IMPLEMENTATION OF PROFESSORIAL TRACK FACULTY MENTORING PROCESS

The Johns Hopkins Bloomberg School of Public Health has a long-standing commitment to faculty mentoring and career development. The School’s appointments and promotions policy and procedure memorandum (PPM) states that the School, through department chairs, “will provide guidance and mentoring to faculty to assist them in the development of their academic careers.” The PPM further states that junior faculty must receive guidance from more senior faculty so that their progress in teaching, research, and other duties can be actively reviewed. The Department of Health Policy and Management (HPM) takes this commitment seriously and has developed guidance documents both for mentoring of professorial track faculty and for non-professorial track faculty. This document serves as the guide for mentoring of assistant and associate professors, whether on the tenure or non-tenure track, and outlines expectations for those involved in the mentoring process.

No single person can or ought to provide all mentoring guidance that an individual assistant or associate professor might need or desire, and the Department hopes that assistant and associate professors will have a network of informal mentors, internal or external to Johns Hopkins, with whom they develop meaningful relationships. We recognize that mentoring often is informal, ad hoc, and responsive to immediate needs and interests of the mentee; we also recognize that different mentors will serve different roles in advising or advocating for more junior faculty in matters including identifying funding or other professional opportunities, negotiating salary and professional commitments, determining which additional opportunities to accept, and managing work/life balance. While the HPM mentor may take on any or all of these roles, the HPM mentor has a particular responsibility to discuss with the assistant or associate professor, in periodic and structured meetings, the range of topics likely relevant in the promotion process at Johns Hopkins. Again, it is our hope that the HPM mentor will discuss a wide range of topics with the assistant or associate professor (as outlined further in Attachment 1) and also that the assistant or associate professor will have additional mentors with whom to discuss, in more and less structured ways, the various areas relevant to professional success and wellbeing.

Individual mentoring is but one piece of HPM’s larger commitment to faculty development, and it is the primary focus of this document. Other components of HPM faculty development include the following:

- Individual annual meetings between each assistant/associate professor and the HPM Department Chair;
- Annual review of each assistant/associate professor’s progress by the HPM Faculty Development Committee;
- Annual review of each assistant/associate professor’s progress by a subcommittee of the Schoolwide Appointments and Promotions committee.

Choosing Mentors

- Full professors within HPM are eligible to be mentors.
- Assistant and associate professors should identify a faculty member in the Department whom they believe would be a good fit to be their HPM mentor.
- Assistant and associate professors should discuss their choice(s) with the Department chair, in order of preference if relevant. Mentees who feel unable to identify a potential mentor (perhaps because they are new to Johns Hopkins) should ask others, including the Department Chair or Faculty Development Committee chair, for guidance.
The Department Chair should ask the potential mentor his or her willingness to serve in this capacity for the assistant or associate professor in question.

In choosing a mentor, assistant and associate professors are encouraged to look beyond those with whom they usually collaborate and beyond the head of their research group, from whom, it is hoped, the faculty member will also be receiving mentoring; choosing as the HPM mentor someone who is external to the faculty member’s research group may serve both to broaden sources of guidance and provide a more objective perspective on the candidate’s career development.

The Department believes it may be appropriate for assistant/associate professors to change mentors during their career path. While there is no set schedule for such a switch, many faculty may find it helpful to change mentors every 3-4 years. It is in no way mandatory that assistant/associate professors switch mentors, but the Department recognizes that such a switch may serve the mentee well by allowing for additional input, particularly as key needs change.

Assistant/associate professors are encouraged to turn to several additional individuals, both within and outside of the Department and Johns Hopkins, for informal mentoring, based on prior professional relationships and the varied experiences and skill sets that different mentors bring.

The responsibilities outlined below apply to the officially designated HPM mentor.

**Mentor Responsibilities**

- Meet with the mentee individually at least twice per year. For new faculty, it may be helpful to meet more often. Frequency of meetings should be discussed between the mentor and mentee.
- Discuss with mentee, at least once/year, all of the topics on the attached guide, or determine with the mentee that a given topic is not relevant (See Attachment 1: Domains for Mentoring Discussions- Professorial Track).
- Prepare, in collaboration with the mentee, a (<1 page) written summary covering the relevant elements described on the attached template (See Attachment 2: Template for presentation of mentee at Faculty Development Committee).
- Submit to the Faculty Development Committee once per year, at the time designated by the Faculty Development Committee, a written summary for each assistant/associate professor mentored, using the attached template. The summary will be reviewed at the meeting along with an updated copy of the mentee’s CV.
- Be present to discuss the mentee when his or her annual review at Faculty Development takes place and provide feedback to the mentee afterward regarding the substance of the discussion.

**Mentee Responsibilities**

- Initiate meetings with mentor at least twice/year.
- Create first draft of the one-page written summary (see attached template).

**Department Chair Responsibilities**

- Ask potential mentors their willingness to serve and inform the mentee of final selection of mentor.
- Meet individually with each assistant/associate professor annually.
- Meet with Schoolwide A and P subcommittee when it reviews HPM assistant and associate professors annually and provide feedback, as relevant, to each assistant/associate professor and to his or her mentor.
• Facilitate any changes in mentor that an assistant/associate professor might request. If a change is desired, the Chair should explore with the assistant/associate professor names of a potential new mentor and, per above, ask the potential mentor his or her willingness to serve.

• Meet as a group with assistant professors and with the chair of the Faculty Development Committee at least once per year to discuss issues related to promotion, mentoring, career development, and faculty life.

• Meet as a group with associate professors and with the chair of the Faculty Development Committee at least once per year to discuss issues related to promotion, mentoring, career development, and faculty life.

• Ensure that the Faculty Development Committee is adequately staffed, including but not limited to responsibilities such as keeping track of promotion timelines for individual faculty and key deadlines from the Schoolwide A and P committee and the Dean’s office, distributing in advance to committee members and bringing to meetings appropriate materials including relevant letters, templates, and updated CVs, and staffing and keeping minutes at meetings.

Faculty Development Chair Responsibilities

• Ensure that all assistant and all associate professors are discussed individually and annually at the Faculty Development Committee.

• Be available to meet with individual assistant/associate professors, as requested, to discuss career development, mentoring, the promotion process, and faculty life. Attend meeting with Department Chair and Schoolwide A and P subcommittee when the Schoolwide subcommittee reviews all HPM assistant and associate professors annually.

• Meet at least once per year with assistant professors, as a group, along with Department Chair, to discuss issues related to promotion, mentoring, career development, and faculty life.

• Meet at least once per year with associate professors, as a group, along with the Department Chair, to discuss issues related to promotion, mentoring, career development, and faculty life.

• Modify mentoring guidelines and policies, as needed, and in consultation with the Faculty Development Committee and Department Chair.

Faculty Development Committee

- Once per year, review the template summary and CV of each assistant/associate professor. The mentor will present a summary of each mentee's progress, key accomplishments, and key goals for the coming year. As appropriate, discuss timing and planning for promotion (See Attachment 2: Template for Mentors' Presentation of Mentee to Faculty Development Committee).

- In reviewing each assistant/associate professor, identify areas of existing strength as well as areas to strengthen before promotion or as part of successful academic life. As relevant, the committee should propose possible strategies the mentor might suggest to the mentee regarding steps to strengthen such areas. The goal is for the committee to discuss each faculty member individually with plenty of time for the assistant/associate professor to make modifications, as needed, to further strengthen portfolios before promotion decisions are made.

- Discussions about assistant/associate professors will be spread out across several Faculty Development meetings to allow adequate time and attention to each faculty member. In general, 3-4 assistant or associate professors will be discussed at a given meeting.

- Faculty currently under review for promotion at the School need not be discussed at Faculty Development.
Management of the Mentoring Process

- A copy of this mentoring policy should be shared with assistant/associate professors when they are hired and maintained and easily accessed through the Department’s intranet site.
- The office of the Department chair should keep a list of who serves as the mentor for each assistant/associate professor.
- The office of the Department chair should maintain schedules of when each assistant/associate professor was last discussed at the Faculty Development Committee in order to discuss each assistant/associate professor approximately annually.
- The office of the Department chair should solicit from assistant and associate professors a copy of their current CV before the annual discussion at the Faculty Development Committee.
Attachment 1

Domains for Mentoring Discussions: Professorial Track

The following represent domains that often become the topic of discussions between mentors and mentees in academia. The Department of Health Policy and Management (HPM) recommends that mentors and professorial track mentees discuss each domain on the following list at least once annually. Some domains will be more relevant than others for certain assistant and associate professors, or for certain faculty at different points in their careers. Nonetheless, it is recommended that each domain be raised in a mentoring meeting at least annually to confirm whether or not further discussion of each topic is appropriate.

1) How is everything going?
   • Overall check in with mentee regarding faculty/academic life

2) Area of focus (“What are your primary areas of professional contribution now, and, if relevant, do you want to expand or modify this going forward?”)
   • What 3-4 words describe your research interests/technical expertise?
   • Are you appropriately focused on areas of strength?
   • Are there new areas you hope to explore or move into during the next 1-3 years?
   • Are there areas you hope to de-emphasize during the next 1-3 years?

3) Goals/ambition "big picture"
   • Where do you see yourself in 5 years?
   • What are 2-3 key steps needed to move in that direction?

4) Manuscripts
   • Total number published? Total number first authored?
   • Total number where faculty member is author and mentored a student? (Note on CV)
   • Common focus (or 2-3 foci) for manuscripts that can be highlighted?
   • Visibility/quality of journals?
   • What articles are in preparation? Timeline for these?
   • What 2-3 articles will others cite when they mention your research? These may be articles read by people outside your immediate field. Should an article of this sort be planned?

5) Grant proposals
   • Funding on others' grants; funding for which faculty member is PI
   • Peer reviewed versus other types of funding
   • Ideas and plans for future proposals
   • Proposals that were not successful and any plans for revision/resubmission
6) Service

- Internal service:
  i) HPM, JHSPH, JHU (or any other internal) service

- External service:
  i) Reviewer for journals, funding agencies, or serving on study sections;
  ii) Work with professional associations;
  iii) External panels

- Any examples of service contributions that made a particular difference for JHU or society?
- Can your specific contribution be described, that helped make that contribution happen?
- Where can you be visible in your field to people who may be writing letters in the future?

7) Practice

- Local, state, federal, global government agencies
- Community organizations; non-governmental organizations (NGOs)
- International work
- Any concrete examples of how your practice contributions made a difference for society?
- How to highlight that your contribution made that difference? Can this practice be documented as scholarship? How to demonstrate that the practice work advanced a field or body or work? Useful to have concrete examples to use in a promotion process, e.g., publications, legislation, program development, evaluations, “stories”, etc.
- Should candidate create a practice portfolio?

8) Teaching

- Courses taught alone or as co-instructor
- How many courses should you teach?
- How large a class to teach, whether to teach a required course, whether to teach in person or over the internet
- Whether to team teach when first hired?
- Number of doctoral or masters advisees currently
- How many PhD or DrPH or masters students to supervise? On how many thesis committees or capstones to serve?
- Should candidate create a teaching portfolio?

9) Networking

- Who are key people in your field (e.g., that an ad hoc committee might contact based on your background)? (Make a list of 10-15)
- How many of them know you and how well do they know you? What are potential opportunities for more of the 10-15 key contacts to get to know (of) you?
- Should you (or research group) invite some of them to visit Johns Hopkins?
10) Promotion process

• How does it work?
• What is the appropriate promotion timeline?
• Discuss key goals or milestones for individual mentee before promotion process
• What are the pros and cons of attempting early promotion?

11) Goals for coming year(s)

• Identify and discuss top three professional priorities for the next 12 months? (Be specific, e.g., finish a particular paper, submit a particular proposal, etc.)
• Identify and discuss top three professional priorities between now and going up for promotion? (Be specific, e.g., submit a series of papers, submit a particular proposal, etc.)

12) Work/Life balance

• When to say no – Which activities might be most relevant to promotion? Which activities (if different) are most relevant to job satisfaction?
• Strategies for work/life balance
• Are you happy in your job? Why or why not?
• How is relationship with research supervisor or mentor? Any concerns?
• What do you enjoy doing the most in your job? the least? Do you have flexibility to change any of this?

13) Assistance/Support

• How can your mentor better support and/or assist you?
• How can the department better support and/or assist you?
• How can the School better support and/or assist you?
Attachment 2
Template for mentors’ presentation of mentee before HPM Faculty Development Committee

1. **To be included in written summary provided to the Committee:**

   **Overview/Summary:**
   - General focus of faculty member’s work—in what area(s) are key contributions?
   - Key highlights from past year (appointed to national committee; developed new course; received award)

   **Research:**
   - Current research portfolio
   - How soon will faculty member need to think about additional funding?
   - Any plans for submission of proposal as PI?
   - Recent submissions—what happened?

   **Publications:**
   - Overall number of publications; number first-authored publications
   - Number of publications in past year and trajectory
   - Any specific plans to discuss re: manuscripts in preparation?
   - Are any of these papers particularly noteworthy or major papers in the field?
   - How to describe focus/topics of publications—do they hang together into a few categories?

   **Practice:**
   - What types of practice contributions? Highlights?
   - If practice is a key area for this faculty member, note this and consider how best to document practice contributions

   **Teaching/Advising:**
   - Courses taught or planned, primary or co-instructor
   - # advisees and for which degree program(s)
   - Leadership role in an academic program?

   **Service**
   - Which committees for HPM, for JHSPH, for University?
   - Other professional service, external to JHU?
   - Any particular service contributions to highlight?

2. **To be discussed, but NOT included in written summary:**

   - Key strengths
   - Any particular concerns or challenges? Action plan and/or strategies for addressing them?
   - Timeline for promotion