

Professional Development for Tenure-Track Faculty
at the Faculty of Arts and Sciences



Harvard University
2009-2010



HARVARD UNIVERSITY

FACULTY OF ARTS AND SCIENCES

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Dear Colleagues:

With this guide, I invite you to join forces with me in fostering the professional development of tenure-track faculty at the Faculty of Arts and Sciences (FAS). I am asking each department to devise a plan by February 1, 2010 to help their assistant and associate professors develop as teachers, scholars, and members of the academic community. I also strongly encourage all tenure-track faculty to prepare an individual plan for their professional development.

To make both tasks easier, this guide provides a step-by-step approach for creating such plans. Departments and individuals can depart from this guide, as they will know best what professional and intellectual challenges are specific to their discipline and what methods work best within their departmental culture. But I encourage all faculty to read this booklet, examine their current approaches to professional development, and try out some new ideas.

This initiative, launched at my request by Michèle Lamont, FAS Senior Advisor on Faculty Development and Diversity (FAS FDD) and Robert I. Goldman Professor of European Studies and Professor of Sociology and African and African American Studies, plays a crucial role in our tenure-track system. Specifically, this guide recommends a “team” approach to professional development. This approach multiplies the benefits of individual mentoring by recognizing that different people can advise and support tenure-track faculty in different ways. No one mentor can or should be the single source of information for his or her colleague. Instead, tenure-track faculty can benefit enormously from a *network* of professional support, a constellation of advisors known in the literature as a “developmental network.” This guide offers tips on how individuals can build strong developmental networks and how departments can support such networks.

Many FAS departments already practice this “team” approach to professional development. One of my goals is to make the benefits of this approach available to all tenure-track faculty at the FAS. Effective professional development for these faculty includes orientation when new faculty arrive, regular communication with not only the chair but colleagues at all ranks in the department, available avenues of advice outside the department for both perspective and freedom in discussing sensitive issues, and both

formal and informal occasions for tenure-track faculty to exchange ideas and strengthen personal connections.

A word about formal programs that pair mentors and mentees, and more informal mentoring, where we trust that colleagues will connect at group gatherings or find each other in the hallways as needed: both approaches have great value, and neither approach does so well alone as they do together. Different kinds of knowledge and support emerge in different settings, and settings that work well for some people work less well for others. The literature distinctly suggests that informal mentoring alone does not benefit all people equally, and that combining formal and informal mentoring can be very productive.

To aid tenure-track faculty in their efforts to create developmental networks, I have, moving forward, added \$1,000 to each tenure-track faculty member's start-up package, so that they may convene a group of both Harvard and external experts to provide feedback on material to be included in their file for promotion to the rank of associate professor.

I know we are all already too busy and that the recent strain on all our budgets requires us to do more with less. Nevertheless, I hope you will take part in this professional development initiative, which is an intrinsic part of our tenure-track system launched in 2005. It will help keep our departments strong and enable us to continue to attract and support outstanding colleagues, an act of special importance in the current climate of fewer faculty searches and economic uncertainty.

Thank you for your help.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Michael D. Smith". The signature is fluid and cursive, with a small star-like mark at the end.

Michael D. Smith
Dean of the Faculty of
Arts and Sciences

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Professional Development at the FAS:
The Basics

1. What can the FAS do to strengthen professional development for tenure-track faculty?

This guide proposes 3 elements:

a) A **departmental plan** created by February 1, 2010 by the chair¹ or his or her designates in the department, outlining how the department will support the development of tenure-track colleagues as teachers, researchers, and members of the academic community.

All plans should ensure that all tenure-track faculty have at least one formal mentor early in their first year.

b) An optional **individual plan** created by each tenure-track faculty member for his or her own use. This plan identifies issues and challenges that the faculty member would like to discuss with mentors as his or her career develops. Although not required, these plans are strongly encouraged as tools for thinking and planning. They can also serve as personal aids during two formal occasions when tenure-track faculty discuss their status with colleagues: during the second-year review and before promotion from assistant to associate professor (typically the fourth year at Harvard).

Tenure-track faculty are never required to share these individual plans in written format with others, unless they wish to do so; these documents are not submitted to evaluators or used to judge performance.

c) **Practical support** provided by the FAS Dean's Office, the FAS Senior Adviser on Faculty Development and Diversity (FAS FDD), the FAS Office for Faculty Affairs, the FAS Office for Diversity Relations and Communications, the FAS Standing Committee on Women, as well as the Office of the Senior Vice-Provost for Faculty Development and Diversity. This support includes an additional \$1,000 in start-up funds from the FAS Dean, to aid the scholarship of each tenure-track faculty member.

Please read further in this guide for more information on each element above.

¹ For the purposes of this document, readers in the School of Engineering and Applied Sciences should substitute "area associate dean" whenever encountering the phrase "department chair."

2. Do departments and individual tenure-track faculty have to invent plans from scratch?

No. Many departments and individual faculty members already have plans or practices in place that they would like to continue. In fact, departments may want to institutionalize more widely some of the best practices already adopted by colleagues. This guide offers ideas that people can substitute or add to their existing repertoires.² In addition, many resources already exist at Harvard to support faculty as teachers, scholars, and members of the academic community. All faculty should feel free to draw on the resources of the Derek Bok Center for Teaching and Learning, the FAS Standing Committee on Women, the FAS Senior Advisor for Faculty Development and Diversity, the Office for Faculty Affairs, the Office of the Senior Vice-Provost on Faculty Development and Diversity, and other entities. Please see Appendix I for a list of resources.

3. What is a “developmental network?”

As mentioned in the cover letter, this guide advocates a “team” approach to professional development: several people, not a single mentor, provide professional support for each tenure-track faculty member. Both the departmental plan and individual plan described above are predicated on this approach.

To build a “developmental network,” tenure-track faculty with the aid of their chairs and colleagues reach out to individuals who have expertise related to specific needs and interests. Faculty are encouraged to form relationships on several different dimensions: with people inside and outside their specialty area, department, division or school; with peers and with colleagues in different positions and ranks and with varying degrees of closeness; and with people who provide different kinds of support (intellectual, practical, etc.).

Developmental networks naturally change over time, with colleagues joining or dropping out of the network as needs and interests change at different stages of a tenure-track faculty member’s career.

4. Who has a role to play in this initiative?

a) Department chairs

The role of chairs in this initiative is to ensure that a departmental plan is created, to help tenure-track faculty establish their networks, to personally initiate conversations with tenure-track colleagues about their progress, challenges, and

² These ideas are drawn from the literature on effective mentoring and career development as well as from empirical experience.

use of their \$1,000 professional development funds, to stay informed about the key review points and overall trajectory of tenure-track colleagues, and to serve as a source of information about FAS rules and policies.

b) Tenured faculty

In addition to any role they may play in helping to formulate the departmental plan, tenured faculty should reach out to tenure-track colleagues to share their expertise, collegial friendship, and practical aid. They should agree to serve as mentors if approached by colleagues, the department chair, or the Senior Advisor for Faculty Development and Diversity. Tenured faculty can be especially helpful in making connections between tenure-track colleagues and faculty in other departments or universities.

c) Tenure-track faculty

Tenure-track faculty should be proactive in setting up their support networks, in engaging the department chair, tenured colleagues, peers, and administrators in discussions surrounding research, teaching, service, and logistics, and in seeking out information and solutions to problems from people outside the department as well. Tenure-track faculty should “give” as well as receive, offering ideas and support even as they benefit from the same.

d) FAS administration

The FAS Senior Adviser on Faculty Development and Diversity, the Office for Faculty Affairs, the Divisional Deans, the Dean of the School of Engineering and Applied Sciences, the FAS Dean, the Assistant Dean for Diversity Relations and Communications, and the Senior Vice-Provost’s Office for Faculty Development and Diversity are responsible for providing practical support to departments and individual tenure-track faculty, in the form of circulated information, workshops, financial support, and other measures designed to increase organizational consistency and transparency.

5. What is the relationship between professional development and tenure?

At Harvard and elsewhere, tenure depends on the originality and significance of faculty members’ research, scholarly productivity, quality of teaching, and service to the academic community. A strong developmental network can help tenure-track faculty develop in each of these areas.

Creating a Departmental Plan: How to Proceed

Below are some suggested steps for getting started.

1. Identify who will lead the departmental effort to create the plan.

Chairs may take the lead or else designate a tenured colleague or a small committee of tenured and tenure-track colleagues to lead departmental efforts to formulate the plan. Tenure-track faculty should not bear primary responsibility for creating the plan, due to their lesser familiarity with the department and university. Regardless of who formulates the plan, the chair bears ultimate responsibility for implementing and monitoring the plan.

2. Assess existing departmental practices and determine needs in consultation with departmental faculty.

Whoever is leading the departmental effort to create the plan should convene discussions with both tenure-track and tenured colleagues, to gather feedback on existing departmental practices related to mentoring and other forms of professional development, to assess the needs of tenure-track colleagues, and to think of ways to build a strong, coherent program.

3. Draft a departmental plan.

- Alice Hogan, an expert in the creation of programs for professional development (and former director of the ADVANCE program at the National Science Foundation, aimed at increasing the advancement of women in science), is available to help departments assess current practices and draft a plan. She will be contacting all departments in the fall of 2009 to offer her help and can be reached at fdd@fas.harvard.edu. A workshop will also be held on November 2, 2009 to help departments develop their plan. Details will be sent separately.
- Faculty members are also welcome to contact Professor Michèle Lamont, FAS Senior Adviser on Faculty Development and Diversity, fdd@fas.harvard.edu, 617-496-0645.
- For more about composing the plan, please also consult “Creating a Departmental Plan: Specific Ideas” in this guide.
- Bear in mind that one size does not fit all. There is no one “right” plan. Each department will craft a program that best suits its needs, its size and structure, and its history and organizational culture.

4. Once a departmental plan is drafted, share the plan with all departmental faculty.

Even the best plan cannot succeed if the majority of tenured and tenure-track faculty in the department do not feel comfortable with it. It is important to have an open discussion of the plan at a departmental meeting, and to revise the plan based on substantive feedback.

5. Send a copy, for archival purposes and to enable the collection of best practices, to the FAS Office for Faculty Affairs and the Senior Adviser on Faculty Development and Diversity by February 1, 2010.

Creating a Departmental Plan: General Principles

As mentioned above, the most effective plans to further the professional development of tenure-track faculty offer a *range* of opportunities. Such plans combine:

- formal and informal mentoring opportunities
- intradepartmental and extradepartmental relationships
- relationships with peers and administrators as well as senior faculty colleagues
- relationships based on shared research interests, shared gender/racial identity shared experience, and other relevant dimensions
- variety in forms of help (e.g., intellectual feedback and collaboration, career advice, friendship)
- professional support beyond mentoring relationships (e.g., workshops, additional training)

Note: Tenure-track faculty should always be referred to the department chair or to the Office for Faculty Affairs if they have process-related questions about promotion and tenure. This can ensure that all tenure-track faculty receive consistent, current information about these processes.

Specific Ideas

The questions and examples below are offered to save departments time and reduce the need to create plans from scratch, but each should decide what practices work best for them. The examples below are only suggestive, developed from the current literature on developmental networks and the experience of peer institutions. For more information and ideas, please contact Alice Hogan, fdd@fas.harvard.edu.

A. Identifying Participants in Developmental Networks:

1) What procedure for connecting tenure-track faculty with colleagues works best for the department? For example:

- For formal mentoring programs, the chair (or his or her designates) can assign mentors to tenure-track faculty, or tenure-track faculty can be given the option of identifying preferred mentors, with the chair (or designates) finalizing pairings based on the mentee's preferences and the mentor's availability.
- As mentioned earlier, all departments should ensure that all tenure-track faculty have at least one formal mentor early in their first year.

2) If the department provides a cluster of contacts, what rationale for this cluster makes the most sense? For example:

- In addition to professional relationships initiated by tenure-track faculty themselves, departments could assign three mentors to each tenure-track colleague: one whose research interests overlap with the tenure-track faculty member and who can provide substantive feedback on scholarship; one whose work is not closely related and who can be a resource on teaching, service, and other issues; and a third mentor from outside the department to provide advice on questions that are difficult to pose within the department. (See #4 below.)
- Chairs (or their designates) can help identify senior departmental colleagues who are particularly skilled at specific tasks or in certain areas (e.g., reading manuscripts or grant proposals; providing feedback on teaching; and identifying year-by-year professional goals and “real” deadlines for tenure-track faculty). These people can be designated departmental resources for tenure-track faculty seeking advice in these areas. Defining areas of expertise in this way can distribute the responsibilities among senior faculty while making best use of their skills, and it can provide clear sources of information for tenure-track faculty.

3) What are useful criteria for matching colleagues?

- Faculty can be matched based on shared topics of expertise, identity, or other criteria.
- Departments should consider whether chairs should serve as formal mentors, whether mentors should be drawn from the search committee that hired the tenure-track faculty member, and whether mentors should serve on the faculty member’s promotion committee. There are advantages and disadvantages to each approach, and answers will vary with the size and culture of the department. Special thought should be given to assigning mentors for tenure-track faculty who hold joint appointments.

4) What extradepartmental or interdepartmental networking can be arranged?

- Especially but not only in smaller departments, it can be very helpful to have a mentor from another department within the same division. Tenure-track faculty can often speak more candidly to and seek advice on issues from these individuals that may be more difficult to discuss with departmental colleagues. Departments should help tenure-track faculty to find extradepartmental mentors, and they can also ask Michèle Lamont, the FAS Senior Adviser on Faculty Development and Diversity, to help identify and contact likely colleagues.

- Departments with related intellectual interests may like to work together to set up professional connections between their faculty.

5) What provisions does the department make for changing formal mentors?

- In programs where mentors are formally assigned by the department, it is important to provide a “no fault” way for tenure-track faculty to automatically rotate to a new mentor after a given period of time. This enables tenure-track faculty to connect with several tenured colleagues en route to their tenure review, and it also makes it possible to switch mentors without awkwardness. Tenure-track faculty will naturally need to add new members to their developmental network as new needs arise. In departments where no automatic rotation exists, individual faculty can contact their chair or the FAS Senior Adviser on Faculty Development and Diversity to discuss how best to proceed.
- Departments should make provisions for tenure-track faculty if their mentor goes on leave.

B. The Developmental-Network Relationship:

What steps can be taken to enhance the quality of the developmental-network relationship?

- Departments are encouraged to produce a discipline-specific list of topics (challenges, pitfalls, opportunities) that would be of practical use for tenure-track faculty to discuss with members of their developmental network. Mentors and tenure-track faculty will discuss whatever they like, but such a list can help ensure that important issues are covered.
- Tenure-track faculty and members of their developmental network are encouraged to define concrete goals for the relationship, as well as the frequency and kind of meetings from the start. This can simplify expectations and the manner in which the relationship is conducted. (Some institutions use a brief formal contract for this purpose; FAS FDD can make models of such contracts available if departments decide to take this approach.)
- The websites of FAS FDD (to be launched in November 2009) and of the Senior Vice-Provost’s Office for Faculty Development and Diversity (www.faculty.harvard.edu) provide research on mentoring and program suggestions. Workshops will also be offered periodically on how to be an effective mentor.

C. The Role of Chairs:

In addition to ensuring that formal mentoring occurs between tenure-track faculty and tenured colleagues, what can the department chair do to advance professional development for tenure-track faculty?

- Chairs should consider convening an annual meeting of all tenure-track faculty, to disseminate accurate information about formal promotion procedures and related topics. Evidence shows that there is considerable confusion about current policies at Harvard and peer institutions.
- Chairs should consider meeting individually with each tenure-track colleague, every semester, once a year, or more often, to discuss their progress, hear any concerns, and offer advice on how to realize goals.
- For such meetings, the chair can consider whether to familiarize himself or herself with the colleagues' annual activity reports, CUE guide ratings, information on service, or informal comments from tenured faculty in the tenure-track faculty member's subfield to gain perspective on the individual's work. Tenure-track faculty can likewise prepare by providing the chair with any information they feel will help guide the conversation into useful channels.
- Chairs should consider how to best gather feedback on the departmental plan, to ensure that it is working well.
- Chairs should consider making resources available to support departmental and self-organized peer events (please see below) related to professional development.

D. Beyond Formal Mentoring: What Departments Can Do

In addition to formal mentoring programs, in what ways can departments help to foster the professional development of tenure-track colleagues?

- Departments can develop brief but effective orientation programs for new faculty, connecting faculty with staff on practical issues and with a faculty colleague on other aspects of immersion into institutional life. Provisions should be made for faculty members who arrive at atypical points in the academic year and who may miss any standard orientation.
- If departments hold research colloquia, they can feature the research of tenure-track faculty on a regular basis.
- Whether in low-cost, informal ways (e.g., brown-bag lunches) or in formal workshops or other sessions, departments can consider how to provide additional training, information, or feedback on the most important, discipline-specific

aspects of teaching or research. Departments can consider joining forces with cognate departments to organize these events.

- Departments can think about how to broaden the involvement of tenure-track faculty in departmental affairs to foster a stronger community.
- Departments can think of ways to help tenure-track faculty publicize their courses and increase course enrollment. More broadly, departments can bring the research of tenure-track faculty to the attention of the Harvard University News Office. Please contact Jeff Neal, jeff_neal@harvard.edu.

E. Peer Relationships in Developmental Networks:

In what ways can tenure-track colleagues advance each others' professional development?

- Tenure-track faculty within a department can consider holding semi-regular meetings to share best practices, challenges, and success stories related to teaching, research, and service. They can consider whether it would be helpful or not to make collective recommendations to the chair regarding policy changes that might improve the life of tenure-track faculty. In smaller departments, tenure-track faculty can consider reaching out to colleagues in related departments for support.
- Tenure-track faculty can consider creating a one-on-one peer support or feedback system related to teaching or aspects of research.
- Tenure-track faculty can create a “buddy system” in which a new faculty member would be paired with a more senior tenure-track colleague.
- Tenure-track faculty can generate their own colloquia to become more familiar with each others' research.
- Tenure-track faculty can consider creating support groups based on shared experiences not related to teaching and research (e.g., as caregivers of children and parents, as single people, etc.). This can be done within a single department, or across departments.

Creating an Individual Plan: How to Proceed

In addition to the departmental plan described above, each tenure-track faculty member is encouraged to create a personal plan for his or her professional development.

Below are some suggested steps for getting started.

1. Get oriented.

New faculty may want to wait until they become familiar with their environment before developing their individual plan. Areas of concern will become evident with experience. But a practical goal is to create the individual plan by the end of one's first academic year at Harvard.

2. Draft a plan.

When they feel ready, tenure-track faculty should develop a game plan listing objectives they want to accomplish in the areas of research, teaching, and service before their second-year review, their review for promotion to associate professor, and their tenure review. This plan should be as concrete and specific as possible.

3. Seek feedback.

Consider who in the immediate or less immediate environment is well-positioned to provide feedback on the plan. Tenure-track faculty can, for instance, consult:

- Their department chair.
- Any mentors they may already have, or any faculty they may like to get to know better.
- Alice Hogan, an expert in the creation of programs for professional development, who is available for individual consultations. Please contact: fdd@fas.harvard.edu.
- A workshop will be held on November 9, 2009 for any tenure-track faculty who would like guidance in creating a plan. Details will be sent separately. The Senior Vice-Provost's Office for Faculty Development and Diversity and the Standing Committee on Women (SCW) will also offer workshops related to mentoring and professional development in the fall of 2009.

- Faculty are also welcome to contact Professor Michèle Lamont, FAS Senior Adviser on Faculty Development and Diversity, fdd@fas.harvard.edu, 617-496-0645.
- Bear in mind that one size does not fit all. There is no one “right” plan. Each individual will craft a program that best suits his or her needs.

4. Reach out.

Tenure-track faculty will naturally engage in conversations with colleagues (both tenure-track and tenured) as they develop their work. They should bear in mind the specific professional objectives defined in their plan and be proactive in reaching out to colleagues.

5. Update the plan regularly.

Tenure-track faculty may want to keep an evolving list of topics and challenges related to research, teaching, and service, about which they would like more information or feedback. Examples of relevant questions include whether to start a new collaboration with a senior colleague, how to manage a lab or graduate students, whether to agree to prepare a new course, or how different forms of service compare.

The plan developed at the end of the first year will necessarily change as the professional needs and interests of each faculty member evolve throughout his or her career. Tenure-track faculty can alter their developmental network accordingly, bringing in colleagues who can help them think about new issues of concern.

6. Be ready to discuss professional development at two points in time.

During the second-year review and before the review for promotion from assistant to associate professor (typically the fourth year at Harvard), tenure-track faculty will have the formal opportunity to discuss their professional development with colleagues that they and the department chair have identified together in advance.

The individual plans are not tools for evaluating the performance of tenure-track faculty. They are meant solely for the individual’s benefit, to aid their planning and to enable the department to offer concrete help in achieving their goals. Tenure-track faculty are not required to share their plans in written format with anyone at any time, unless they wish. The plan can serve as a personal memory aid for discussions.

FAS Support for Professional Development

Below are some ways that the FAS provides support for the professional development of tenure-track faculty:

- The FAS Dean has added \$1,000 to each tenure-track faculty member's start-up package, so that each individual can convene a group of Harvard and external experts to provide feedback on a book manuscript, grant proposal, or other significant intellectual endeavor which will play an important role in his or her case for promotion.
- Standard expenses incurred by faculty in mentoring colleagues (e.g., periodic meals) can be charged to faculty research accounts. FAS FDD can make limited funds available for some events if departments are unable to cover costs.
- In November 2009, FAS FDD is launching a website to provide information on professional development, faculty diversity, and other aspects of faculty members' careers. Faculty can also contact the FAS Senior Adviser on Faculty Development and Diversity at fdd@fas.harvard.edu.
- As mentioned earlier in this guide, Alice Hogan, an expert in the creation of programs for professional development, will contact departments and individuals to help them formulate professional development plans. You can also reach her at fdd@fas.harvard.edu.
- To gain feedback and fine tune the FAS professional development initiative to better meet the needs of departments and tenure-track faculty, the FAS Senior Adviser on Faculty Development and Diversity will contact department chairs after the first year. A survey of all departmental plans will also be conducted every three years, so that useful information can be shared with departments as they revise their plans.
- The FAS Standing Committee on Women (SCW) is also convening an event for tenure-track faculty to identify needs and address concerns. Elena Kramer, the chair of the SCW, can be reached at ekramer@oeb.harvard.edu.
- The FAS Dean, the Dean of SEAS, the FAS Divisional Deans, the FAS Office for Faculty Affairs, the Assistant Dean for Diversity Relations and Communications, and the SCW will continue to work with FAS FDD, with departments, and with the Senior Vice-Provost's Office for Faculty Development and Diversity to strengthen systems of support for tenure-track faculty. Department chairs will be important allies in encouraging tenure-track faculty to take advantage of FAS and University-wide events.

- The Senior Vice Provost's Office for Faculty Development and Diversity, an active partner with the FAS, also offers numerous University-wide activities, a useful website, and resources related to faculty development. Please see Appendix I for a list of FAS and University resources.

Appendix I

FAS and University Resources for the Professional Development of Faculty

Derek Bok Center for Teaching and Learning

<http://bokcenter.harvard.edu/icb/icb.do>

Acting Director: Terry Aladjem, aladjem@fas.harvard.edu, 617-495-4869.

FAS Caucus of Chairs

Caucus Co-chairs: Ted Bestor, Professor of Anthropology, bestor@wjh.harvard.edu, 617-496-6539 or 617-495-5820 and Chris Stubbs, Professor of Physics and of Astronomy, stubbs@physics.harvard.edu, 617-495-1454 and 617-495-2866.

FAS Office for Diversity Relations and Communications

Assistant Dean for Diversity Relations and Communications: Robert Mitchell, robert_mitchell@harvard.edu, 617-496-5399.

FAS Office for Faculty Affairs

<http://www.fas.harvard.edu/~facaff>

Dean for Faculty Affairs: Nina Zipser, nina_zipser@harvard.edu, 617-496-2969.

Assistant Deans:

Stephen Kargère, kargere@fas.harvard.edu : 617-495-5083 (Sciences and School of Engineering and Applied Sciences).

Elizabeth Lambert, elizabeth_lambert@harvard.edu, 617-495-3305 (Social Sciences).

Heather Lantz, heather_lantz@harvard.edu, 617-384-5025 (Arts and Humanities).

FAS Office for Faculty Development

Senior Associate Dean for Faculty Development: Laura Gordon Fisher, laura_fisher@harvard.edu, 617-496-1162.

Assistant Dean for Faculty Development: Elizabeth Ancarana, ancarana@fas.harvard.edu, 617-384-5920.

FAS Senior Advisor for Faculty Development and Diversity

Website to be launched in November 2009.

Senior Advisor: Michèle Lamont, Robert I. Goldman Professor of European Studies and Professor of Sociology and African and African American Studies, fdd@fas.harvard.edu, 617-496-0645.

Independent Consultant: Alice Hogan, fdd@fas.harvard.edu.

FAS Standing Committee on Women

2009-2010 chair: Elena Kramer, Professor of Organismic and Evolutionary Biology, ekramer@oeb.harvard.edu, 617-496-3460.

Senior Vice-Provost's Office for Faculty Development and Diversity

www.faculty.harvard.edu

Senior Vice-Provost: Judith Singer, James Bryant Conant Professor of Education (Harvard Graduate School of Education), judith_singer@harvard.edu, 617-495-1961.

Assistant Provost: Liza Cariaga-Lo, liza_cariago-lo@harvard.edu, 617-495-8606.

Appendix II

Selected Literature and Links³

A. What are Developmental Networks?

1. Higgins, M.C. and K.E. Kram. 2001. "Reconceptualizing Mentoring at Work: A Developmental Network Perspective," *Academy of Management Review*, 26 (2), 264-288.
2. Higgins, M.C. 2006. "A Contingency Perspective on Developmental Networks," *Exploring Positive Relationships at Work: Building a Theoretical and Research Foundation*, J. Dutton and B.R. Ragins (eds.), Hillsdale, NJ: Lawrence Erlbaum Associates, 207-224.
3. Higgins, M.C. 2004. "Developmental Network Questionnaire," Harvard Business School Case 404-105

Multimedia Version: HBS Multimedia Case 405-701 (2004).

4. Thomas, David A. and Herminia Ibarra. 2007. "Mapping Your Network." Harvard Business School.

B. Tips for Faculty on Participating in Developmental Networks

1. Chandler, Dawn E. and Douglas T. Hall, Kathy E. Kram. 2009. "How to Be a Smart Protégé," *Wall Street Journal*.
<http://online.wsj.com/article/SB10001424052970203937504574252141852898888.html>
2. McConaughy, Corrine. 2008. "Introducing the Advice to Junior Faculty Column: Advice from Gary King," *The Political Methodologist*, 16 (1) (Fall), 12-15.
3. Olmstead, Marjorie A. 1993. "Mentoring New Faculty: Advice to Department Chairs," *Mentoring New Faculty: Advice to Department Chairs*, Committee on the Status of Women in Physics (American Physical Society) Gazette, 13 (1), 1.
4. Ragins, Belle Rose and Kathy E. Kram (eds.). 2007. *Handbook of Mentoring at Work: Theory, Research and Practice*, Thousand Oaks, CA: Sage.
5. University of Michigan: "Giving and Getting Career Advice: A Guide for Junior and Senior Faculty, Academic Year 2008-2009."
http://www.umich.edu/~advproj/9_GivingGettingCareerAdvice.pdf

³ Please contact FAS FDD to access any articles that do not have links associated with them: fdd@fas.harvard.edu.

6. University of Washington: "Mentoring Pre-Tenure Faculty."
<http://www.engr.washington.edu/advance/mentoring/pretenure.html>.

C. Reviews of Programs at Peer Institutions

1. Thomas, Rachel. 2005. "Exemplary Junior Faculty Mentoring Programs."
2. UTEP Faculty Mentoring Program for Women, 1999-2000. President's Advisory Committee for Women, University of Texas at El Paso,
<http://dmc.utep.edu/mentoring/docs/proposal.pdf>
3. Washburn, Todd. 2005. "Mentoring for junior faculty at Harvard peer institutions, and 'What Harvard can do.'" Internal Harvard memo.
4. Washburn, Todd. 2005. "Mentoring Literature Review." Internal Harvard memo.

D. Gender, Ethnicity, and Professional Advancement

1. Aguirre, Adalberto, Jr. 2000. *Women and Minority Faculty in the Academic Workplace: Recruitment, Retention, and Academic Culture*. San Francisco: Jossey-Bass.
2. Ferber, Marianne. 1986. "Citations: Are They an Objective Measure of Work of Men and Women?" *Signs*. 11, 381-389.
3. Ferber, Marianne. 1988. "Citations and Networking." *Gender & Society*. 2, 82-89.
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