Krieger School of Arts and Sciences
Faculty Mentoring Action Plan
Goals and objectives

The primary goal of the faculty mentoring program in the Krieger School of Arts and Sciences (KSAS) is the career development of the School’s tenure-line faculty members to support the instructional and research missions of the University. This principal goal includes the mentoring of assistant professors for a successful promotion to associate professor with tenure, and the continued mentoring of our associate professors as they develop their careers on the path toward promotion to full professor and full citizenship and responsibility within the School. Whatever the outcome of promotion decisions, we believe that mentoring is a key catalyst for the intellectual and personal growth of our faculty and necessary to cultivate and enhance their research and teaching skills as well as their independence as scholars.

Description of Faculty Mentoring Program Implementation, including strategies that are aligned with JHU Principles of Faculty Mentoring

Initiated in 2008, the KSAS Junior Faculty Mentoring Program offers all tenure-track assistant professors two senior mentors, one from within the department and one from outside of the department. Additionally, the mentoring program from Fall 2015 will offer junior tenure-line professors the opportunity to meet periodically in groups with other junior professors, with recently tenured associate professors, with senior faculty mentors, with the Vice Dean of Natural Sciences and with the Vice Dean for Humanities and Social Sciences. Workshops of potential interest to junior faculty will also be provided on a periodic basis.

While strongly encouraged, participation in the KSAS faculty mentoring program is voluntary. The pillars of the KSAS faculty mentoring program are two mentors assigned to every assistant professor. Two mentors, one internal and one external to the faculty member’s tenure-home department, are typically assigned by the Dean’s Office—usually by the respective Vice Deans—during the first semester of a junior professor’s residence in KSAS. Mentors are assigned in consultation with the department chair, with the junior faculty member’s research and teaching interests in mind, and sometimes also in conversation with the junior faculty member, as deemed appropriate. Mentees can request, through their department chairs or Vice Dean, to change mentors when better progress can be achieved by doing so.

Conflicts of interest should be avoided in mentor-mentee relationships. If either mentee or mentor believes there is a conflict of interest in the mentoring relationships, the appropriate Vice Dean should be notified.

Prior to 2015, the mentoring program adopted an informal approach, urging informal meetings, often over lunch and/or coffee, between mentors and mentees as they saw best fit, and with little guidance from the KSAS Dean’s Office. Beginning in Fall 2015, the KSAS mentoring program will emphasize formal meetings and agendas, as these have proven to be the hallmark of the most successful mentoring programs.
Mentors are asked to initiate contact and meet with their assigned mentees shortly after the introduction is made by the dean’s office and regularly thereafter. Mentors and mentees are urged to meet at least once each semester, and to prepare for formal meetings in which both research progress and teaching strategies are discussed. Mentoring meetings should be goal-driven and purposeful (see below). While the mentoring program places primary responsibility on mentors to initiate meetings and insure they take place, mentees should not hesitate to initiate meetings or to check in with their mentors should a specific need arise.

At the beginning of each year, the mentor and mentee are expected to establish a set of goals for the mentee on which to focus their discussions over the year. Progress toward these goals should be discussed and assessed at each meeting during the year and at the end of each year.

Topics to be addressed in mentor-mentee meetings and in the goals for annual discussion include but are not limited to:

- overall career trajectory relative to 1, 5, 10 year goals
- progress in research, progress in publications and presentations
- progress in teaching undergraduates
- graduate teaching and advising
- progress toward promotion
- cv checks
- review of all professional and scholarly activities
- progress in leadership skills
- approaches to obtaining grants including networking and grantwriting
- review of mentee’s yearly departmental evaluation (at the election of the mentee)
- appropriate balance between scholarly work and service activities
- when it is appropriate to decline service requests
- ways to handle faculty pressures on URMs
- work/life balance

In coordination with the mentee, mentors should provide teaching feedback after attending at least one course of the faculty member during each year.

It should be understood that all discussions between the mentor and mentee are confidential. This principle is designed to promote complete freedom of expression within the relationship, allowing the mentor and mentee to express thoughts and concerns, understanding that this information will not be communicated outside of those conversations. Exceptions to confidentiality should only be made with explicit permission of the mentee. For example, a mentee’s written annual review could be shared with the mentor only if there is explicit permission from the mentee. Other exceptions should include situations in which there is a violation of professional or research misconduct, in which an individual threatens/ is suspected of harming themselves or others, or in which there is criminal activity.

The mentor-mentee relationship will be supplemented by occasional group meetings of various kinds, which will be organized and facilitated by the relevant Vice Dean:
• Assistant professor/mentee get-togethers to share experiences with mentoring and to provide collective feedback to the Vice Deans
• Assistant professor meetings with recently tenured associate professors
• Meetings of mentors to share experiences and strategies and provide feedback to the Vice Deans
• Workshops for mentees on specific topics such as: Grant writing, teaching (large lecture class, etc. using services of the CER, paper writing, manuscript writing, first book)

On a rotating basis, the relevant Vice Dean will host group lunches with assistant professors and associate professors to discuss the tenure and promotion process and to answer questions related to it. Lunches may target particular groups:

• beginning assistant professors to provide expectations for tenure.
• advanced assistant professors thinking about preparing their dossiers
• associate professors to discuss the expectations for promotion to full professor

Finally, a listserv of mentors will be created to facilitate common communication within this particular group of faculty.

Pilot of Launch Committees in Natural Sciences

Launch committees are designed to offer support and guidance to new junior faculty as they begin their careers at Hopkins. Their goal is to provide advice and encouragement, not evaluation or monitoring. Many junior faculty are anxious about the possibility that senior faculty will form critical judgments of them in this environment, so it is especially important that the launch committee develop a non-judgmental and positive atmosphere. It is also important that committees have an explicit conversation about confidentiality of information shared in the meeting. Committees meet with the new faculty member regularly from the time of hire until the end of the first academic year at Hopkins.

Committee Makeup. Committee members are identified and invited by the Vice Deans with input from the department chair. Each committee has the following members:

• Newly hired faculty member
• Department chair (or, in the case of joint appointments, 2 chairs)
• Senior faculty member from the new faculty member’s department, with research interests related to those of the new faculty member
• Senior faculty member from outside the department, with research interests related to those of the new faculty member (in the case of joint appointments from the second department)
• Convener—senior faculty member likely from an unrelated field, from outside the department, and who has been oriented to the role

Each committee focuses on areas essential to the new faculty member’s success. The discussion and topics are tailored not only to the field, but also to the new faculty member’s needs. Currently we have four Launch committees in the department of Earth and Planetary Sciences. We will evaluate the effectiveness of the program and decide if this model is the best approach for mentoring of junior faculty across all departments.
**Plans to Increase the Number of Trained and Effective Mentors**

We are piloting one cohort of the Master Mentor Program with 10-12 participants on the Homewood campus slated to begin in Feb 2018 and end in May 2018. The Master Mentor Workshop will enhance participants’ effectiveness in mentoring junior faculty.

Faculty will be identified and recruited to participate in the Master Mentor Program (see [http://10x20progress.jhu.edu/priorities/individual-excellence/attract-the-very-best-faculty-and-staff/mentoring-our-mentors/](http://10x20progress.jhu.edu/priorities/individual-excellence/attract-the-very-best-faculty-and-staff/mentoring-our-mentors/)).

The following process for selecting participants was implemented:

- The workshop is intended to help those who have an aptitude to be excellent mentors identify the tools and strategies they can use to excel. The Deans have solicited department chairs to name senior faculty in their department who are most likely to be excellent mentors.
- Faculty members who are nominated for this development opportunity will be sent a letter by the appropriate Vice Dean inviting them to participate.

**Outreach and Educational Efforts To Promote Faculty Mentoring** (e.g., workshops for junior faculty; events for mentors and mentees; annual faculty mentoring awards)

- Information about the KSAS mentoring program will be a part of new department chair orientation.
- Current mentors will be asked for the names of potential new mentors.
- We will ask KSAS faculty mentoring awardees and graduates of the Mentor Program to hold a workshop for current mentors

**Evaluation Methods**

Evaluation of each mentoring relationship will take place during the fall semester of and assistant professor’s third year in KSAS. The relevant Vice Dean (Science and Research or Humanities and Social Sciences) will contact each 3rd-year assistant professor mentee during the fall of his or her third year at Johns Hopkins to ask about satisfaction with mentors and mentoring and to gather formal feedback on the mentoring process. This meeting between assistant professor and Vice Dean will allow the assistant professor to provide advice on what is and is not working for them, and in general, to help fine-tune the process. The meeting and evaluation will also provide the mentee an opportunity to suggest mentor changes and to ask questions of the Vice Dean with respect to the tenure process and timeline.

KSAS will participate in the centrally administered survey of mentees and mentors conducted by the Provost’s Office.

A questionnaire will be administered to mentors periodically for assessment of their experiences and recommendations.
Budget Allocation (e.g., administrative costs; faculty mentoring activities costs and expenditures)

KSAS current administrative staff and Vice Deans will administer

Lunches for Vice Dean meetings with assistant and associate professors

Light snacks and beverages at group meetings of mentors and mentees

Timeline for Faculty Mentoring Program Implementation:

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<th>Planned Action to Promote Faculty Mentoring</th>
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<th>Target End Date</th>
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<tr>
<td>Goal-oriented mentor-mentee meetings</td>
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<td>Vice Dean-organized meetings/lunches with mentees</td>
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<td>Questionnaire to assess mentoring effectiveness</td>
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<td>Expand KSAS participation in the Master Mentors Program</td>
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<td>Mentee, Mentor Workshops</td>
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<td>Launch Committee Pilot</td>
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