facilitators, Group Practice Directors and in “one-on-one” laboratory and clinical teaching settings.

**Division of Biokinesiology & Physical Therapy**

**Mentoring Program Process**

- The Division Chair, Dr. James Gordon, is responsible for general career mentoring for all faculty and addresses it with each faculty member at individualized, annual faculty evaluation meetings.
- A formal mentoring program was implemented in 2008 for all adjunct faculty who have responsibility for direction of a course.
- Informal mentoring opportunities are available for all faculty.

**Mentoring of Tenure-Track Faculty**

1. New tenure-track faculty meet with the senior faculty during year three of the tenure process for a preliminary review.
2. The Research Advisory Committee is responsible to help mentor faculty in the process of obtaining funding. This may involve identifying individual faculty needs, counseling on structure of applications to individual granting agencies, etc.
3. Faculty have access to external review by experienced scientists, funded by the Division, to enhance grant applications prior to submission to the funding agency.

**Mentoring of Non-Tenure Track Faculty**
1. Formal mentoring of adjunct faculty was initiated in 2006
2. Members of the Division Executive Committee are charged with overseeing the orientation and continuing education of new adjunct faculty in the areas of:
   a. Teaching
   b. Examination preparation and grading
   c. Working with small groups in clinical activities
   d. Service opportunities
   e. Scholarly activity
   f. Supervision of teaching assistants
   g. Promotion

**Student Mentoring - PhD:**
1. Upon successful completion of the screening examination, the student and major advisor selects a guidance committee for continuing course work and independent study. The guidance committee comprises five members: 3-4 faculty from the Division of Biokinesiology and Physical Therapy (one of whom serves as the committee chair) and 1-2 faculty members from outside of the Division.
2. Students participate in the Survival Seminar Series whose purpose is to prepare graduate students with the knowledge and skills to succeed in their various roles as graduate students, researchers, teachers, and developing professionals. Each seminar is led by a different faculty member and deals with a topic related to being a graduate student. (i.e. teaching skills, research issues, ethics, career preparation, general survival skills, etc.). The seminar is held 4 times a semester.

**Student Mentoring – DPT**
1. All full-time and some part-time Divisional faculty serve as Mentors of students. Each student is assigned a Faculty Mentor at the beginning of their academic tenure.

2. Mentors:
   a. Review with students, each academic term, their academic, clinical and professional behavior status.
   b. Counsel students regarding their progress and status.
   c. Recommend and refer students for special assistance.
   d. During year one and two assist students with their service learning project.

**Division of Occupational Science and Occupational Therapy**

**Mentoring Program Process**
- The Division Chair, Dr. Florence Clark, is responsible for general career mentoring for all faculty and address it with each faculty member at individualized, annual faculty evaluation meetings.
- The Division Chair meets annually with all tenure track faculty as a group to review departmental policies and procedures, and address questions regarding the tenure process. The faculty sponsor or other senior investigators generally carry out post-doctoral and doctoral training and mentoring.
- A formal mentoring program was implemented in Fall 2011 for all tenure track (non-tenured) faculty coordinated (see details below).
- Informal mentoring opportunities are available for all faculty, and a process is in place to examine mentoring needs for all faculty (see details below).
Mentoring of New Tenure-Track Faculty

In response to the hiring of several new tenure-track faculty, the Division of Occupational Science and Occupational Therapy initiated a formal mentoring program for all (non-tenured) tenure track faculty (Assistant Professors). This program is coordinated by Sharon Cermak. Each faculty member identifies a mentoring committee which includes a minimum of three faculty, Dr. Cermak, one senior faculty member from within the OS-OT Division and one faculty member external to our Division who is within the faculty members area of research. Mentoring meetings with the Committee as a whole are held a minimum of once a semester.

Focus and Scope of Mentoring

1. The Mentoring Committee discusses all aspects of work with the mentee: collegial relations, teaching, research, and general adjustment. The mentee is responsible for convening the committee, preparing material for committee member review, and maintaining a written timeline that shows progress toward academic goals.

2. In the event a mentee decides to withdraw from USC as a result of a negative third year or mandatory six year review, the role of the Mentoring Committee is to assist the mentee in reviewing options outside the university and in preparing for alternative career paths. It is the responsibility of the committee to coach and support a faculty member through all phases of development, even as goals may change.

3. Mentoring Committees may be appointed for faculty at any rank. The purpose in these cases may be to assist an associate in preparing for future promotions; to change areas of specialization and teaching; or to address other challenges such as preparing for retirement.

The Division of OS-OT is examining interests from our full-time and part-time non-tenure track faculty in a formal mentoring program. We have conducted interviews with several non-tenure track faculty who have expressed interest in such a program. We plan to develop and implement a survey to determine if there is broad interest and the type of mentoring that non tenure-track faculty would find most interesting. Based on the results of the survey, we will develop a program in Spring 2012 with plans for implementation in Fall 2012. Our goal is that every faculty member who wants to participate in a mentoring program will be able to do so.

Student Mentoring: The Division of OS-OT has an active student mentoring program. All PhD students are being mentored in a research immersion program in which they spend a minimum of 18 hours a week in the faculty members’ research lab. In addition, they participate in mentoring others who are involved in the faculty research labs. All OTD students are being mentored by a faculty member. At the Professional level MA program, all first year students are partnered with a second year student who serves as their mentor.