



Brown University

One-to-One Faculty Mentoring Program Guide for Participants

Spring 2010

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 a tenure-track faculty member to receive advice and counsel from a tenured faculty mentor from within the same division but outside her or his own department. Cross-departmental matches allow the tenure-track faculty to communicate with advisors who are not directly involved in their tenure review process. The program helps tenure-track faculty establish advisory relationships that will foster a path to career success without potential conflicts of interest.

This initiative complements existing guidance committee or departmental mentor programs. Having a circle of advisors promotes collaborative relationships that foster professional development at different stages of an academic career. We recommended that tenure-track faculty members seek career advice from their department chairs as well faculty who are familiar with their particular area of scholarship, both on campus and at other institutions.

ADVANCE at Brown seeks to increase the retention and advancement of women faculty in science and engineering by making available those mechanisms that promote career success for all faculty scientists—mechanisms including mentoring, grant seeking support, and tools for becoming leaders in academic and scientific communities. For more information, about ADVANCE and its initiatives visit <http://www.brown.edu/Administration/Provost/Advance>.

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

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Section 1: Guidelines for Tenure-Track Faculty Members

1. The Role of the Tenure-Track Faculty Member

Your career, as the tenure-track faculty member, is the focus of this mentoring relationship. It is your responsibility to prepare for meetings with your mentor by thinking about what kind of support, feedback, and advice would be most beneficial for you. You should be open to feedback and willing to listen to advice, even if you decide not to act on some of the mentor's suggestions. Remember that you are ultimately in the strongest position to recognize and make decisions about what is in your best interest.

2. Terms of the Agreement

By entering into a mentoring relationship, the tenure-track faculty member agrees to:

- Respond promptly to your mentor's invitation for a first meeting.
- Establish meeting times and modes (email, phone, in-person) that work for both parties.
- Meet regularly with your mentor. We suggest meeting once a month.
- Agree upon a mutual understanding of confidentiality.
- Share specific accounts of professional activities and experiences by providing your CV.
- Be able to articulate what you need or want to know about the University.

3. Issues to Address in the Mentoring Relationship

Think about what you need and want from your mentoring relationship. Topics might include:

- Brown University tenure and promotion policies and procedures. See Appendix A.
- Formulation of career goals and timelines.
- Information about University family-friendly policies and programs. See Appendix B.
- Issues related to experiences in the academy based on identity markers (e.g. gender, race/ethnicity, class, sexual orientation). See Appendix D for relevant readings.
- Time management methods.
- Strategies for how to advance into academic leadership positions.
- Identifying people at Brown who may be helpful to you and how to approach them.
- How to negotiate with colleagues and your department chair.
- How to counter bouts of self-doubt.
- Prioritizing teaching, publishing, and service for faculty members at Brown.
- Internal funding sources and resources for external funding support. See Appendix C.
- Help acquiring or improving skills in such areas as giving talks and/or lectures, grant proposal writing, supervising graduate students, managing laboratory and/or classroom dynamics, etc. ***Please note that the ADVANCE office is happy to direct mentoring pairs to readings, resources, and University offices on campus that may be able to address questions or concerns.***

Section 2: Guidelines for Mentors

1. 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.
- An advocate for scholarly values and academic integrity.
- An advisor who helps the tenure-track faculty member set and attain career goal.
- 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 relationships that will sustain a successful academic career.
- Sensitive to issues related to experiences in the academy based on identity markers (e.g. gender, race/ethnicity, class, sexual orientation). See Appendix D for relevant readings.

2. Terms of the Agreement

By entering into a mentoring relationship, the mentor agrees 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 tenure-track faculty member. We recommend meeting monthly.
- Know how to access University policies on tenure & promotion and work-life balance. See Appendices A and B for University resources.
- Communicate to assess whether or not the mentoring match is working.
- Make referrals and/or gather resources to respond to questions you may not be able to answer. See Appendix C for resources on teaching and research support.

3. Tips for Maintaining a Good Mentoring Relationship

The following tips, adapted from the University of Wisconsin-Madison Women Faculty Mentoring Program, can be useful for maintaining a positive mentoring relationship:

- Make it easy for your junior faculty member to meet with and contact you. Take advantage of email and telephone as a way of staying in touch.
- 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.
- Help your mentee explore options and understand the impact of different choices.
- Encourage your mentee to consider your suggestions along with recommendations received from other colleagues and advisors.
- Do not divulge confidences. Your mentee must trust that anything said to you will be held in the strictest confidence unless instructed otherwise.
- Be willing to discuss strategies or approaches that have helped you balance the demands of work, family, and personal interests.
- Share your failures as well as your successes.
- It is often a mentor's job to encourage the plans of their junior colleague and to praise their instincts and work. Constructive criticism should be followed by mutual problem-solving and plans for improvement. If possible, provide specific examples based on your experiences and expertise.

Section 3: First Meeting and Relationship Parameters

1. The First Meeting

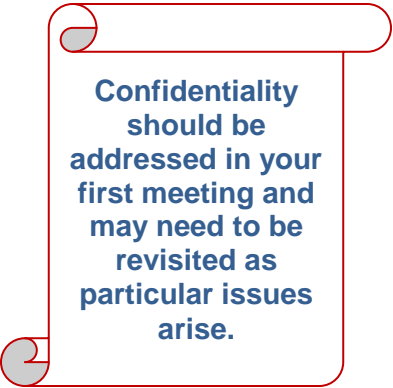
Both the tenure-track faculty member and faculty mentor should come to their first meeting prepared to share some of their histories in the academy at both Brown and elsewhere. To facilitate this opening discussion, we suggest that you exchange CVs ahead of time. Both parties should be ready to talk about their goals for the relationship.

2. 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 arise.

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

- Whom can we talk with about our conversations? Should our names ever be used?
- What topics or issues feel most in need of protection?
- At what point might the mentor feel she or he has to act on an issue brought up by the tenure-track faculty member?
- Is it OK to share with spouses/partners what is discussed in mentoring sessions, with or without the use of names? Both participants should disclose whether or not their spouses or partners are faculty members at Brown and, if so, in which departments.
- Are there other confidentiality considerations or concerns?



Confidentiality should be addressed in your first meeting and may need to be revisited as particular issues arise.

3. Getting Acquainted

Questions that can help mentoring pairs get acquainted may include:

- Where do you hope to be in five years? What do you need to get there?
- When has your gender, marital/partner or family status, race/ethnicity, or nationality mattered in your academic career?
- What was your tenure process like? What are you most worried about as you anticipate your tenure process?
- What publishing hurdles are you facing or have you overcome? See Appendix C.
- How does tenure-clock relief for parenting work in your department? See Appendix B.
- 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?
- 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 expect and/or need of you in your department?
- How do you achieve a balance between your teaching, research, and personal demands?
- What is your most important career goal now?

4. Scheduling Ongoing Meetings

Conclude 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**. Set a date and time for your next meeting.

Section 4: Sustaining the Mentoring Relationship

1. Success at Brown

The purpose of the One-to-One Faculty Mentoring Program is to match a tenure-track faculty member with a tenured faculty mentor who can help the junior faculty member achieve success in her or his career. This includes making institutional processes, procedures, and practices more transparent, and helping tenure-track 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 tenure-track faculty member to easily answer these questions:

1. Tenure and Promotion Criteria (See Appendix A)

- What are the formal criteria and where are they posted?
- Are there informal tenure and promotion criteria?
- Who can help to clarify my department's expectations and practices?

2. Teaching (See Appendix C)

- Where can I find support for developing my teaching skills?
- How is teaching reviewed and evaluated at Brown?

3. University Service

- How is service to the University evaluated?
- What are the powerful and relevant University committees?
- Who sits on those committees?
- How are faculty selected for those committees?

4. Professional Organizations

- How is professional organization membership and participation evaluated?

2. If the Mentoring Relationship Does NOT Work

If the tenure-track faculty member wants assistance in an area in which the mentor does not feel confident giving advice, she or he can help find additional resources and/or encourage the tenure-track faculty member to take the initiative to approach another person for advice in that specific area. ***Please note that the ADVANCE office is happy to direct mentoring pairs to readings, resources, and University offices on campus that may be able to address questions or concerns.***

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 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 can then agree to a "no-fault conclusion" of the relationship.

After such a discussion, both parties should notify a One-to-One Faculty Mentoring Program administrator listed on Page i who will work with the faculty members to try to better meet mentoring needs.

Appendix A: Tenure and Promotions Guidelines

Dean of the Faculty

- Brown University Handbook of Academic Administration
<http://www.brown.edu/Administration/Provost/handbook/HAA2009.pdf>
Chapter 10. Reappointments, Promotions, and Tenure Reviews, page 61
- Outline of Tenure Process (PowerPoint)
http://www.brown.edu/Administration/Dean_of_the_Faculty/policies/documents/tpaworks_hop08.pdf

Departmental Standards, Criteria, and Procedures for Tenure & Promotion

- Brown University physical, life, and biological science department standards are available on the ADVANCE wiki:
<https://wiki.brown.edu/confluence/display/advance/Departmental+Standards%2C+Criteria%2C+and+Procedures+for+Promotion+and+Tenure>

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>

TPAC Tenure Dossier Checklist

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

Appendix B: Work-Life Balance Resources

ADVANCE at Brown

- Dependent Care Resources
<https://wiki.brown.edu/confluence/display/advance/Dependent+Care>
- Dual Career Resources
<https://wiki.brown.edu/confluence/display/advance/Dual+Career>

Dean of the Faculty

- Dual Career Partner Placement Statement
<http://www.brown.edu/Administration/ffpf/dualcareer/>
- Family Friendly Policies for Brown Faculty
<http://www.brown.edu/Administration/ffpf/parenting/>
- Primary Caregiving Teaching Relief Policy for Faculty
<http://www.brown.edu/Administration/ffpf/parenting>
- Tenure Probation Extension Policy for the Parenting of a New Child
http://www.brown.edu/Administration/Dean_of_the_Faculty/policies/policies-tenure.html

Human Resources

- Back-Up Care Benefit
http://www.brown.edu/Administration/Human_Resources/benefits/backup.html
- Child Care
http://www.brown.edu/Administration/Human_Resources/benefits/childcare.html

Appendix C: Research and Teaching Resources

Authorship and Publishing

- Brown University Faculty Publishing and Copyright
<http://www.brown.edu/Administration/Copyright/publishing.html>
- Publish, not Perish: The Art & Craft of Publishing Scholarly Journals
<http://www.publishnotperish.org/module1/index.htm>
An online tutorial by the University of Colorado Libraries
- Scholarly Publishing and Academic Resources Coalition
<http://www.arl.org/sparc/author/>
American Research Libraries resources for authors

Research Funding

- ADVANCE at Brown
 - Sponsored Project Support
<https://wiki.brown.edu/confluence/display/advance/Sponsored+Project+Support>
 - Internal Funding Opportunities
<https://wiki.brown.edu/confluence/display/advance/Internal+Funding+Opportunities>
 - Funding for New Investigators
<https://wiki.brown.edu/confluence/display/advance/Funding+for+New+Investigators>
- Office of the Vice President for Research
 - Proposal Writing Support
<http://research.brown.edu/ovpr/support.php>
 - Restricted Submissions
http://research.brown.edu/rschadmin/funding_awards.php
- University Library
 - NIH Public Access Policy at Brown
<http://dl.lib.brown.edu/gateway/lrg.php?id=500&task=home>
 - Grant Resources
<http://dl.lib.brown.edu/gateway/lrg.php?id=606&task=db>
 - Finding Grants for Public Humanities Projects
http://dl.lib.brown.edu/gateway/lrg.php?id=81&task=topic&topic_id=110

Teaching

- Instructional Technology Group
<http://www.brown.edu/cis/services/academic/itg/>
- Sheridan Center for Teaching and Learning
http://www.brown.edu/Administration/Sheridan_Center/
 - Teaching at Brown
http://www.brown.edu/Administration/Sheridan_Center/teaching/TeachatBrown.html
 - Online Pedagogy Workshops
http://www.brown.edu/Administration/Sheridan_Center/teaching/workshops.html

Appendix D: Readings

Please email Advance_Program@brown.edu for copies of these articles or for help with additional resources.

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%2011_20.pdf Accessed Sep 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> Accessed Sep 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 Accessed Sep 10, 2009
3. Stanley, C., Y. Lincoln, "Cross-Race Faculty Mentoring" in *Change* March/April 2005.
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 Accessed Sep 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> Accessed Sep 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 Accessed Sep 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> Accessed Sep 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
Accessed Sep 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>
Accessed Sep 10, 2009

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-4B0X571-6&_user=489286&_rdoc=1&_fmt=&_orig=search&_sort=d&_view=c&_acct=C000022678&_version=1&_urlVersion=0&_userid=489286&md5=ed7097c927a0f54123dd9666521ca5da Accessed Sep 10, 2009

Institutional Issues for Women Faculty in Science & Engineering

1. 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> Accessed Sep 10, 2009
2. Valian, V., "Power, Effectiveness, and Gender in the Academy."
<http://www.brown.edu/Administration/Provost/Advance/Valian%20Power%20Effectiveness%20&%20Gender.pdf>