The Sheridan Center’s Certificate V program promotes **professional training in mentorship practices** to prepare graduate students to become effective future faculty mentors at colleges and universities around the world. Graduate student mentors will receive training in positive mentorship principles and practices during the 2015-2016 academic year. Through monthly faculty-led discussions, graduate students will cultivate a broader understanding of the academy, contextualize the role of training, advising and mentorship within it, and explore how they can continue to develop their networks (both as a mentor and a mentee) throughout their careers. Additionally, they will gain practical experience as mentors in an academic setting.

**Application Due Date:** Mon, May 12, 2015, 11:59pm

**Background:**

Mentorship and advising play a key role in engaging, recruiting, retaining, and training students in all academic fields. There is a notable gap, however, in training future academics in the practices of mentorship and the principles that underlie positive, effective mentoring. Certificate V aims to narrow this gap by providing a forum for future faculty mentors to engage with one another in cross-disciplinary discussions about mentorship and to gain practical experience with those skills in an academic setting.

**Program Description:**

All Certificate V participants will engage in collaborative community discussions aimed at enhancing their mentorship skills during the 2015-2016 academic year and will join in monthly seminars led by Brown faculty mentors. Additionally, participants must apply for one of two tracks that will combine the principle-based/reflective component of the program with a practice-based/experiential component. The two tracks, the **Research Mentorship Track** and **Academic Advising Track**, offer unique opportunities for hands-on engagement with undergraduate mentees/advisees over the course of the year.

**Practice-Based Component Tracks:**

(A) **Research Mentorship Track:** The **Sheridan Center Reflective Mentorship Training Grant** provides funding (up to $2,000) to teams or pairs of graduate and undergraduate students interested in pursuing scholarly development or in examining research questions in a way that both gives the graduate student(s) opportunities to practice critical mentorship skills and promotes intellectual development for the undergraduate student(s). Groups may be composed of up to 2 graduate students and up to 4 undergraduate students.

(B) **Academic Advising Track:** The **Undergraduate Advising Training Practicum** provides graduate students with training in undergraduate academic advising and an opportunity to work with 4-6 undergraduate students over two years (the students’ freshman and sophomore years).

**Goals of the Program:**

Applications will be evaluated based on the likelihood of achieving Certificate V’s program goals:

- to provide support for meaningful mentorship opportunities to graduate students
- to prepare graduate students for professional mentorship roles through ongoing training in and reflection on good mentoring behaviors
- to enhance undergraduate research, advising and scholarly development opportunities by enlisting motivated graduate student mentors with appropriate expertise and guidance
Call for Applications:
Applications are solicited from graduate students who will have advanced to Ph.D. candidacy prior to the start of the 2015-2016 academic year. All applicants must complete the online application form (linked here: http://goo.gl/forms/jmZJMU7uHW ) and submit additional materials (in a single .pdf file) via email to Sheridan_Center@brown.edu by May 12, 2015 at 11:59pm.

Just as the activities involved in the two practice-based component tracks will differ, applications to these tracks will require different elements. Descriptions of the two tracks and specific criteria for selection are described later in this document.

Deadline and Duration:
The deadline for applications is May 12, 2015 at 11:59pm. Selected participants will be announced in June 2015. For the Research Mentorship Track, proposals should plan to be funded beginning at the start of the 2015-2016 academic year and achieve their stated goals by the end of that academic year. By signing the Participation Agreement (see below), all participants are agreeing to participate in program activities and events required for their track.

Dates and Program Requirements:
All Certificate V participants will be required to attend the following program events:

- Program Orientation: Monday, 9/21/15; 4:30-6:30 pm
- Roundtable Session 1: Thursday, 10/8/15; 4-6 pm
- Roundtable Session 2: Thursday, 11/12/15; 4-6 pm
- Roundtable Session 3: Thursday, 12/10/15; 4-6 pm
- Roundtable Session 4: Thursday, 1/28/16; 4-6 pm
- Roundtable Session 5: Thursday, 2/25/16; 4-6 pm
- Roundtable Session 6: Thursday, 3/31/16; 4-6 pm
- Final Mentorship Luncheon: Friday, 5/6/16; 12:00-1:30 pm

Roundtable Sessions include a 1-hour lunch with a faculty speaker, followed by a 1-hour GS discussion.

Participants in the Academic Advising Track will also be required to attend advising training with the Dean of the College's Office on Thursday morning or afternoon on 9/3/15 OR Friday morning on 9/4/15.

Undergraduate mentees that are part of teams in the Research Mentorship Track will be required to attend the Program Orientation listed above. They will also be expected to attend the Final Mentorship Luncheon.

All participants will be required to provide a progress report halfway through the program, and a final report at the conclusion of the program. The goal of these reports is to provide self-assessments and reflections about the mentorship process for all participants. Finally, participants will also be asked to complete a pre/post survey about their mentorship experiences/skills.

Questions:
Questions regarding potential applications (including whether particular proposal ideas would qualify for consideration) are welcomed. Please email Kathy_Takayama@brown.edu.
Resources:

For resources on mentorship, see:

- Sheridan Center’s website: http://www.brown.edu/about/administration/sheridan-center/teaching-learning/mentoring-advising/resources-mentors
- Career Advising/Mentoring for Faculty (Univ of Michigan): http://sitemaker.umich.edu/advance/career_advising_mentoring_for_faculty
- Entering Mentoring: http://www.advance.rackham.umich.edu/entering_mentoring.pdf
- Advising at Brown: http://www.brown.edu/academics/college/advising/
Practice-Based Component Track A: Research Mentorship Track

Criteria for Selection:

Proposals must demonstrate merit by describing concrete aims of the partnership as related to the research, highlighting specific goals for the mentorship training of the graduate student(s) involved, outlining how the proposal will promote the development of the undergraduate student(s) involved, and securing the support of a faculty advisor. All graduate student participants must have advanced to Ph.D. candidacy by the start of the 2015-2016 academic year.

Criteria by which applications will be evaluated include:

1. Impact on the Graduate Student (GS) Mentor(s):
   - The GS(s) demonstrate(s) strong desire/capacity to enhance mentorship skills, and clearly articulate(s) how the program funding would allow him/her/them to do so.
   - Specific mentorship skills development goals are cited in the proposal. These goals are significant and achievable; appropriate measures to achieve the goals are described.
   - The research is highly related to the graduate student’s/students’ goals and trajectory, will greatly enhance professional training, and will positively impact post-graduate outcome(s).
   - The specific characteristics of this proposal have the potential to provide an excellent opportunity for interaction and practice-based mentorship skills learning.

2. Impact on the Undergraduate Student (UG) Mentee(s):
   - Highly motivated UG(s) is/are of the appropriate level for the submitted proposal and the GS(s) has/have appropriate expertise to direct it.
   - The UG will have a meaningful role in the proposed research; there are specific and excellent opportunities for UG scholarly development outlined.
   - Clear benchmarks are articulated for the development of the UG mentee(s).
   - The specific mentorship skills development goals cited in the proposal will, if achieved, positively impact the UG during his/her/their experience in the program.
   - The research is very likely to positively impact UG post-graduate outcomes.

3. Quality of the Mentorship Plan:
   - Following this well-motivated plan is likely to lead to achievement of (1) and (2) above.
   - The plan describes: (a) the mentorship environment; (b) available resources (human and otherwise); (c) how (a)/(b) will be leveraged to positively impact GS/UG participants.
   - The plan addresses with appropriate detail: development of mentor-mentee relationships, plan for effective communication, anticipated outcomes, a timeline for achievement of the project and mentorship goals, benchmarks to evaluate progress, and other topics.
   - The plan has been tailored to include specific strategies for mentoring this/these UG(s) in the context of this specific project. The plan also addresses how GS(s) will overcome any foreseeable challenges he/she/they may encounter in this specific mentorship experience.

4. Requested Budget Enhances Mentorship Partnership
   - Budget items are directly relevant to and contribute to the success of the mentorship plan.

Applicants are strongly encouraged to incorporate aspects of mentorship that they would like to develop, and how their project will accomplish this (see Resources).

Examples of previously funded proposals at the link provided. However, novel proposals are strongly encouraged. http://www.brown.edu/about/administration/sheridan-center/projects-initiatives/mentorship
**Budget:**

A detailed budget must accompany each application outlining expected costs, briefly clarifying how each line item either promotes the mentorship goals and relates to the proposal’s topic. For questions regarding how the available funds can be spent, please see Questions section for contact information. Funds should not be used for core facilities and equipment that would typically be provided by the department or relevant research laboratory.

**Faculty advisor:**

Each proposal must demonstrate the support of a faculty advisor with expertise and interest in the topic of the proposal. The faculty advisor should be available to provide guidance, where relevant, to the GS and UG participants. However, primary mentorship of the UG applicant(s) must be provided by the GS applicant(s). The faculty advisor for an application need not be the research advisor for a GS applicant. GS applicants (all those involved in an application) must also secure the support of their graduate advisor(s) (demonstrated via a signed form – see end of this document).

**Application Components:**

1. **Title**
2. **Participants:** include email addresses and departmental affiliations for each GS and the faculty advisor; include email addresses and concentrations for each UG
3. **Abstracts:** Two summaries of project goals (150 words) and mentorship goals (150 words)
4. **Project Proposal:** state concrete goals/aims of proposal; prepared jointly by graduate and undergraduate student applicants (750 word maximum, not including title and references)
5. **Mentorship Plan:** specific goals for implementation practices and development of mentorship skills; description of how the project directly relates to the graduate applicant’s/applicants’ research/professional trajectory; delineation of how it will promote development of undergraduate applicant(s) (750 word maximum)
6. **Signed Statement of Support (see template):** signed by faculty advisor and graduate research advisor(s) of applicant(s)
7. **Budget:** prepared by graduate applicant(s) (1 page maximum)
8. **Curriculum vitae:** from all graduate student applicants

Please email all application components (in order; in a single .pdf file) to Sheridan_Center@brown.edu.

One GS per application must also fill out the information in the form linked here:
http://goo.gl/forms/q2uSs66k1m
Practice-Based Component Track B: Academic Advising Track

Criteria for Selection:

Applicants should highlight specific goals for their mentorship training and outline specific practices that will enhance their ability to engage with their advisees as effective academic advisors. They must also secure the support of a faculty mentor. **All graduate student participants must have advanced to Ph.D. candidacy by the start of the 2015-2016 academic year.**

Criteria by which applications will be evaluated include:

1. **Impact on the Graduate Student (GS):**
   - The GS demonstrates strong desire/capacity to enhance mentorship/advising skills, and clearly articulates how gaining practical experience in advising would allow him/her to do so.
   - Specific mentorship skills development goals are cited in the proposal. These goals are significant and achievable; appropriate measures to achieve the goals are described.
   - Experience advising undergraduate freshmen/sophomores will greatly enhance professional training, and is likely to positively impact post-graduate outcomes.

2. **Quality of the Mentorship Plan**
   - Following this well-motivated plan is likely to lead to achievement of (1) above.
   - The plan describes resources available to the applicant (human and otherwise) and discusses how the resources will be leveraged to positively impact the participant and his/her advisees.
   - The plan addresses with appropriate detail topics including, but not limited to, the development of advisor-advisee relationships, a plan for effective communication, a timeline for achievement of mentorship goals, benchmarks to evaluate progress.
   - The plan has been tailored to include specific strategies for advising UG(s) in the GS’s general area of expertise. The plan also addresses how the GS will overcome any foreseeable challenges he/she may encounter in this specific advising experience.

Applications are strongly encouraged to incorporate aspects of mentorship that they would like to develop, and how their project will accomplish this (see Resources).

**Faculty mentor:**

Each applicant must secure the support of a faculty mentor with at least 5 years of experience in academic advising of freshmen/sophomores at Brown. The faculty mentor should be available to provide guidance, where relevant, to the GS participant. However, the GS applicant, not his/her faculty mentor, will be responsible for the GS’s assigned advisees. The faculty mentor for an applicant need not be the research advisor for a GS applicant. GS applicants must also secure the support of their graduate advisor (demonstrated via a signed form – see end of this document).

**Application Components:**

1. **Contact Information:** include email and departmental affiliation for GS and faculty mentor
2. **Abstracts:** Summary of mentorship goals (150 words)
3. **Mentorship/Advising Plan:** specific goals for development of mentorship skills; concrete description of implementation practices GS will use to engage advisees (750 word maximum)
4. **Signed Statement of Support (see template):** signed by faculty mentor and research advisor
5. **Curriculum vitae**

Please email all application components (in order; in a single .pdf file) to Sheridan_Center@brown.edu.

All applicants must also fill out the information in the form linked here: http://goo.gl/forms/q2uSs66k1m
Certificate V: Principles and Practice in Reflective Mentorship  
Track A: Research Mentorship Track

Statement of Support: Faculty Advisor for Proposed Project
By signing below, I agree to act as the advisor to this proposed project if selected. I will be available to provide guidance where needed/appropriate to the graduate and undergraduate student participants in this project. I understand that the graduate student(s) submitting this application should be the primary mentor(s) of the project described in the application.

____________________________________
(Project’s Faculty Advisor)

Statement of Support: Research Advisor(s) for Graduate Student Applicant(s)
By signing below, I affirm my support for the graduate student(s) submitting this application for training and funding of a research mentorship project. I also affirm that the graduate student applicant(s) (whom I advise) has/have reached Ph.D. candidacy or will have reached Ph.D. candidacy prior to the start of the 2015-2016 academic year.

____________________________________
(Research Advisor to Corresponding GS)  
____________________________________
(Research Advisor to GS #2, if applicable)

Participation Agreement
The success of the Certificate V program is highly dependent on consistent collaborative participation within a community of mentors, advisors, trainees and mentees. Therefore, if selected, participants must attend all events and activities listed on the Call for Applications. Selected teams’ project funding is contingent on the group’s participation. Thus, by signing below, each group member is agreeing to participate in the events listed.

____________________________________
(Corresponding Graduate Student Applicant)  
____________________________________
(Undergraduate Student Participant #1)

____________________________________
(GS Applicant #2, if applicable)  
____________________________________
(UG Participant #2, if applicable)

____________________________________
(UG Participant #3, if applicable)

____________________________________
(UG Participant #4, if applicable)
Certificate V: Principles and Practice in Reflective Mentorship
Track B: Academic Advising Track

Statement of Support: Faculty Advising Mentor for Graduate Student Applicant
By signing below, I agree to act as a mentor to the graduate student submitting this application if he/she is selected. I will be available to provide guidance where needed/appropriate to the graduate student. I understand that the graduate student submitting this application will be responsible as the academic advisor for the 4-6 undergraduate advisees assigned to him/her. I also affirm that I have at least 5 years of experience in academic advising of freshmen/sophomores at Brown.

__________________________________________
(Project’s Faculty Advisor)

Statement of Support: Research Advisor(s) for Graduate Student Applicant
By signing below, I affirm my support for the graduate student submitting this application for training and participation as an academic advisor for Brown University undergraduates. I also affirm that the graduate student applicant (whom I advise) has reached Ph.D. candidacy or will have reached Ph.D. candidacy prior to the start of the 2015-2016 academic year.

__________________________________________
(Research Advisor to Graduate Student)

Participation Agreement
The success of the Certificate V program is highly dependent on consistent collaborative participation within a community of mentors, advisors, trainees and mentees. Therefore, if selected, participants must attend all events and activities listed on the Call for Applications. Additionally, you understand that the Academic Advising Track entails a 2-year commitment to participate. Thus, by signing below, I agree to participate in the events listed and affirm that I understand that I am making a 2-year commitment to serve as an advisor for 4-6 Brown undergraduates.

__________________________________________
(Graduate Student Applicant)