School: ___Whiting School of Engineering___  Date Created: ___May 15th 2015___

Submitted by: Andrew Douglas

**Goals and objectives** (please include overall goals and short term measurable objectives that align with the *JHU Principles of Mentoring*).

The WSE’s mentoring program for tenure track faculty members seeks to maximize the potential for each individual to excel as a scholar and as a member of the Hopkins community.

A primary goal for the WSE’s mentoring is be the development of a reputation as an emerging leader in an independent scholarly career. Mentoring of junior faculty members begin early; prior to their arrival at Hopkins as an Assistant Professor and is refined with time.

Our objective is to maximize the excellence of the faculty we recruit and to optimize the investment we make in the people on whom our reputations is dependent.

**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).

1. Departmental assignment of **departmental faculty mentors** to junior faculty members is expected to be made by the Chair no later than 30 days prior to their arrival on campus. Departmental mentoring is one-on-one and is based primarily on domain specific expertise. Initially, mentors will focus on tactical issues such as how to set up a lab. In time broader issues such as how to establish a reputation and how to prioritize one’s time become the focus.

2. The selection of **non-departmental faculty mentors** for junior faculty members is made in their first semester at Hopkins in discussions with the faculty member's Chair and departmental mentor. Non departmental mentors focus on generic aspects of career development. Since the non departmental mentor does not vote on the promotion of their mentee, conflicts of interest are mitigated. Mentoring is one-on-one.

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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.
3. Small group mentoring of all junior faculty members by the Vice Dean for Faculty concentrating on the promotion process, faculty expectations and resources available. This is primarily process mentoring.

4. Junior faculty members who elect to do so may participate in small group mentoring provided by the elected members of the Homewood Academic Council. Council members concentrate on the promotion process and expectations for promotion.

The WSE mitigates conflicts of interest, broadens expertise and ensures flexibility by making sure that there are at least four mentoring environments which support each junior faculty member. The first two are the most important and are the responsibility of the junior faculty member’s Chair.

**Plans to Increase the Number of Trained and Effective Mentors** (e.g., Master Mentor Program training)

Currently, very few mentors in the WSE have received any training. However, a process for training mentors is under way starting with a mentoring representative from each of the 9 WSE departments.

The WSE will be relying on the expertise of our Master Mentors (Trayanova, Brady and Prince). Prince has provided a Power Point presentation to be used by Master Mentors and those who have been trained by them to train additional mentors. This is an ongoing process of training and pushing expertise down from the Master Mentors into the mentoring leadership group and down into each department.

The WSE will be relying on the University-wide Master Mentor Training Program to train more Master Mentors.

The WSE is developing a manual for both mentors and mentees.

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

The WSE conducts focus groups with junior faculty members to determine what aspects of the mentoring and on-boarding process has been effective and what is lacking. The focus group is run by a staff member which allows junior faculty members to be free to express their concerns in an environment in which confidentiality is secure.

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The WSE provides an award for mentoring each year but this is not limited to the mentoring of faculty members. This will be considered once we have a program robust enough to be able to determine effective mentoring.

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

Evaluation is to be done by a staff member with small groups of junior faculty members.

Provost’s Office surveys.

Feedback from WSE Chairs.

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

**Departmental costs**
Primarily the time of the mentors and of the Chair.
Some costs for lunches and coffee.

**Dean’s Office Costs**
Primarily the time of the Vice Dean for Faculty and 20% of their administrative support person.
Some costs for lunches for both the Vice Dan and for the Homewood Academic Council.

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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>
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</thead>
<tbody>
<tr>
<td>Focus groups with junior faculty members</td>
<td>Implemented and ongoing</td>
<td></td>
<td>Vice Dean for Faculty and her/his staff</td>
</tr>
<tr>
<td>Early assignment of departmental mentors</td>
<td>Fall 2015</td>
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<td>Chairs</td>
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<tr>
<td>Assignment of non departmental mentors</td>
<td>Implemented and ongoing</td>
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<td>Mentoring by the Vice Dean for Faculty</td>
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<tr>
<td>Training of WSE mentors</td>
<td>Started in Spring 2015</td>
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<td>Vice Dean for Faculty and her/his staff</td>
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<tr>
<td>Training of Master Mentors in WSE</td>
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<td>Vice Provost for Faculty</td>
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<tr>
<td>Manual for WSE mentors</td>
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