The School of Nursing is committed to the development of every faculty member. The purpose of mentoring is to enhance the development of faculty, facilitate independence and develop the next generation of faculty mentors. The School of Nursing Program follows the Johns Hopkins University principles of faculty mentoring. The mentor-mentee relationship is a fiduciary one. That is, when agreeing to serve, faculty mentors promise that they will keep the mentee’s best interest in mind during the period of the mentorship. This type of professionalism is grounded in the virtue of altruism which is a devotion or regard for others (McCammon and Brody, 2012). Additional virtues desirable in both mentors and mentees are honesty, integrity, fortitude, humility, and patience.

Goals and objectives

The overall goal of faculty mentoring is to enhance the development of faculty, facilitate independence and develop the next generation of faculty mentors.

Short-term Objectives:

• Every assistant professor and associate professors upon request will be assigned a primary faculty mentor within 60 days of the initial faculty appointment at JHU SON. Faculty may request a particular faculty member as their mentor.
• Mentors and mentees will meet at a minimum of twice a year.
• Mentors will provide input into the mentee’s annual development plan.
• The mentor relationship will be evaluated by the mentor-mentee annually and reviewed with the Associate Dean for Faculty at the time of the annual faculty evaluations.

Description of Faculty Mentoring Program Implementation, including strategies that are aligned with JHU Principles of Faculty Mentoring (e.g., logistics of faculty mentoring—how does an assistant professor access mentoring?; type of mentoring—one-on-one, group mentoring, etc.; onboarding plan; matching of mentees and mentors)

The Associate Dean for Faculty works with the eligible faculty member to identify a mentor within 60 days of the initial appointment.

Responsibilities of mentees

In order to facilitate a successful mentoring relationship that leads to faculty development success:

1 – The Provost’s office will be conducting an annual faculty mentoring survey that can be used to evaluate any unit’s Faculty Mentoring Plan
Mentees should:

- Take the initiative to set up the first and subsequent meetings with the mentor, as desired. At a minimum, the mentee and mentor should meet 2-3 times during the first year.
- Identify areas of developmental needs within the faculty role.
- Provide adequate time for review and comment if asking the mentor to look at a manuscript, grant application or other materials.
- Be willing to ask questions and open to accepting suggestions for improvement.
- Recognize that discussions are to be kept confidential, or that permission is sought from the other party to share information.
- Integrate their work with the mentor into their faculty development plan that they review with their chair for their annual review and mid-year check in.

Responsibilities of mentors

Mentors should:

- Be willing and available to meet with mentees at least 2-3 times during the first year.
- Be willing to provide honest feedback on mentee success in attaining development goals.
- Provide coaching to the mentee on balancing scholarship, teaching, practice, and service expectations.
- Recognize that discussions are to be kept confidential, or that permission is sought from the other party to share information.
- Provide information on group mentoring opportunities in the SON or university to complement individual mentoring. For example, writing accountability groups for peer mentoring or participating in a Research Center for mentoring by senior faculty members.

At the first meeting, the mentor and mentee should define the expectations of their mentoring relationship. Between six months and a year after starting the mentoring relationship, either party is free to ask for an end to the relationship, without prejudice. This can be communicated directly from one party to the other, or through the Associate Dean for Faculty. If the mentee desires a new mentor, the mentee should identify one in consultation with the Associate Dean for Faculty. The original relationship will continue by mutual agreement for as long as desirable.

Plans to Increase the Number of Trained and Effective Mentors

Three SON faculty members have participated in the Master Mentor Program training.

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

The SON has an Office of Educational Quality and Innovation (OEQi) that provides orientation to teaching and teaching technologies and peer teaching evaluation and mentoring. Faculty new to teaching are partnered with an experienced faculty member for role modeling course management inside and outside the classroom.

1 – The Provost’s office will be conducting an annual faculty mentoring survey that can be used to evaluate any unit’s Faculty Mentoring Plan.
All faculty members are provided with an internal review of any grant going out for external funding. This involves two senior faculty members reviewing the faculty member’s grant and offering recommendations for improvement.

There are several faculty development events throughout the year sponsored by the Office of Science and Innovation and also by the Center for Innovative Care in Aging.

**Evaluation Methods** (e.g., surveys\(^1\), check-ins)

All faculty members create an annual development plan and receive a mid-year check in meeting to determine progress in meeting annual development goals and an annual evaluation at the end of the academic year with a member of the faculty deans group. At both meetings, the vice/associate dean asks about the faculty member’s mentor. We have created a new position of Associate Dean for Faculty and this position will oversee the annual mentoring program evaluation.

**Budget Allocation** (e.g., administrative costs; faculty mentoring activities costs and expenditures)

In addition to providing assistant and interested associate professors with a primary mentor in the School of Nursing, faculty are also provided support to participate in leadership development programs at the University and in national professional organizations. For example, over the past year, faculty have participated in leadership development programs at the JHU Armstrong Institute of Quality and Safety, the JHU School of Medicine, women faculty leadership program, the American Association of Colleges of Nursing (AACN) Faculty Leadership Development program and The National Organization of Nurse Practitioner Faculties Leadership Program.

**Timeline for Faculty Mentoring Program Implementation:**

<table>
<thead>
<tr>
<th>Planned Action to Promote Faculty Mentoring</th>
<th>Target Start Date</th>
<th>Target End Date</th>
<th>Responsible Person/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop a faculty mentoring evaluation plan</td>
<td>Fall 2015</td>
<td>Spring 2016</td>
<td>Executive Vice Dean updated the Faculty Mentoring Program with a Faculty Mentoring Advisory Board that includes Master Mentors.</td>
</tr>
<tr>
<td>2. Faculty Mentoring Workshop at the SON</td>
<td>Spring 2018</td>
<td>Spring 2018</td>
<td>Executive Vice Dean and Faculty Mentoring Advisory Board presented</td>
</tr>
</tbody>
</table>

\(^1\) – The Provost's office will be conducting an annual faculty mentoring survey that can be used to evaluate any unit’s Faculty Mentoring Plan
The Provost’s office will be conducting an annual faculty mentoring survey that can be used to evaluate any unit’s Faculty Mentoring Plan.

| 3. Continued implementation of existing mentoring plan with new position, Associate Dean for Faculty | Spring 2019 | Ongoing | Dean created a new position, Associate Dean for Faculty to lead the Faculty Mentoring Program and to increase and sustain faculty development opportunities. |

REFERENCES:

Johns Hopkins University Principles of Faculty Mentoring
Johns Hopkins University (2003). Bloomberg School of Public, Junior Professorial Faculty Mentoring Program


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1 – The Provost’s office will be conducting an annual faculty mentoring survey that can be used to evaluate any unit’s Faculty Mentoring Plan.