



Brown University

One-to-One Faculty Mentoring Program Guide for Participants

2011-12

Prepared by | **The ADVANCE Program**

This material is based upon work supported by the National Science Foundation under Grant No. 0548311.

Introduction

The **One-to-One Faculty Mentoring Program** provides a formal mechanism for new tenure-track faculty members to receive advice from a tenured faculty mentor from within the same division but outside her or his own department. Cross-departmental matches allow junior faculty to speak candidly with advisors who are not directly involved in their tenure review process, thus avoiding potential conflicts of interest.

This Guide provides best practices for fostering a productive mentoring relationship. It also includes extensive university resources and professional development information related to effective negotiation, research and publishing, teaching, tenure and promotion, and work-life balance.

The Mentoring Program complements existing guidance committee or departmental mentoring programs. We recommend that tenure-track faculty members also obtain advice on framing career goals from their chairs as well as from faculty who are familiar with their particular areas of scholarship, both on campus and at other institutions.

The Program is a collaborative initiative between the Offices of the Provost, the Dean of the Faculty, the Dean of Biology & Medicine, and ADVANCE at Brown. If you have questions or concerns, please contact any of the following mentoring committee members:

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ADVANCE at Brown undertakes professional development initiatives, which ensure that outstanding women faculty in science and engineering have access to resources that foster success at the highest levels of research, teaching, and academic leadership. We also strive to transform the institution through the promotion of best practices in the recruitment and retention of women and minority faculty. For more information, visit:

<http://brown.edu/Administration/Provost/Advance>.

Contents

Section 1: Guidelines for Mentees

1. The Role of the Tenure-Track Faculty Member
2. Terms of the Agreement
3. Issues to Address through the Mentoring Relationship
4. Tips for Communicating Effectively

Section 2: Guidelines for Mentors

1. The Role of the Mentor
2. Defining Advocacy
3. Terms of the Agreement
4. Promoting Effective Communication
5. Mentoring Women Faculty

Section 3: First Meeting and Relationship Parameters

1. The First Meeting
2. The Importance of Confidentiality
3. Getting Acquainted
4. Scheduling Ongoing Meetings

Section 4: Sustaining the Mentoring Relationship

1. Setting Career Goals
2. Succeeding at Brown
3. If the Mentoring Match Does NOT Work

Section 5: Faculty Development Resources

1. Negotiation and How to Say No
2. Research and Publishing
3. Teaching
4. Tenure and Promotion
5. Work-Life Balance

Appendix: Further Readings

Section 1: Guidelines for Mentees

1. The Role of the Tenure-Track Faculty Member

Your success at Brown is the focus of this mentoring relationship. It is important to be proactive in communicating your questions and concerns to your mentor so that you can get the support you really need. You should be open to feedback and willing to listen to advice even if you decide not to act on some of your mentor's recommendations.



Image credit: Marketing Mentor

2. Terms of the Agreement

By entering into this mentoring relationship, you agree to:

- Respond promptly to your mentor's invitation for a first meeting.
- Agree upon a mutual understanding of confidentiality.
- Establish meeting times and modes (email, phone, in-person) that work for both parties.
- Meet regularly with your mentor. We recommend meeting in person **ONCE A MONTH**.
- Communicate your questions and concerns about university life and faculty success.

3. Issues to Address through the Mentoring Relationship

Potential topics to address with your mentor include:

- Brown University tenure and promotion policies and procedures.
- Formulation of career goals and timelines.
- Processes and experiences using family-friendly policies and benefits.
- Strategies for attaining academic leadership positions.
- Knowing when to say no and how to negotiate effectively.
- Prioritizing teaching, publishing, research, and service commitments.
- Internal funding opportunities and resources for external funding support.
- Communicating your science and raising your research profile.
- Professional issues related to identity such as gender, race/ethnicity, class, or sexual orientation. (See the [Appendix](#) for relevant readings.)
- Development of skill sets such as grant proposal writing, academic advising, lab management, or giving talks.¹ (See [Section 5](#) for faculty development resources.)

4. Tips for Communicating Effectively

Practical strategies² for communicating effectively with your mentor include the following:

- Use active listening in discussions with your mentor.
- Be prepared to ask for explicit advice on your skill sets, goals, and challenges.
- Make it easy for your mentor to give you honest and specific feedback. Ask for it early in your relationship.
- Be willing to accept constructive criticism. Thank your mentor for being honest with you and request precise recommendations for areas of improvement.

¹ Reimers, Tine. (2007) BIRS Workshop on Mentoring for Engineering Academia II. *Planning for and Defining a Mentoring Relationship New Mentees*. <http://birs07.stanford.edu/Mentoring-HOs-for-BIRS-Reimers.pdf>

² University of South Florida Health, Faculty and Academic Affairs. *Tips for Mentees*. <http://health.usf.edu/facultyaffairs/mentorship/Mentees.htm>

Section 2: Guidelines for Mentors

1. The Role of the Mentor


Mentors are trustworthy advisors who strive to share the wisdom gained from their own experiences. Ideally, a mentor is:

- An advisor who helps the tenure-track faculty member set and attain career goals.
- A strategist for building relationships that will sustain a successful academic career.
- An advocate for scholarly values and academic integrity.
- Knowledgeable about Brown's institutional culture and faculty life.
- Skilled at resolving difficult work-related issues.
- Able to provide constructive guidance and practical feedback.
- Sensitive to the challenges of creating work-life balance.
- Prepared to make a reasonable time commitment.
- Responsive to professional issues associated with identity including gender, race/ethnicity, class, and sexual orientation. (See the [Appendix](#) for resources.)

2. Defining Advocacy

Serving as an advocate³ means helping your mentee to:

- Navigate the “unwritten rules” and avoid the pitfalls of academia when dealing with reviewers, editors, and research sponsors.
- Manage the practicalities of professional setbacks such as manuscript and grant proposal rejections or poor teaching evaluations.
- Negotiate effectively to avoid overextension in service, advising, or teaching loads.
- Become well versed in current tenure and promotion policies and procedures.
- Establish networks of support through introductions to key university administrators, faculty, and staff.⁴



HELP YOUR MENTEE
NAVIGATE THE
“UNWRITTEN RULES”
OF ACADEMIA
GENERALLY AND
BROWN UNIVERSITY
SPECIFICALLY

3. Terms of the Agreement

By entering into this mentoring relationship, you agree to:

- Initiate contact with your matched tenure-track faculty member to set up a first meeting.
- Share information about your own background and experiences at Brown.
- Meet regularly with your mentee. We recommend meeting in person **ONCE A MONTH**.
- Know how to access tenure and promotion policies and utilize family-friendly benefits.
- Communicate to assess whether or not the mentoring match is working.
- Make referrals and/or gather resources in response to questions you may not be able to answer. (See [Section 5](#) for faculty development resources.)

³ University of Michigan, Provost's Advisory Committee on Faculty Mentoring and Community Building. (2004) *Recommendations to the Provost and Executive Vice President for Academic Affairs* <http://www.provost.umich.edu/reports>

⁴ University of Rhode Island, ADVANCE Program. *10 Best Mentoring Practices*. <http://www.uri.edu/advance/10%20Best%20Mentor%20Practices%20NN.pdf>

4. Promoting Effective Communication

Follow these tips⁵ for fostering a positive mentoring relationship:

- Make it easy for your mentee to contact you. Take advantage of email to keep in touch, though be conscious of the importance of setting aside time to meet face to face.
- Be explicit about your scheduling needs, identifying times that are good for meeting or when you are unavailable. Your mentee will have similar requirements.
- Help the junior faculty member explore options and understand the impact of different choices.
- Follow constructive criticism with mutual problem-solving and plans for improvement. When possible, provide specific examples based on your own experiences and expertise.
- Encourage your mentee to consider your suggestions along with recommendations from other colleagues and advisors.
- Do not divulge confidences. Your mentee must trust that anything said to you will be kept private unless instructed otherwise.
- Offer strategies or approaches that have helped you balance work and personal demands.
- Share instances of your failures as well as your successes.



5. Mentoring Women Faculty

Best practices⁶ for mentoring women faculty include the following:

- Help your mentee develop an elevator speech about her current research and explore ways of raising her research profile.
- Boost her participation in meetings by discussing ways to be assertive without giving offense and tactful in retaining credit for her ideas if they are attributed to someone else.
- Discuss how to manage a predominantly male class where she may be challenged more than a male instructor.
- Expectations based on gender stereotypes (for example, that women faculty are more nurturing) can result in conduct such as student attempts to dispute grades or seek deadline extensions. As you discuss course management and student behavior, be sensitive to your mentee's need to negotiate these gendered expectations and advise her on strategies for communicating firmly but fairly with students.
- Advise your mentee to choose assignments that serve the university or profession in the most significant ways and align most closely with her professional goals.
- Encourage your mentee to be selective when accepting assignments and to negotiate for help or a lighter load in other areas when she cannot refuse.
- Be conscious of hidden workloads given ones gender or race/ethnicity (e.g. student advising and committee assignments).⁷

⁵ American Physiological Society, APS Women in Physiology Committee. *Guide for Mentors*. <http://www.the-aps.org/careers/careers1/mentor/guide-mentor.htm>

⁶ National Center for Women & Information Technology. *Mentoring-in-a-Box: Women Faculty in Computing*. http://www.ncwit.org/pdf/Mentoring_InaBox_WomenFaculty.pdf

⁷ Brainard, Suzanne Gage. (2007) *BIRS Workshop on Mentoring for Engineering Academia II*. <http://birs07.stanford.edu/7.1-brainard.building.pdf>

Section 3: First Meeting and Relationship Parameters

1. The First Meeting

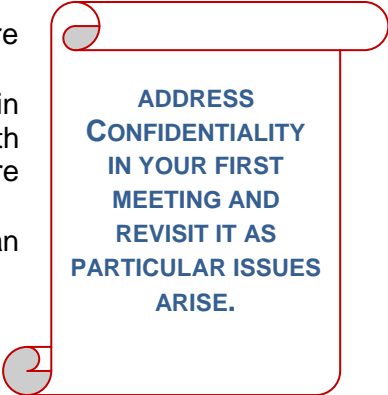
Both tenure-track faculty members and mentors should come to their first meeting prepared to share some of their experiences in the academy. To facilitate this opening discussion, we recommend exchanging CVs ahead of time. Each person should be ready to talk about her or his goals for the relationship.

2. The Importance of Confidentiality

Use some time in your first meeting to establish a mutual understanding of **CONFIDENTIALITY**—what it means to each party and how it will be handled. This topic may need to be revisited as specific issues arise.

These questions can serve to begin your conversation about confidentiality:

- What topics or issues feel most in need of protection?
- Is there anyone with whom we may or may not explicitly share these conversations, and may we use our names?
- May we share with spouses or partners what we discuss in mentoring sessions, with or without the use of names? (Both participants should disclose if their spouses or partners are faculty members at Brown and in which departments.)
- At what point might the mentor feel she or he has to act on an issue brought up by the tenure-track faculty member?
- Are there other confidentiality considerations or concerns?



ADDRESS
CONFIDENTIALITY
IN YOUR FIRST
MEETING AND
REVISIT IT AS
PARTICULAR ISSUES
ARISE.

3. Getting Acquainted

Questions that can help mentoring pairs become acquainted include:

- What was your tenure process like? What concerns you most as you anticipate your tenure process?
- What publishing hurdles are you encountering or have you overcome?
- When has identity be an issue in your academic career?
- How does tenure-clock relief work in your department?
- What are the best strategies for creating an atmosphere of collegiality or inclusivity?
- Have you approached a department chair or senior colleague with a difficult issue? What went well? What would you do differently?
- What do graduate students in your department expect and/or need from you?
- How do you achieve balance between professional and personal demands?
- What are your most pressing career goals?
- Where do you hope to be in three years? What do you need to get there?

4. Scheduling Ongoing Meetings

Conclude your first session with a discussion about the frequency of your meetings and which modes of communication (phone, email, in-person) will work for each of you. We recommend that mentoring pairs meet in person **ONCE A MONTH**. Set a date and time for your next meeting.

Section 4: Sustaining the Mentoring Relationship

1. Setting Career Goals

Mentoring pairs may find it useful to establish a list of short-term and long-term career goals, and to define specific benchmarks for these objectives. Examples⁸ of these aims include:

Short-Term Goals	Long-Term Goals
Familiarization with administrative systems and campus resources	Identify criteria for promotion and tenure and expectations in various categories
Establishment of priorities and timelines for research, teaching, & service commitments	Discuss what progress might be expected during the first 3 years
Identification of research funding sources and grant proposal writing support	Discuss where the professional profile should be after 3 years

2. Succeeding at Brown

The purpose of the One-to-One Faculty Mentoring Program is to help new tenure-track faculty members thrive at Brown. Mentoring pairs should spend time discussing and seeking resources that will ultimately enable the junior faculty member to answer confidently the following questions⁹:

- What are the formal tenure and promotion criteria?
- Are there informal tenure and promotion criteria?
- Who can help to clarify my department's expectations and practices?
- How is teaching reviewed and assessed at Brown?
- What are the most important faculty committees?
- How are university service and professional membership weighed and evaluated?



3. If the Mentoring Relationship Does NOT Work

Should the tenure-track faculty member need assistance in an area where the mentor does not feel confident giving advice, the mentor may help find additional resources or refer the junior faculty member to someone else for further support.

If, on the other hand, the match is not working for either party, or if there is not enough common ground between participants, mentoring pairs should not feel pressure to maintain the relationship. If either party feels that her or his intended goals are not being achieved, discuss the situation as openly as possible with each other, and try to come to an understanding of why the mentoring match is not working. Both parties may then agree to a **NO-FAULT CONCLUSION** of the relationship.

After such a discussion, the parties should notify a program administrator (listed on page i) who will work with the tenure-track faculty member to address her or his mentoring needs.

⁸ University of Rhode Island, ADVANCE Program. *Guidelines for Mentors*. http://www.uri.edu/advance/MentorTutorial/Guidelines_for_mentors.html

⁹ University of Michigan, ADVANCE Program. *Giving and Getting Career Advice: A Guide for Junior and Senior Faculty*. <http://www.advance.rackham.umich.edu/ResearchFacultyCareerGuide.pdf>

Section 5: Faculty Development Resources

Please email Amy Robb <amy_robbs@brown.edu> for help accessing these or other faculty development resources.

1. Negotiation and How to Say No



Just Say No, or How to Manage Your Life Outside of the Classroom

<http://is.gd/dPegT>

Glenda Elizabeth Gilmore, Professor of History, Yale University (2008) (Caption 1)



Negotiating with Your Department Chair

<http://is.gd/dP2hz>

Professor Fox Wetle, Associate Dean of Medicine for Public Health (2009)
Presented as part of an ADVANCE at Brown peer-mentoring session on negotiation

Negotiation Skills for Women in Science

http://advance.ei.columbia.edu/sitefiles/file/documents/negotiation_report.pdf

Notes from ADVANCE at the Earth Institute at Columbia University workshop (2005)

Negotiation Workshop for Faculty

http://www.uri.edu/advance/faculty_development/negotiation_workshop.html

Notes from URI's ADVANCE-sponsored workshop (2004)

So Many Committee, So Little Time

<http://is.gd/dPqUM>

Piper Fogg, *The Chronicle of Higher Education* (2003)
Includes comments from Evelyn Hu-DeHart, Professor of History



Things to Consider When Asked to Serve

<http://is.gd/dPfPE>

The Center for Research on Equity and Opportunity at the University of Arizona

Tips for Effective Negotiating

<http://www.hunter.cuny.edu/genderequity/WSJFWorkshops/Williams&Valian2003.pdf>

Professors Nikisha Williams and Virginia Valian, Gender Equity Project (2003)

“Expectations for department service wax and wane, and many departments try to protect new faculty from overextending themselves. Be sure to discuss departmental service with your chair and with your mentor.”

Glenda Elizabeth Gilmore, Yale University

Caption 1: *Just Say No* (2008)

2. Research and Publishing

Funding Opportunities and Grant Proposal Writing

ADVANCE at Brown

- **Funding for New Investigators**
<https://wiki.brown.edu/confluence/display/advance/Funding+for+New+Investigators>
Information on private foundation and federal award programs for early career investigators in their first tenure-track position.



- **Sponsored Project Support**
<https://wiki.brown.edu/confluence/display/advance/Sponsored+Project+Support>
Includes tips for communicating effectively with federal program officers, links to internal funding opps, and university resources for external funding support.

Brown University Library

- **Community of Science (COS)**
<http://fundingopps.cos.com>
A database of funding opportunity announcements from across the disciplines (including **HUMANITIES** and **SOCIAL SCIENCES**). It contains opportunities from government, private foundation, and international funding sources.

Grantseeking through Community of Science (COS) workshops are regularly available through training.brown.edu.



- **Grant Resources Subject Guide**
<http://dl.lib.brown.edu/gateway/lrg.php?id=606&task=db>
Find training information on the funding opportunities database, Community of Science (COS), as well as extensive resources for grant proposal writing. Also includes an NIH guide, which contains multimedia resources and tutorials for proposal writing and navigating the NIH funding process.
- **Public Humanities Projects Funding Resources**
http://dl.lib.brown.edu/gateway/lrg.php?id=81&task=topic&topic_id=110
Finding funds to support public projects in the Humanities is a never-ending quest. This page provides some ideas on where to start your search.

Office of the Vice President for Research (OVPR)



- **Proposal Writing Support**
<http://research.brown.edu/ovpr/support.php>
Information on developing management and evaluation plans. A statement on diversity at Brown for use in grant proposals, and broader impact ideas are also included.
- **Restricted Submissions Database**
http://research.brown.edu/rschadmin/funding_awards.php
Lists funding programs for which there are institutional limits on the number of applications or proposals allowed for submission.

Intellectual Property and Copyright



Brown University: Copyright and Fair Use

<http://brown.edu/Administration/Copyright/publishing.html>

Includes a fair use checklist, and rules and processes for obtaining permissions.

Brown University Library

- **Copyright Subject Guide**

<http://library.brown.edu/gateway/lrg.php?id=387&task=db>

Information on authors' rights and legal resources.

- **Patent Searching Subject Guide**

<http://dl.lib.brown.edu/libweb/screencasts/patentsearching.php>

Patents for Inventors @ Brown workshops available through training.brown.edu.

OVPR Technology Ventures Office

<http://research.brown.edu/btp/index.php>

Supports the commercialization of intellectual property created by Brown faculty.

Understanding Technology Transfer

http://www.hhmi.org/resources/labmanagement/downloads/moves2_ch11.pdf

Part of the HHMI guide, *Making the Right Moves*.

Laboratory Management



At the Helm: Leading Your Laboratory

<http://amzn.com/0879698667>

Topics include collaboration contracts, performance evaluations, communicating with non-scientists, tips for succeeding on the tenure track, and professional development.

Lab Management Toolkit, 2007-08

<http://wiseli.engr.wisc.edu/pi/toolkit-0809.php>

Presented by WISELI, topics include elements of a great lab, how the money works, mentoring, project data management and ethics, and grant writing tips.



Making the Right Moves: A Practical Guide to Scientific Management for Postdocs and New Faculty

<http://www.hhmi.org/resources/labmanagement/moves.html>

Information on leadership in laboratory science and advice on staffing your lab.

Nuts and Bolts of Managing a Research Lab

<http://advance.washington.edu/apps/resources/docs/LabMgmt.pdf>

Created by the University of Washington ADVANCE Program and adapted from *At the Helm* and *Making the Right Moves*.



Preparing & Managing Your First Lab Budget: Finance 101 for New Investigators

<http://is.gd/dP8fK>

Science writer Megan T. Brown shows how a new investigator can prepare a realistic budget and manage it successfully.

Raising Your Research Profile and Finding Collaborators

Brown University Media Relations: Communicating Science

http://brown.edu/Administration/Provost/Advance/fone_lewis.pdf

Richard Lewis, Science Media Specialist, presents strategies for communicating effectively with the news media about research and scientific breakthroughs. Includes info on Media Relations services. For contacts see, <http://news.brown.edu/staff>.



Communicating Science: Giving Talks

<http://www.bwfund.org/pages/361/Career-Development-Guide>

BWF created this career development guide for scientific speakers with tips on putting together talks including poster presentations, invited lectures, and funding interviews.



Communicating Science: Tools for Scientists and Engineers

<http://communicatingscience.aaas.org/Pages/newmain.aspx>

AAAS and NSF created these tools, which include webinars, how-to tips for media interviews, strategies for identifying public outreach opportunities, and more.

Directory of Research and Researchers at Brown (DRR-B)

<http://research.brown.edu/research/search.php>

Designed to help faculty promote their own research activities and to make it easy for our various audiences to keep track of ongoing research at Brown.

ResearcherID: A Global Community Where Researchers Connect

<http://library.brown.edu/eresources/index.php>

Search the registry to find collaborators and review publications. Use *ResearcherID* authentication in [Web of Knowledge](#) to create automatic email alerts or RSS feeds for saved searches or article citations. (See also JCR Online under the section on Writing for Publication.)



I learned early on that if you want to be promoted, you need to get a national reputation. This means that you have to be invited to give talks at universities around the country and at national conferences. The people listening to you might be the ones recommending you for promotion, they might be sitting on an NIH study section when your grant comes up for review, or they might be potential collaborators. Or they might be graduate students who would consider coming to your lab as postdocs. So how do you get these invitations when you're just starting out? Well, you can't be shy. You have friends all over the country who are also young faculty and carrying out work that would be of interest to your department colleagues. Call them up and make a deal: "I'll invite you if you'll invite me."

—Thomas Cech, HHMI



Caption 2: HHMI, *Making the Right Moves* (2006)

Writing for Publication

Brown University Library



- **Journal Citation Reports Online (Impact Factors)**

<http://library.brown.edu/eresources/index.php>

A comprehensive and unique resource that allows you to evaluate and compare journals using citation data drawn from over 7,500 scholarly and technical journals from more than 3,300 publishers in over 60 countries. It is the only source of citation data on journals, and includes virtually all areas of science, technology, and social sciences. Journal Citation Reports can show you the most frequently cited journals in a field, the highest impact journals in a field, and the largest number of journals in a field. See the tutorial for help getting started, <http://scientific.thomson.com/tutorials/jcr4/>.

- **Managing Citations**

<http://dl.lib.brown.edu/libweb/citations.php>

Information on citation management software programs, RefWorks, EndNote, and Zotero. Includes a video tutorial.

- **NIH Public Access Policy at Brown**

<http://dl.lib.brown.edu/gateway/lrg.php?id=500&task=home>

The policy that ensures public access to the published results of National Institutes of Health funded research.

- **Ulrich's International Periodicals Directory**

<http://library.brown.edu/eresources/index.php>

Provides comprehensive information on published serials. It covers all subjects and details where specific journals are indexed.



Getting Published and Increasing Your Visibility

http://www.hhmi.org/resources/labmanagement/downloads/moves2_ch10.pdf

Part of the HHMI guide, *Making the Right Moves*. Provides a brief overview of scientific publishing and strategies for increasing your visibility. (Caption 2)

Google Scholar Citations

<http://scholar.google.com/intl/en/scholar/citations.html>

Google Scholar Citations provides a simple way for scholars to keep track of citations to their articles. Authors can check who is citing their publications, graph citations over time, and compute several citation metrics. Three metrics are available: the widely used h-index, the i-10 index, which is the number of articles with at least ten citations, and the total number of citations to a scholar's articles. Each metric is computed over all citations as well as over citations in articles published in the last five years. Authors can also create an automatically maintained public profile that lists all their articles.



Publish Not Perish: The Art & Craft in Publishing in Scholarly Journals

<http://www.publishnotperish.org/intro/>

Created by the University of Colorado Libraries, the five modules include an overview of scholarly journal publishing; ideas, journal research, and queries; manuscript preparation and submission; the editorial process; and customizing your publishing plan. A very helpful resource.

3. Teaching

Brown University Library

<http://dl.lib.brown.edu/libweb/instruction.php>

The Library's collections, spaces, and services are available to expand upon and enhance students' classroom experience.

Dean of Faculty

http://brown.edu/Administration/Dean_of_the_Faculty/resources/TeachingSupport.html

Includes the teaching relief policy, teaching relief for departmental administrative duties, and curriculum vitae update guidelines.

Instructional Technology Group

<http://brown.edu/cis/services/academic/itg/>

ITG supports teaching and learning through researching and promoting new technologies and providing consultation on effective pedagogical practices. For class websites and course reserves see, <http://mycourses.brown.edu>. (Caption 3)

Sheridan Center for Teaching and Learning

- **Teaching at Brown: From A to Z**

http://brown.edu/Administration/Sheridan_Center/teaching/documents/TeachingAtBrown.pdf

Explains terms commonly used at Brown and describes key campus resources for instructors. Topics include getting started, classes and the curriculum, campus resources, and the Brown administration.

- **Teaching Handbooks**

http://brown.edu/Administration/Sheridan_Center/publications/#handbooks

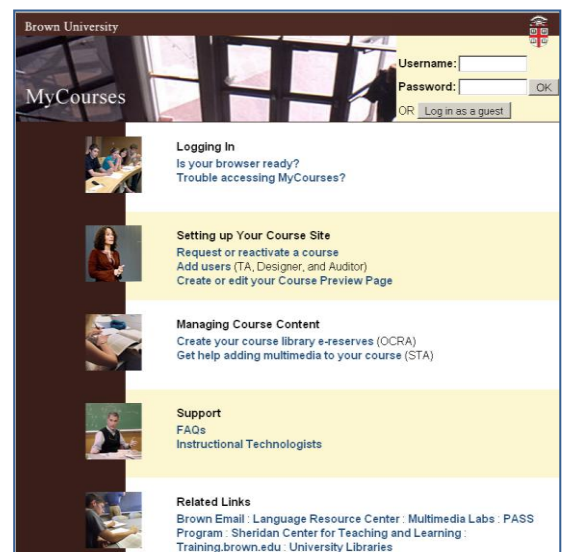
These guides for faculty and graduate student instructors serve as basic information on various pedagogical issues at Brown. Topics include:

1. Constructing a Syllabus
2. Instructional Assessment in Higher Education
3. Teaching and Persuasive Communication
4. Teaching at Brown
5. Teaching to Variation in Learning
6. The Teaching Portfolio

- **Teaching Resources**

http://brown.edu/Administration/Sheridan_Center/teaching/

Includes resources to help the Brown teaching community improve student learning through effective teaching; and to help instructors document their teaching effectiveness for award nominations, annual reviews, tenure and promotion, and the academic job market.



Caption 3: MyCourses

4. Tenure and Promotion

Dean of the Faculty

- **Departmental Tenure and Promotion Policies**
<https://wiki.brown.edu/confluence/display/advance/Promotion+Standards>
STEM department standards, policies, and procedures for tenure and promotion. (Provided on the ADVANCE at Brown wiki)
- **Tenure and Promotion Policies**
http://brown.edu/Administration/Dean_of_the_Faculty/policies/policies-tenure.html
Includes information on the policy for tenure probation extensions and an overview of Tenure, Promotion, and Appointments Committee (TPAC).
- **Tenure Probation Extension Policy for the Parenting of a New Child**
http://brown.edu/Administration/Dean_of_the_Faculty/policies/policies-tenure.html
A tenure-track faculty member who becomes the parent of a child by birth or adoption during the probationary period for tenure may be entitled to an automatic one-year contract extension. This extension is provided when teaching relief is granted.

Office of the Provost

- **Handbook of Academic Administration**
<http://brown.edu/Administration/Provost/handbook/HAA2009.pdf>
See especially, Chapter 10. Reappointments, Promotions, and Tenure Reviews (pg 61)
- **Review of Tenure and Faculty Development Policies**
<http://brown.edu/Administration/Provost/committees/ten/>
Chaired by the Provost, this committee has the broad charge of considering whether the university's current policies and processes governing support of junior faculty and the awarding of tenure are appropriate to Brown's status as one of the nation's leading research universities.

Question: What do I need to do every year to help me attain tenure?

Answer: Update your CV, network with professional colleagues, and keep in close touch with your department chair and your mentors to evaluate your progress. Keep a "living document" of your accomplishments, activities, honors, and so on, so that you won't forget relatively small things, such as a poster presented by a student, or a short-lived but important committee that you served on. Having such a document will make assembling your tenure dossier much easier. In addition to these ongoing tasks, review your objectives and update them if necessary.

Caption 4: HHMI, *Making the Right Moves* (2006)

---Additional Reading---

Understanding University Structure and Planning for Tenure

http://www.hhmi.org/resources/labmanagement/downloads/moves2_ch2.pdf

Part of the HHMI guide, *Making the Right Moves: A Practical Guide to Scientific Management for Postdocs and New Faculty* (2006). (Caption 4)

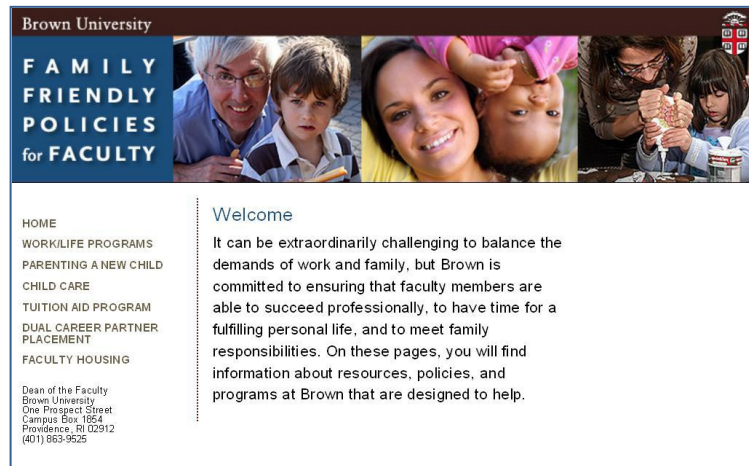
5. Work-Life Balance

ADVANCE at Brown

- **Dependent Care Resources**
<https://wiki.brown.edu/confluence/display/advance/Dependent+Care>
Includes information on Brown University child care and elder care policies, local childcare and primary/secondary school information, funding support for faculty, and Ivy League Plus comparison of childcare programs.
- **Dual Career Resources**
<https://wiki.brown.edu/confluence/display/advance/Dual+Career>
Includes extensive local employment information as well as resources for academic leadership and policy makers.
- **Family Caregiving Resources**
<https://wiki.brown.edu/confluence/display/advance/Family+Caregiving>
Information on developing an effective elder care plan as well as Brown support.

Dean of the Faculty

- **Dependent Care Travel Fund**
<http://www.brown.edu/Administration/ffpf/childcare/>
Eligible faculty may apply for awards of up to **\$750** per year to assist with dependent care expenses incurred in association with professional travel. Awards are made year-round as funds are available.



Brown University
FAMILY FRIENDLY POLICIES for FACULTY

HOME
WORKLIFE PROGRAMS
PARENTING A NEW CHILD
CHILD CARE
TUITION AID PROGRAM
DUAL CAREER PARTNER PLACEMENT
FACULTY HOUSING

Dean of the Faculty
Brown University
One Prospect Street
Campus Box 1854
Providence, RI 02912
(401) 863-9525

Welcome

It can be extraordinarily challenging to balance the demands of work and family, but Brown is committed to ensuring that faculty members are able to succeed professionally, to have time for a fulfilling personal life, and to meet family responsibilities. On these pages, you will find information about resources, policies, and programs at Brown that are designed to help.

- **Family-Friendly Policies for Brown Faculty**
<http://brown.edu/Administration/ffpf/parenting/>
Details policies on teaching relief for care of a new child, leaves for childbearing, unpaid parental leave, personal leave, and tenure probation extension policy for parenting a new child.
- **Primary Caregiving Teaching Relief Policy for Faculty**
<http://brown.edu/Administration/ffpf/parenting>
Brown University provides one semester of classroom teaching relief for faculty members who are primary caregivers for newborn children or newly adopted children.

Human Resources

- **Backup Care Benefit**

http://brown.edu/Administration/Human_Resources/benefits/backup.html

This benefit provides eligible employees access to backup care when they experience a temporary breakdown in their normal child or elder care arrangements.

- **Child Care Benefits**

http://brown.edu/Administration/Human_Resources/benefits/childcare.html

Details childcare centers with which Brown University is affiliated.

---Additional Reading---

Time Management

http://www.hhmi.org/resources/labmanagement/downloads/moves2_ch6.pdf

From the HHMI guide, *Making the Right Moves: A Practical Guide to Scientific Management for Postdocs and New Faculty*. Includes seven (not so obvious) keys to working and living right. (Caption 5)

Time Management for New Faculty

<http://www.cs.cmu.edu/~natassa/aapubs/journal/time-management.pdf>

This article describes techniques for time management for new faculty members, covering a wide range of topics ranging from advice on scheduling meetings, email, to writing grant proposals and teaching.

“

I don't sell cookies or gift wrap for my kids' school; I write checks. I don't volunteer in their classrooms; I go on one field trip a year, which means a lot to my kids. My family takes a two-week summer vacation, a trip at spring break, and long weekends away.

—Sandra Schmid, The Scripps Research Institute

”

Caption 5: HHMI, *Making the Right Moves* (2006)

Appendix: Further Reading

Best Practices

- 10 Best Mentoring Practices
<http://www.uri.edu/advance/10%20Best%20Mentor%20Practices%20NN.pdf>
University of Rhode Island ADVANCE Program
- Mutual Mentoring Guide
<http://goo.gl/9Q927>
Written by Mary Deane Sorcinelli and Jung H. Yun. Includes an overview of mentoring in the academia; an introduction to mutual mentoring, guides for protégés; guidelines for mentors; suggestions for department chairs; examples of team and individual mentoring projects.

Career Development

- The Chicago Guide to Your Academic Career: A Portable Mentor for Scholars from Graduate School through Tenure
<http://amzn.com/0226301516>
Written as an informal conversation among colleagues, the book tackles issues such as departmental politics, dual-career families, and sexual harassment.
- Making the Rights Moves: A Practical Guide to Scientific Management for Postdocs and New Faculty
<http://www.hhmi.org/resources/labmanagement/moves.html>
Based on courses held in 2002 and 2005 by the Burroughs Wellcome Fund and HHMI, this book is a collection of practical advice and experiences from seasoned biomedical investigators. The second edition contains three new chapters on laboratory leadership, project management, and teaching and course design as well as becoming an R01 study section member.
- Multiple Mentoring in Academe: Developing the Professorial Network
<http://is.gd/dPnVw>
By Suzanne deJanasz and Shelley E. Sullivan. An examination of how the career competencies of knowing why, how, and whom interact with learning demands to produce the need for faculty to develop multiple mentoring relationships across their academic career.

Different Identities in Academic Mentoring

- Beyond the 'Chilly Climate': Eliminating Bias Against Women and Fathers in Academe
http://www.nea.org/assets/img/PubThoughtAndAction/TAA_06_09.pdf
By Joan C. Williams, Tamina Alon, and Stephanie Bornstein. Between 1992 and 1999, more than 500 faculty members at Penn State became new parents. Only seven parental leaves were reported, none by men.
- Mentoring Across Cultures
<http://www.aaup.org/AAUP/pubsres/academe/2007/JA/Feat/crut.htm>
By Betty Neal Crutcher. Mentors need not have the same cultural or social background as their mentees. But they must pay close attention to the implications of the differences.

Gender Bias in Letters of Recommendation and Academic Evaluation Processes

- Exploring the Color of Glass: Letters of Recommendation for Female and Male Medical Faculty
<http://das.sagepub.com/cgi/content/abstract/14/2/191>
By Frances Trix and Carolyn Psenka. This study examines letters of recommendation for medical faculty at a large American medical school in the mid-1990s, using methods from corpus and discourse analysis, with the theoretical perspective of gender schema from cognitive psychology.
- The Impact of Gender on the Review of the Curricula Vitae of Job Applicants and Tenure Candidates: A National Empirical Study
<http://advance.cornell.edu/documents/ImpactofGender.pdf>
By Rhea E. Steinpreis, Katie A. Anders, and Dawn Ritzke. The purpose of this study was to determine some of the factors that influence outside reviewers and search committee members when they are reviewing curricula vitae, particularly with respect to the gender of the name on the vitae.
- A Linguistic Comparison of Letters of Recommendation for Male and Female Chemistry and Biochemistry Job Applicants
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2572075/>
By Toni Schmader, Jessica Whitehead, and Vicki H. Wysocki. Text analysis software was used to examine letters of recommendation written on behalf of male and female applicants for either a chemistry or biochemistry faculty position at a large U.S. research university. Results revealed more similarities than differences in letters though recommenders used significantly more standout adjectives to describe male as compared to female candidates.

Generational Differences between Mentors and Mentees

- The Academic Generation Gap
<http://www.aaup.org/AAUP/pubsres/academe/2008/JA/Feat/dron.htm>
By Anna Dronzek. The gap between full and assistant professors is more important than any generational difference.
- Generation X: Implications for Faculty Recruitment and Development in Academic Health Centers
http://medschool.duke.edu/wysiwyg/downloads/bickel_brown_acad_med_2005.pdf
By Janet Bickel and Ann J. Brown. Differences and tensions between the Baby Boom generation (born 1945–1962) and Generation X (born 1963–1981) have profound implications for the future of academic medicine.

Institutional Issues for Women Faculty in Science and Engineering

- Power, Effectiveness, and Gender in the Academy
http://brown.edu/Administration/Provost/Advance/Valian_Power_Effectiveness_&Gender.pdf
By Virginia Valian. Includes advice on developing a circle of advisors, effectiveness in negotiation and influencing decisions, and improving the status of women and minorities.
- Why Graduate Students Reject the Fast Track
<http://www.aaup.org/AAUP/pubsres/academe/2009/JF/Feat/maso.htm>
By Mary Ann Mason, Marc Goulden, and Karie Frasch. A study of thousands of doctoral students shows that they want balanced lives.