



Brown University Faculty Mentoring Program Guide for Participants 2009-‘10

Prepared by

The ADVANCE Program at Brown

The ADVANCE Program at Brown seeks to increase the retention and advancement of women faculty in science and engineering by facilitating the path to career success for all faculty. Please visit <http://www.brown.edu/Administration/Provost/Advance/>

The Brown Faculty Mentoring Program is a collaborative effort of the Offices of the Provost, the Dean of the Faculty, the Dean of Medicine and Biological Sciences, and the ADVANCE Program. The program provides a formal mechanism for tenure-track faculty members to receive advice and counsel from a tenured faculty mentor outside of their department. The mentor is someone with whom tenure-track faculty members can speak candidly to share their experiences and concerns. The goal of the program is to help tenure-track faculty members create an advisory relationship that is free of professional conflicts of interest.

Mentors will assist tenure-track faculty with professional development by providing

- information about University policies, culture, and resources;
- advice for balancing competing commitments (teaching, research, professional service);
- advice about when to say "yes" and when to say "no";
- and strategies for gaining national and international scholarly recognition.

It is also important for tenure-track faculty members to seek career advice from their department chairs and from faculty within their departments who are familiar with their particular area of scholarship. If junior faculty members would like a department mentor but don't have one, they should request one from their department chair. ***The Brown Faculty Mentoring Program is not meant to replace departmental mentors or guidance committees, formal or informal.***

Ideally, junior faculty members seek and receive advice from a variety of different people both within and outside of their home institutions. No single person can provide all the information, constructive criticism, and support that a junior faculty member needs. This circle of advisors will change as tenure-track faculty members' needs change, thus providing different models for making career decisions at Brown. Having a circle of advisors cultivates reciprocal relationships that may be useful at different stages of an academic career. No faculty member ever outgrows the need for sound advice.

Contact information for administrators of the Brown Faculty Mentoring Program:

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Tools for Mentors

The Role of the Mentor

Mentors are trustworthy advisors who are willing to share wisdom gained from their own experiences. Mentors should be accessible and approachable, helpful problem solvers, and willing to offer advice. Ideally, a mentor is:

- knowledgeable about Brown's institutional culture and faculty life
- a promoter of scholarly values and academic integrity
- an advisor who helps the "mentee" to set and attain career goals
- an experienced teacher
- helpful in resolving difficult work-related issues
- sensitive to the challenges of creating a balance between work and personal life
- willing to make a reasonable time commitment
- a strategist for building good relationships that will sustain a vibrant academic career
- sensitive to identity issues (of gender, race, class, sexual orientation, family status) in the academy (see Appendix C).

What are Mentors agreeing to do?

1. Read this packet.
2. Initiate contact with your mentee to set up a first meeting.
3. Share information about your own background with your mentee; sharing CVs is a good introductory activity.
4. Meet regularly with your mentee: we suggest once a month.
5. Know how to access University policies on tenure and promotion and work/family balance (see Appendices A and B).
6. Share your experiences as a member of the Brown Faculty.
7. Respond as quickly as you can to emails, phone calls, requests from your mentee.
8. Communicate with your mentee to assess whether or not the mentoring match is working. If it isn't working, gently suggest that s/he request a different mentor (see page 10).
9. Make referrals and/or gather resources to respond to questions you can't answer. Feel free to consult with Faculty Mentoring Program administrators, listed on page 10.
10. Help to evaluate the Cross-Departmental Faculty Mentoring Program at the end of the academic year (see Appendix E).

Tips to Help Mentors Maintain a Good Mentoring Relationship

(Adapted from the University of Wisconsin Women Faculty Mentoring Program)

1. Take the initiative in the relationship.
2. Make it easy for your mentee to meet with and contact you. Take advantage of email and telephone as a way of staying in touch; email in particular allows for relatively short but more frequent contact. Not all mentoring has to take place in person.
3. Respect your mentee's time as much as you respect your own. Be explicit about your own needs and limits, specifying times you wish not to be disturbed or ones that are particularly good for communication. Your mentee may have similar needs and limits.
4. Help your mentee explore options and understand the impact of different choices.
5. Encourage your mentee to consider your suggestions *along with* advice received from others.
6. Do not divulge confidences. Your mentee must trust that anything said to you will be held in the strictest confidence unless instructed otherwise.
7. Be willing to discuss strategies or approaches that have helped you balance the demands of work, family, and personal interests.
8. Share your failures as well as your successes.
9. Give your mentee honest, thoughtful feedback.
10. It is often a mentor's job to encourage the plans of their junior colleague, and to praise their instincts and work. It is also a mentor's job to offer constructive feedback intended to improve a mentee's work or situation. Ask if you can make a suggestion or offer criticism before doing so. When criticism is offered, it should be followed by mutual problem solving and plans for improvement. If possible, provide specific examples based on your experiences and expertise.
11. Over-dependence can go in either direction in a mentoring relationship. However, it is not wise for a mentee to become overly dependent on his or her mentor. Mentors should encourage their mentees to cultivate other mentors.
12. Know or be willing to investigate University resources, such as tenure relief policies, information on the role and functioning of the Tenure and Promotions Committee, etc. See Appendices on pages 11-14, or contact one of the Faculty Mentoring Program Administrators listed on page 2.

Tools for Tenure-track Faculty Members aka “Mentees”

A **Good Mentee** prepares for a mentoring relationship by thinking about what s/he hopes will come from it (see next page), and is specific about the kinds of support, feedback, listening, and advice that will be most helpful to her/him. Mentees should be open to feedback and willing to listen to advice, even if they decide not to act on some of their mentor’s suggestions. Remember that you are ultimately in the best position to recognize and make decisions about what is in your best interest.

Mentees should commit to

- meet regularly with their mentors, establishing meeting times and modes (email, phone, in person) that work for both parties.
- share specific accounts of professional activities and experiences, successes and challenges at Brown, within a mutually agreed upon understanding of confidentiality.
- follow through on tasks agreed to with their mentors.

A good mentee will recognize that no single person can meet all her/his needs. Begin to cultivate a circle of advisors that includes your cross-departmental Brown mentor, senior and other tenure-track faculty from your home department, and respected colleagues in your field from other institutions.

The Role of the “Mentee”: What are tenure-track faculty members agreeing to do?

1. Read this packet.
2. Respond promptly to your mentor’s invitation for a first meeting. If you haven’t heard from her/him within 10 days after notification of the “match,” contact her/him.
3. Share your CV with your mentor.
4. Meet regularly with your mentor: once a month is suggested.
5. Be able to articulate what you need or want to know about University policies on tenure and promotion, work/family balance, et al.
6. Respond as quickly as you can to emails, phone calls, requests from your mentor.
7. On a regular basis, communicate with your mentor to assess whether or not the match is working. If it isn’t working, have a conversation with your mentor to talk about getting a different mentor (see page 10).
8. Help to evaluate the Cross-Departmental Faculty Mentoring Program at the end of the academic year.

Prior to your first meeting, think about what you need and want from your mentor.

- Information about tenure and promotion at Brown
- Help with career aspirations and goal-setting (see Appendix D)
- Advice about courses of action to address a specific problem
- Information about family friendly policies and supports
- Someone with whom you can share experiences in the academy based on identity markers (gender, race, class, sexual orientation)
- Help with time-management and procrastination problems
- Perceptions of how you come across
- Information about how to advance into academic leadership positions
- Help identifying people at Brown who can be helpful to you, and how to approach them
- Thinking through or role-playing difficult situations that you need to negotiate
- Reassurance that you can be successful when you doubt yourself
- The relative importance of teaching, publishing, and service for faculty members at Brown
- University evaluation processes and procedures
- Advice about participation in professional organizations and conferences
- Formulation of career goals and timelines
- Balancing personal interests and family time with life in the academy
- Help acquiring or improving skills, such as how to give a talk, how to supervise graduate students, managing classroom dynamics, etc.
- Other:

First Meeting and Parameters of the Relationship

The first meeting

Both the mentor and mentee should come to their first meeting prepared to share some of their histories in the academy (at Brown and elsewhere). To facilitate this opening discussion, we suggest that you exchange CVs ahead of time.

Mentor and Mentee should be ready to talk about their goals for the relationship:

Why did you want to be a mentor?

Why did you want a mentor?

Getting Acquainted

Following are some suggested questions for mentees *and* mentors to discuss. Each party could choose 2 or 3 questions for discussion for the first meeting, then use one question at the beginning of subsequent meetings to develop your relationship.

1. Where do you hope to be in five years? What do you need to get there?
2. How does mentoring affect academic careers? Does it matter?
3. Describe someone who has been a good mentor to you in any area of your life.
4. What does good mentoring look like? How can you find it if it doesn't occur naturally?
5. When has your gender mattered in your academic career? Race? Marital/partner or family status? Nationality?
6. Mentor, what was your tenure process like? Mentee, what are you most worried about as you anticipate your tenure process?
7. What publishing hurdles are you facing/have you overcome?
8. How does tenure clock relief for parenting play out in your department?
9. Are there faculty members in your department who are marginalized? How does this occur? What strategies might work to contribute to an atmosphere of collegiality and inclusion?
10. Have you approached a department chair or senior colleague with a difficult issue? What went well? What would you do differently?
11. What do graduate students expect/need of you in your department?
12. How do you achieve a balance between your work/research and personal demands or interests?
13. Have you felt "stuck" at any point in your academic career? (How) did you resolve the situation?
14. What is your most important career goal at the moment? How will you approach it?

The Importance of Confidentiality

You should 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. Mentoring pairs may need to revisit this as different or particularly difficult issues come up.

You might utilize these questions to begin your conversation about confidentiality.

1. Who can we talk with about our conversations? Should our names ever be used?
2. What topics or issues feel most in need of protection for the Mentee?
3. At what point might the Mentor feel s/he has to act on an issue brought up by the Mentee? In what situations would it be difficult for the Mentor to act on the Mentee's behalf?
4. Mentor and Mentee should disclose whether or not their spouses/partners are faculty members at Brown and, if so, in which departments. Is it OK to share with spouses/partners what's discussed in Mentoring sessions – with or without the use of names?
5. Are there other confidentiality considerations or concerns for either the Mentee or the Mentor?

- ❖ **End your first meeting** 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 once a month**, but no less than once every two months with at least one other meeting by telephone or email.
- ❖ **Set a date and time for your next meeting.**

Sustaining the Relationship

One of the central purposes of the Brown Faculty Mentoring Program is to make institutional processes, procedures, and practices more transparent, and to help junior faculty members clarify what is expected of them if they are to thrive at Brown. Mentoring pairs should spend time discussing and seeking resources that will ultimately enable the Mentee to answer these questions:

Are there informal as well as formal University criteria for promotion and tenure?

What/where are they?

Who can help to clarify my department's expectations and practices?

What if procedures meant to ensure the consistent and coherent application of those expectations and practices are not being followed?

How is teaching reviewed and evaluated at Brown?

What teaching resources have you found helpful?

How is service to the University evaluated?

How is professional organization membership and participation evaluated?

What are the powerful and relevant University committees?

Who sits on those committees? How are faculty selected for those committees?

Below are some areas for further suggestions for discussion topics. It is a good idea to revisit these from time to time, to see if the tenure-track faculty member's needs are being met. Decide which areas of concern you can address together, and in which areas the mentee will need to seek out other senior faculty mentors and/or peer mentors.

- Identification and development of career goals (see Appendix D)
- Balancing personal interests, family life, and work
- Skills (how to give a talk, how to supervise graduate students, managing classroom dynamics)
- Time Management
- Advice on relevant University policies and processes
- Strategies for promotion
- Gender, race, identity in the academy
- Publications and writing
- Professional development (organization or society membership, conference attendance)
- Funding resources and support at Brown

If the Mentoring Match Doesn't Work

If the mentee wants assistance in an area in which the mentor does not feel confident giving advice, the mentor can help the mentee find additional resources. The mentee should be encouraged to take the initiative to approach another person for advice in that specific area, or the mentor may make a contact with a mutually agreed upon person within or outside the mentee's department. It may be advantageous to have the mentor continue as a cross-department mentor, especially if the relationship has been sustained for several months.

However, if the match is not working for either party, or if there is not enough common ground to make the relationship worthwhile, mentoring pairs should not feel pressure to maintain the relationship. If either party feels that their 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 can then agree to a "no-fault conclusion" of the relationship.

After that discussion, both parties should notify Susan Overton, ADVANCE Managing Director (3-2943; susan_overton@brown.edu); or Associate Dean of the Faculty Carolyn Dean (3-2313; Carolyn_dean@brown.edu), who will work with the faculty members to try to better meet mentoring needs.

Appendix A: Tenure and Promotions Guidelines

From the Dean of the Faculty

Current Brown University Handbook of Academic Administration from the office of the Dean of the Faculty:

Handbook of Academic Administration:

<http://www.brown.edu/Administration/Provost/handbook/HAA2009.pdf>

Chapter 10. Reappointments, Promotions, and Tenure Reviews, page 61

From the Division of Biology and Medicine

Procedures Manual for Biology Departments and Regular Faculty Actions in the Departments of Community Health and Pathology/Laboratory Medicine, August 19, 2008:

<http://med.brown.edu/omfa/procedure/forms/BiologyAppointmentProcess.pdf>

Outline of Tenure Process (Powerpoint document) from Brown University Dean of the Faculty's office, Oct. 31, 2008:

http://www.brown.edu/Administration/Dean_of_the_Faculty/policies/documents/tpaworkshop08.pdf

TPAC Checklist for Tenure Dossier

http://www.brown.edu/Administration/Dean_of_the_Faculty/forms/documents/TPACchecklist.pdf

Brown University Science, Engineering, and Math Departments' Standards, Criteria, and Procedures for Promotion

<https://wiki.brown.edu/confluence/display/advance/Departmental+Standards%2C+Criteria%2C+and+Procedures+for+Promotion+and+Tenure>

Appendix B: Policies and Resources for Brown Faculty Members

Tenure Probation Extension Policy for the Parenting of a New Child and for Extraordinary Circumstances

http://www.brown.edu/Administration/Dean_of_the_Faculty/policies/policies-tenure.html

Teaching Relief Policy for Faculty Members who are Primary Caregivers for Children

<http://www.brown.edu/Administration/ffpf/parenting/>

Memo from Dean of Faculty summarizing policies designed to help faculty members balance work and family life, including dependent care travel support, support for dual career faculty couples, and back-up care (September 2008)

http://www.brown.edu/Administration/Dean_of_the_Faculty/policies/documents/Worklife.pdf

Family Friendly Policies for Brown Faculty

<http://www.brown.edu/Administration/ffpf/parenting/>

Dual Career Partner Placement Statement

<http://www.brown.edu/Administration/ffpf/dualcareer/>

Sexual Harassment

Handbook of Academic Administration, page 12

<http://www.brown.edu/Administration/Provost/handbook/HAA2009.pdf>

Office of the Vice President for Research, Proposal Writing Support

<http://research.brown.edu/ovpr/support.php>

Appendix C: Readings and Articles for Mentors and Mentees (copies available from the ADVANCE Program)

The Importance of Mentoring

1. Bland, C., A. Weber-Main, S. Lund, D. Finstad. "Mentoring" in *The Research Productive Department: Strategies from Departments that Excel*, pages 64-79. (Anker Publishing Company, Inc., Bolton, Massachusetts, 2005)
2. deJanasz, S. and S. Sullivan, "Multiple Mentoring in Academe: Developing the professorial network" in *Journal of Vocational Behavior*, 64, issue 2, April 2004, pp. 263-283.
http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6WMN-4BoX571-6&_user=489286&_rdoc=1&_fmt=&_orig=search&_sort=d&_view=c&_acct=C000022678&_version=1&_urlVersion=0&_userid=489286&_md5=ed7097c927aof54123dd9666521ca5da (Sept. 10, 2009)

Best Practices

1. Moody, Joann. "Good Practices in Mentoring" in *Faculty Diversity: Problems and Solutions*, pages 129-157. (Routledge Falmer Press, 2004)
2. Sorcinelli, M.D. and Yun, J. "Mutual Mentoring Guide" of the University of Massachusetts at Amherst, Office of Faculty Development, 2009.
http://www.umass.edu/ofd/mentoring/Mutual%20Mentoring%20Guide%20Final%20011_20.pdf (Sept. 10, 2009)

Institutional Issues for Women Faculty in Science, Technology, Engineering, and Mathematics fields

1. Brown University ADVANCE Proposal to the National Science Foundation, July 2005
<http://www.brown.edu/Administration/Provost/Advance/NSF%20ADVANCE%20Proposal.pdf> (Sept. 10, 2009)
2. Mason, M.A.; Goulden, M. and Frasch, K. "Why Graduate Students Reject the Fast Track" in *Academe*, volume 95, number 1, January- February 2009 (AAUP).
<http://www.aaup.org/AAUP/pubsres/academe/2009/JF/Feat/maso.htm> (Sept. 10, 2009).
3. Valian, V., "Power, Effectiveness, and Gender in the Academy."
<http://www.brown.edu/Administration/Provost/Advance/Valian%20Power%20Effectiveness%20&%20Gender.pdf> (Sept. 10, 2009)

Generational Differences Between Mentors and Mentees

1. Bickel, J. and A. Brown, "Generation X: Implications for Faculty Recruitment and Development in Academic Health Centers" in *Academic Medicine*, Vol. 80, No. 3, March 2005, pp. 205-210.
http://medschool.duke.edu/wysiwyg/downloads/bickel_brown_acad_med_2005.pdf (Sept. 10, 2009)

2. Dronzek, A. "The Academic Generation Gap" in *Academe*, volume 94, number 4, July-August 2008 (AAUP).
<http://www.aaup.org/AAUP/pubsres/academe/2008/JA/Feat/dron.htm>
(Sept. 10, 2009)

Different Identities in Academic Mentoring

1. Crutcher, B.N. "Mentoring Across Cultures" in *Academe*, volume 93, number 4, July-August 2007 (AAUP).
<http://www.aaup.org/AAUP/pubsres/academe/2007/JA/Feat/crut.htm> (Sept. 10, 2009)
2. Shollen, S.L., C. Bland, A. Taylor, A.M. Weber-Main, P. Mulcahy, "Establishing Effective Mentoring Relationships for Faculty, Especially across Gender and Ethnicity" in *American Academic*, vol. 4, pp. 131-158, 2008.
http://www.aft.org/pubs-reports/american-academic/issues/march08/shollen_bland_etal.pdf (Sept. 10, 2009)
3. Stanley, C., Y. Lincoln, "Cross-Race Faculty Mentoring" in *Change* (March/April 2005)
<http://heldref-publications.metapress.com/media/2dppulmtlqh3jq64qwtm/contributions/n/m/o/4/nmo4ow5o6m632478.pdf> (Sept. 10, 2009)
4. Williams, J., T. Alon, S. Bornstein, "Beyond the 'Chilly Climate': Eliminating Bias Against Women and Fathers in Academe" in *Thought & Action*, Fall 2006, pages 79-96. http://www.nea.org/assets/img/PubThoughtAndAction/TAA_06_09.pdf
(Sept. 10, 2009)

Gender Bias in Letters of Recommendation and Academic Evaluation Processes

1. Schmader, T., J. Whitehead, V. Wysocki, "A Linguistic Comparison of Letters of Recommendation for Male and Female Chemistry and Biochemistry Job Applicants" in *Sex Roles* (2007) 57: 509-514.
<http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=2572075> (Sept. 10, 2009)
2. Steinpreis, R., K. Anders, D. Ritzke, "The Impact of Gender on the Review of the Curricula Vitae of Job Applicants and Tenure Candidates: A National Empirical Study" in *Sex Roles*, vol. 41, nos. 718, 1999.
http://www.faculty.diversity.ucla.edu/search/searchtoolkit/docs/articles/Impact_of_Gender.pdf (Sept. 10, 2009)
3. Trix, F., C. Psenka, "Exploring the Color of Glass: Letters of Recommendation for Female and Male Medical Faculty" in *Discourse and Society* 2003; 14: 191.
<http://das.sagepub.com/cgi/content/abstract/14/2/191> (Sept. 10, 2009)

Appendix D: Mentee’s Goal Setting Tool

Identify which of your career goals your cross-departmental mentor can help you with. Ask your mentor for help in identifying other people and resources who can help you work toward specific discipline or department-related goals.

Use the following form to begin to record and work on career goals. Be realistic and specific. Set goals in the areas suggested for your first year, third year, and tenure-track-decision year. In your first year in a tenure track position, you should review your goals with mentors or advisors every two to three months.

Today’s Date:

Review dates (every 3 months):

Area/Goals	Who can help to hold me accountable?	Status
Manuscripts/Book Chapters		
Grants		
Conferences (National, International, Local)		
Journal Reviews/Editorial Boards		
Teaching/Working with students		
Communication/Networking		
Administrative		
Committees		
Department		
Brown		
National		
International		
Other		

Appendix E: Brown Faculty Mentoring Program Evaluation Form

Please respond fully and honestly to help us improve the Brown Faculty Mentoring Program.

Date _____

Role in the Program (check one): Mentor _____ Mentee _____

Academic Rank _____

Department (optional) _____

Name (optional) _____

1. How many times did your mentoring pair meet this semester? _____

In person _____ Telephone _____ Email _____

2. Did you use the Mentoring Guide? Yes ___ No ___

How helpful was it?

1	2	3	4
Very Helpful	Somewhat helpful	Neutral	Not helpful

Comments:

3. What topics/issues were discussed in your mentoring relationship? Check all that apply.

University criteria for promotion/tenure		Identification & development of career goals	
Publications and writing		University family care policies	
Professional development		Teaching/classroom dynamics	
Funding Resources at Brown		Identity issues (gender, race, etc)	
Time Management		Committee/service work	
Balancing personal life & work		Organization of University (who's who; who does what)	

Briefly describe other topics you discussed:

4. What were your hopes for this mentoring relationship? If goals were set, please provide a general description of those.

5. Degree of success in achieving hopes or goals for the relationship.

1	2	3	4	5
Greatly Exceeded	Somewhat exceeded	Fully Achieved	Partially Achieved	Not Achieved

Comments:

6. The mentoring relationship in which I participated in the past year was beneficial.

1	2	3	4	5
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

7. Mentors, will you volunteer to be a mentor in the Cross-Departmental Mentoring Program next semester/year? Yes _____ No _____

Mentees, would you advise a new faculty Member to participate in the Cross- Departmental Mentoring Program during their first semester at Brown? Yes ____ No ____

Why or why not?

8. If you changed Mentors/Mentees during the semester, how difficult was that change?

1	2	3
Easy, no discomfort	Somewhat uncomfortable	Very uncomfortable

How could changes to “mismatched” mentoring relationships be better facilitated?

9. Please comment on the cross-departmental nature of the program. What were some of the benefits you found in having a mentor or mentee outside of your department? Were there aspects of the mentoring relationship that were difficult due to this dynamic?

10. Please provide additional comments or suggestions on how to improve the Brown Faculty Mentoring Program.

Submit to advance_program@brown.edu



This development of this Guide is supported by the **National Science Foundation** under **Grant No. 0548311**