1. Introduction

The Johns Hopkins Carey Business School strives to provide an exemplary foundation and supportive environment for faculty to develop as scholars and educators in the early stages of their academic careers. Activities and processes delivering guidance and mentoring to faculty are both formal and informal. The School’s goal is to create a welcoming and collaborative faculty community with a focus on career development and retention. In support of this goal, information and counsel is available in a variety of ways, both from senior leadership and peer-to-peer, in one-on-one as well as group settings. The objective of these activities is to foster the advancement of faculty within the tenure clock, as well as promotion of non-tenure track faculty in a reasonable time frame commensurate with performance.

This document provides an overview of current faculty professional development and mentoring activities, as well as action items for planned enhancements.

2. Faculty Orientation

Faculty orientation is designed to create a welcoming environment for new faculty and guide them through various functions of the School. Orientation introduces faculty to a variety of key units (e.g., human resources, library support, student services), along with a required Teaching Academy workshop. The goal of the Teaching Academy is to begin a conversation about general strategies for instructional success. Elements of the workshop include a student panel, presentations on strategies for engaging students in the classroom to improve learning outcomes, and managing class discussions. A major portion of the Teaching Academy is a structured “Micro Teaching” activity, where new faculty make a brief presentation on a topic of their choice to a small breakout group consisting of fellow new faculty members. These small groups also have facilitators drawn from current faculty who are exceptional teachers and staff from our Teaching & Learning@Carey unit. After each presentation, new faculty receive feedback from the group on pedagogical strategies in an informal, low stakes environment. This activity promotes discussion about teaching approaches and fosters interaction with colleagues. It is considered a part of Carey’s Peer Observation initiative, intended to provide opportunities for self-reflection and collaborative inquiry on best practices for effective teaching and learning.

During orientation, the first-year faculty mentorship program is introduced and new faculty members are encouraged to seek mentoring and advice from experienced and nurturing mentors who are eager to help. This program is described more fully below.

3. First-year Faculty Mentorship

In August 2016, the School began a new program where the Vice Dean for Faculty & Research seeks seasoned assistant or associate professors to assign as a first-year guide to new faculty. This program is voluntary and flexible, not intended as a full-fledged career mentorship program, but rather with a goal to provide guidance and support for new faculty as they establish their academic careers at the Carey School and Johns Hopkins. Much of the guidance is focused on the first-time teaching experience.

The program was evaluated after the first year via survey feedback from faculty mentors and mentees. The overall response to the program in 2016-17 was extremely positive. In 2017-18 it has been expanded to include a standing first-year faculty mentorship committee. The committee holds group
meetings (e.g., once per semester lunches, periodic “networking and advice” get-togethers) to supplement individual mentoring activities.

Plans for the 2018-19 first-year mentorship committee include expansion of the professional development and networking activities and developing additional resources for mentors to improve their ability to guide new faculty through the challenges of the first year. Resources will include material such as: a starter kit for mentors including suggested topics for discussion with new faculty and frequently asked questions guide, an overview of teaching requirements and evaluation, and an overview of promotion requirements and evaluation.

4. Professional Development and Networking Activities

A variety of faculty mentoring activities provide all junior faculty (first-year and beyond) with advice and perspectives relevant to advancing in their careers:

a. Navigating Academic Life Workshop: This workshop series was instituted in 2015-16 as a forum for junior faculty to hear from the School’s senior and seasoned junior faculty on specific topics. It is designed to provide mentoring in a group setting and build a sense of community. At these informal workshops, experienced faculty share their views on different aspects of academic life. Brief presentations are followed by ample time allocated for questions and discussion. Topics covered to date include: Building a Scholarly Career, Academic Networking, Effective Teaching, Responding to Referee Reports & Revising Papers, Perspective on Research Breadth & Depth, and Introduction to Writing Accountability Groups. (Note: The WAGs workshop was delivered by Kim Skarupski, Associate Dean for Faculty Development and Associate Professor in Medicine.)

b. "Speed mentoring" events:
   i. CV Tune-up: This periodic event, first held in spring 2016, focuses on how faculty communicate their academic brand via their CV. Participants sign up for a brief CV advising session with one of three senior faculty (the Vice Dean for Faculty & Research, along with two tenured faculty).
   ii. Faculty Development Topics: A planned expansion for 2018-19 are two-hour events with a “speed mentoring” format where participants circulate in 15-20 minute intervals to talk to mentors at tables with various themes such as publishing, research dissemination, teaching, and path to promotion.

b. Research Methodology Workshop: A new workshop series is under discussion to launch in 2018-19, where interested faculty will gather to learn about select methodological topics (e.g., specific analytical techniques). Presentations will be made by faculty with experience in these methods, followed by discussion of applications.

b. Teaching and Instructional Development Mentoring
   i. Teaching Academy: New addition to Faculty Orientation in August 2015, beginning as a half-day event and expanded to a full day in August 2016. Goal is to help new faculty become oriented to the Carey classroom and begin building a culture of sharing best practices in teaching amongst each other. See item 2 above for details.
   ii. Peer Class Observation: Initiative created in 2015-16, where faculty sit in on each other’s classes and provide feedback. This is a developmental activity for both the faculty member being observed and the observer. Faculty are
provided a template feedback form which asks them to record ways in which
the instructor was effective, what the instructor might have done differently to
improve student learning, and how the process of observing this class made
them (the observer) think about their own teaching differently.

iii. Teaching Enhancement Workshop: Instituted 2015-16 as a collaborative effort
between the Vice Dean for Faculty & Research and Teaching & Learning@Carey.
Examples of workshop topics include Engaged Learning, The Multicultural
Classroom, Developing Critical & Compelling Questions, and Flipping the
Classroom/Flipping Student Learning, and Navigating Currents of Teaching.

5. Annual Faculty Evaluation

Faculty reviews are conducted annually by the School’s senior faculty. These annual faculty evaluations
take place according to a calendar determined by the Vice Dean for Faculty & Research, typically
initiated in April. Beginning with the spring 2016 reviews, the set of senior faculty reviewers was
expanded to include representation of non-tenure track faculty at the Professorial level.

All full-time faculty are assigned to a faculty reviewer who meets with them one-on-one to discuss their
achievements during the last year (research, teaching, and service, as relevant for the faculty position
and rank) as well as goals for the following year. Prior to meeting with their reviewer, each faculty
member submits their current CV and an annual report (according to a form distributed by the Vice
Dean for Faculty & Research). Faculty reviewers receive these inputs, along with information on course
evaluations. The faculty reviewers meet one-on-one with each faculty member they are assigned to
review, and then summarize their assessment of performance for the Dean, who in turn reviews each
assessment jointly with the Vice Dean for Faculty & Research and the senior faculty. The Dean provides
formal written feedback to each faculty member.

6. Internal Faculty Funding Opportunities

The School has several small internal research grants, awarded on a competitive basis, providing
additional funding to support advancement in research. Two donor-funded grants were introduced in
2015, one designed to support new projects in any domain of business research and the other focused
on advancing the study of entrepreneurship. There is one funding round per year for each of these
internal grants, and proposals are reviewed by senior faculty on a rotational arrangement determined
by the Vice Dean for Faculty & Research. Each of these funds provides several grants of up to $2,500.

In 2016-17 a new funding opportunity for supplemental research support was initiated, covering funding
needs for research assistants, data acquisition, and experimental research expenses (particularly
compensating participants in experimental studies). These awards are for grants of up to $5,000 each.

In 2017-18 a Teaching Innovation Fund was introduced. This internal fund provides several grants of up
to $2,500 each to support innovative teaching projects that improve teaching effectiveness and student
learning. Individual faculty or collaborations among small groups of faculty may apply. Examples of
innovative teaching projects include (but are not limited to) innovations in teaching methods,
improvements in the curriculum, applications of innovative educational classroom technology,
innovations in course delivery, and novel methods of assessing student learning.