

JOHNS HOPKINS UNIVERSITY
School of Nursing

New Faculty Mentoring Program

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. Faculty members have identified the provision of resources and support for mentoring as a key component to faculty development and success. The School of Nursing Program follows the Johns Hopkins University principles of faculty mentoring (attached). 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 are desirable in both mentors and mentees such as honesty, integrity, fortitude, humility, and patience.

Eligibility

The program will be available for all assistant professors, and newly-hired associate professorial faculty on request. Every effort will be made to tailor the program to the needs of the junior faculty members but they are free to decline involvement in the mentoring program without prejudice.

Matching

The Department Chair will work together with the eligible faculty member to identify a mentor within 60 days of the initial appointment. The "match" between the mentor and mentee is critically important to facilitate the development of a beneficial relationship. Key considerations are that the mentor is not in a supervisory role to the mentee; the mentor is familiar with the mentee's area(s) of interest; and the mentor has sufficient experience in the culture of the School. The Department Chair and mentors will collaborate as needed to guide the mentee.

The role of faculty mentors is consistent with their overall responsibilities as senior faculty members in the School. Mentor volunteers will be solicited from among the full professors and from among the more senior associate professors. Senior faculty who do not volunteer to act as a mentor may be approached to do so, depending on the needs of the junior faculty.

Responsibilities of mentees

In order to facilitate a successful mentoring relationship that leads to faculty development success, the Mentee 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 Department Chair. If the mentee desires a new mentor, the mentee should identify one in consultation with the Department Chair. The original relationship will continue by mutual agreement for as long as desirable.

Determining Success

The mentor-mentee relationship will be evaluated by the mentor-mentee annually. Also, during the mid-year check in and annual review, the Department Chair will evaluate the mentoring experience of the faculty member and will determine a) satisfaction with the mentoring relationship, b) the extent to which the mentee is using the mentor, c) the extent to which the faculty members written development plan includes working with the mentor. Department Chairs will then summarize these key outcomes of mentoring including the productivity, promotion and retention of faculty in the mentorship program for their department.

References:

Johns Hopkins University Principles of Faculty Mentoring

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

McCammon S.D. & Brody H. (2012). How virtue ethics informs medical professionalism. Health Education Forum, Nov 9. [Epub ahead of print]

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