



## Krieger School of Arts and Sciences Faculty Mentoring Guidelines

The primary goal of the faculty mentoring program in the Krieger School of Arts and Sciences (KSAS) is the career development of the School's tenure-line faculty members to support the instructional and research missions of the University. This principal goal includes the mentoring of assistant professors for a successful promotion to associate professor with tenure, and the continued mentoring of our associate professors as they develop their careers on the path toward promotion to full professor. Whatever the outcome of promotion decisions, we believe that mentoring is a key catalyst for the intellectual and personal growth of our faculty and necessary to cultivate and enhance their research and teaching as well as their independence as scholars.

### Guiding Principles

The pillars of the KSAS faculty mentoring program are two mentors assigned to every assistant and associate professor. Two mentors, one internal and one external to the faculty member's tenure-home department, are assigned during the first semester of a junior professor's appointment and these assignments are either actively renewed or new assignments are made after an assistant professor is promoted to an associate professorship with tenure.

- **Internal mentors** are assigned by department chair in conversation with the faculty member.
- **External mentors for assistant professors** are assigned by either the Vice Dean for Humanities and Social Sciences or the Vice Dean for Natural Sciences.
- **External mentors for associate professors** may be arranged by the associate professor, by the chair of the department, or, if an associate professor prefers, by the relevant Vice Dean.
- The Dean's Office maintains a record of these assignments and updates them in the Fall of each year.
- Mentees can request, through their department chairs or Vice Dean, to change mentors when they so wish.

Conflicts of interest should be avoided in mentor-mentee relationships. If either mentee or mentor believes there is a conflict of interest in the mentoring relationships, the appropriate Vice Dean should be notified.

## Best Practices

Mentors and mentees meet **at least once each semester**, and should be goal-driven and purposeful (see below). While the mentoring program places primary responsibility on mentors to initiate meetings and insure they take place, mentees should not hesitate to initiate meetings or to check in with their mentors should a specific need arise.

Topics to be addressed in mentor-mentee meetings include but are not limited to:

- overall career trajectory including 1-, 5-, and 10-year goals
- progress in research and publication
- number and nature of conference presentations
- leave policy and leave plans
- applications for external funding (and their timing), as well as advice in grant-writing
- amount of university and professional service (including when and how it is appropriate to decline service requests)
- progress in teaching undergraduates
- graduate teaching and advising
- progress toward promotion
- work/life balance

In coordination with the mentee, mentors should provide teaching feedback after attending at least one course of the faculty member during each year.

**All discussions between the mentor and mentee are confidential.** This principle is designed to promote complete freedom of expression within the relationship, allowing the mentor and mentee to express thoughts and concerns, understanding that this information will not be communicated outside of those conversations. Exceptions to confidentiality should only be made with explicit permission of the mentee, with the exception of reported or observed violations of professional or research misconduct or when there is any suspicion of self-harm; or when Title IX rules make an incident or situation's reporting mandatory.

A questionnaire will be administered to mentors periodically for assessment of their experiences and recommendations.