

Berman Institute Faculty Mentoring Guidance and Process – 3 December 2024

The Johns Hopkins Berman Institute of Bioethics (BI) has a commitment to its faculty and to their professional growth and development. Consistent with this, the BI seeks to ensure that each junior faculty member at the BI has at least one formally assigned BI faculty mentor. **This document serves as the guide for mentoring of all BI faculty who are not at the top of their faculty promotion ladder.** This will include faculty whose primary academic appointment is outside the BI and also faculty whose primary appointment is at the BI.

No single person can or ought to provide all mentoring guidance that an individual faculty member might need or desire, and the BI hopes that faculty 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 formally designated BI mentor (hereafter, BI mentor) may take on any or all these roles, the BI mentor has a particular responsibility to discuss with the BI junior faculty member, in periodic and structured meetings, the range of topics likely relevant in the promotion process at Johns Hopkins in whatever is the relevant school or institute for the faculty member.** Again, it is our hope that the BI mentor will discuss a wide range of topics with their BI mentee, as outlined further in this document, and it also is our hope that the mentee will not rely solely on the BI mentor for more and less formal discussions about their professional success and wellbeing.

While the primary focus of this document is individual faculty mentoring, individual mentoring is but one component of the BI's larger commitment to faculty development. Other components of BI faculty development include the following:

- Individual annual meetings between each junior faculty member and the BI Director;
- Annual review of each junior faculty member's progress (including of their CV and annual summary of professional activities and goals) by the BI Faculty Development Committee, with presentation by their BI mentor;
- Coordination of goals and expectations, for BI faculty whose primary appointment is outside the BI, between the BI and the institutional home of the faculty member's primary appointment.

Several of the JHU schools also have formal faculty career development structures, which may include assigning formal mentors, annual review by department chairs, annual review by schoolwide appointments and promotions committees, and the like. Where such structures and point people exist, the more communication and connection there can be between home academic department procedures, mentors, chairs, etc. and those at the BI, the better. As one piece of this, the local department mentor and the BI mentor should meet with the BI junior faculty member at least annually, all together, to ensure that key guidance is aligned, and that goals and expectations from each segment of the faculty member's professional life are articulated. Ideally, there are shared goals and expectations that align across both the junior faculty member's primary appointment home and the BI (that is, the junior faculty member's bioethics work serves both). When this is not true, an important area of discussion between the BI mentor and mentee, possibly including the BI Director and relevant department chair, if appropriate, should be ensuring that expectations *can* be aligned. Junior faculty should never be made to feel that goals between the BI and their primary appointment home are in conflict or that the junior faculty member is in the middle, needing to sort out any misunderstandings or lack of clarity on their own.

Who is eligible to be the BI mentor?

BI mentors must be members of the BI Faculty Development Committee (BI FDC). For BI faculty mentees whose primary appointment is outside the BI, presume BI mentor should be full Professor or Professor of the Practice from within the division that houses the mentee's primary appointment.

Mentor Selection process

- Junior faculty should identify 2-3 BI FDC members who they believe would be a good fit to be their BI mentor, in order of preference if relevant. This should be submitted to the BI FDC Chair. Junior faculty (who may be new to Berman and JHU, for example) are always free to say that they do not yet have a preference.
- In choosing a mentor, junior faculty 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 another BI faculty member outside of one's research group serves both to broaden sources of guidance and to provide a more objective perspective on the candidate's career development.
- The BI FDC Chair will consider fit/match as well as the current mentoring load of the various BI FDC members, aiming to identify a mentor from the candidate's list. The BI FDC Chair, in conjunction with the BI Director, will reach out to the prospective mentor to determine their willingness to mentor the specific junior faculty member.

Additional Considerations

- The BI recognizes that it may be helpful or appropriate to change mentors during one's career path. It is in no way mandatory that junior faculty switch mentors, but the BI recognizes that such a switch may provide the mentee with additional input, particularly as key needs change. Consideration of a change should be raised with the Berman Institute Director in an annual meeting or at any other time if the need is more time-sensitive.
- Regardless, junior faculty are encouraged to turn to several additional individuals, both within and outside of the BI, and within and outside of JHU, for informal mentoring, based on prior and emerging professional relationships and the varied experiences and skill sets that different mentors bring.

Mentor Responsibilities

- Meet with the mentee individually at least twice per year or more frequently as mutually agreed upon. For new faculty, it may be helpful to meet more often. Frequency of meetings should be discussed and agreed upon between the mentor and mentee.
- Respond to requests for quick informal check-ins as needed.
- For mentees whose primary appointment is outside the BI, meet at least annually with the mentee and their mentor, division chief, or department chair from their primary appointment home.
- 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).
- Review and revise, annually, the mentee's 1-page written summary covering the relevant elements described on the attached template (See Attachment 2: Template for Mentors' Presentation of Mentee to Berman Institute Faculty Development Committee).
- Be present to discuss the mentee when their annual review at BI FDC takes place and provide feedback to the mentee afterward regarding the substance of the discussion.

- Attend the first part of the annual individual meeting between the mentee and the Berman Institute Director.

Mentee Responsibilities

- Initiate meetings with mentor at least twice per year or more frequently as mutually agreed upon [see above].
- Consider for discussion the topics on the Domains for Mentoring guide (see Attachment 1).
- Create first draft of the one-page written summary (see attached template). Preparation of meeting materials need not be equally intense for every meeting.
- Submit final version of written summary and of CV to Director and to faculty development committee when requested.
- Seek quick informal check-ins when needed

Berman Institute Director Responsibilities

- In coordination with BI FDC Chair, ask potential mentors their willingness to serve and inform the mentee of final selection of mentor.
- Meet individually with each junior faculty member annually. The mentor will be present for the first part of this annual meeting.
- Facilitate any changes in mentor that a junior faculty member might request. If a change is desired, the Director, in coordination with the BI FDC Chair as needed, should explore with the junior faculty member a few options for a potential new mentor and, per above, ask the potential mentor his or her willingness to serve.
- Ensure that the BI FDC is adequately staffed, with responsibilities as outlined below in the management process section of this document.

Berman Institute Faculty Development Committee Chair Responsibilities

- Receive suggested mentor options from mentees and work with Director to coordinate mentor selection.
- Ensure that all junior faculty are discussed individually and annually at the BI FDC.
- Modify mentoring guidelines and policies, as needed, and in consultation with the BI FDC and BI Director.

Faculty Development Committee Responsibilities

- Once per year, review the template summary and CV of each junior faculty member. The mentor will present a summary of each mentee's progress, key accomplishments, and key goals for the coming year. For mentees whose primary appointment is outside the BI, the mentor should discuss timing and planning for promotion and interactions with their primary appointment home and their expectations (See Attachment 2: Template for Mentors' Presentation of Mentee to Berman Institute Faculty Development Committee).
- All BI FDC members should review materials related to the junior faculty member(s) being reviewed in advance, aiming to identify existing areas of 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 BI FDC to discuss each faculty member individually with

plenty of time for the junior faculty member to make modifications, as needed, to further strengthen portfolios before promotion decisions are made.

- Junior faculty whose primary appointment is outside the BI and who are currently under review for promotion at their primary appointment home need not be discussed at the BI FDC.

Management of the Mentoring Process

- A copy of this mentoring policy should be shared with junior faculty when they are hired and should be distributed annually to all faculty as a reminder.
- The office of the Director, in coordination with the BI FDC Chair, should keep a list of who serves as the mentor for each junior faculty member.
- The office of the Director, in coordination with the BI FDC Chair, should maintain schedules of when each junior faculty member was last discussed at the Faculty Development Committee and schedule the next annual review approximately one year later, in coordination with the mentor, who should be present for the discussion.
- The office of the Director should distribute mentee-related materials for each upcoming BI FDC meeting in advance to all BI FDC members in coordination with the BI FDC Chair, or provide them to the BI FDC Chair to distribute in advance to all BI FDC members.
- The office of the Director should solicit from junior faculty a copy of their current CV and 1-page summary annually. If more than 6 months have passed since these materials were submitted, the office of the Director should ask the junior faculty member if they would like to submit an updated CV for the BI FDC discussion.

Attachment 1
Domains for Mentoring Discussions

The following represent domains that often become the topic of discussions between mentors and mentees in academia. It is recommended that each of the following be discussed between the mentor and mentee at least once annually, recognizing that some domains will be more relevant than others for certain faculty, or at particular points in their careers, and some may not apply at all to particular faculty given their responsibilities. 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?
- What are key steps to move toward the areas to explore/de-emphasize?

3) Goals/ambition "big picture"

- Do you have a mission statement? Have you thought about what you want to accomplish in your career? What impact do you hope to have?
- Where do you see yourself in 5 years?
- What are 2-3 key steps needed to move in that direction?
- What are the main honors and awards available for scholars in your discipline or field? What is the appropriate career stage for nomination to these awards?

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?
- Any challenges/strategies related to securing writing time
- Can you think of 5 key articles you would want shared at time of promotion?

5) Grant proposals

- What are funding expectations for the faculty member's position?
- 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) Academic and Professional Service

- Internal service:
 - i) BI, home department, home school, JHU (or any other internal) service
- External service:
 - i) Reviewer for journals, funding agencies, or serving on study sections;
 - ii) Work with professional societies and associations;
 - iii) External panels
- Any examples of service contributions that made a particular impact or change 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) Professional Practice

- Local, state, federal, global government agencies
- Clinical care
- Community organizations; non-governmental organizations (NGOs), professional societies
- 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 (e.g., practice changes documented through a manuscript)? How to demonstrate that the practice work advanced a field or body of work? Useful to have concrete examples to use in a promotion process, e.g., publications, legislation, program development, new guidelines, evaluations, "stories", etc.
- The candidate should create a practice portfolio, if relevant in their home school's promotion process, following the guidelines from their home school.

8) Teaching

- Courses taught alone or as co-instructor? Clinical teaching?
- How many courses are you expected to teach?
- How large a class to teach, whether to teach a required course, whether to teach in person or online, whether to team teach? How are teaching decisions made in your home department/institute?

- Number of doctoral or master's advisees currently
- How many doctoral or master's students to advise? What is the expectation?
- Undergraduate teaching or advising?
- 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?

10) For faculty whose primary appointment is outside the BI, coordination with primary appointment home

- Are expectations for faculty responsibilities clear from primary appointment home?
- Are expectations reasonably aligned with or reasonable to integrate with those of the Berman Institute? Is more discussion or navigation of this important?
- Does the junior faculty member have a mentor in their primary appointment home? Are there regular meetings with the department chair or program director? Any feedback from there that should be discussed?
- Should (or when should) a meeting be scheduled with the mentor, program director, division chief, and/or department chair in the primary appointment home as a joint meeting?

11) Promotion process

- How does it work at the BI (for faculty whose primary appointment is at the BI), or (for faculty whose primary appointment is outside the BI) how does it work in the primary appointment home?
- What is the appropriate promotion timeline?
- Discuss key goals or milestones for individual mentee before promotion process

12) 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.)

13) Work/Life balance and Overall satisfaction

- When to say no – Which activities might be most relevant to promotion? Which activities (if different) are most relevant to job and personal 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?

14) Assistance/Support

- How can your BI mentor better support and/or assist you?
- How can the BI better support and/or assist you?

Attachment 2

Template for Mentors' Presentation of Mentee to Berman Institute Faculty Development 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/Scholarship:

- Current research portfolio
- Any recent funding or consideration of new funding opportunities as PI or Co-I
- 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 BI, for primary appointment home department (where applicable), for primary appointment home division, for JHU?
- Other professional service, external to JHU?
- Any particular service contributions to highlight?

Goals for the coming year:

- The junior faculty member should articulate 2-4 primary professional goals for the coming year

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