

Career Planning: Most advice on professional opportunities in the field of earth, environmental and planetary sciences at the graduate level will come from personal interaction with faculty members or professionals, and sometimes through contacts made with department alumni. To aid in résumé preparation and navigating the interview process, the department office maintains a file with résumés from recent graduate students and a sampling of reference books on career planning. Suggestions for other useful resources are always accepted.

Brown's Career Development Center (167 Angell Street) has been expanding its services for graduate students; check out their services at: <http://careerdevelopment.brown.edu/index.php>.

Departmental faculty also offer a series of Professional Development Seminars throughout the academic year to discuss many aspects of professional life, including career planning issues.

University Policies Concerning Grievances and Sexual Harassment: Brown University observes strict guidelines in dealing with grievances or sexual harassment (see above) issues. Please visit the appropriate University web site for grievances:

<https://www.brown.edu/academics/gradschool/grievance-procedures>

Financial Support Policies: Students who are admitted to any of Brown's doctoral programs are guaranteed five years of support, including a stipend, tuition remission, health-services fee, and health-insurance subsidy. These allotments are tied to a wide complex of needs within these units, including undergraduate enrollments and the professional development of graduate students as future faculty (in the case of teaching assistantships), technical and programmatic support (proctorships), and graduate students' research and scholarship (research assistantships and fellowships). Upon recommendations from academic programs and other units at Brown, student appointments are then processed by the Graduate School according to the original allotments and to these criteria, among others.

Bibliography

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Appendix A: Timeline to the Ph.D.

TIMING	EVENT
On arrival:	Select <i>Director of Graduate Study</i> (preliminary) or Research Advisor (RA).
By end of first semester:	Select RA and form Advisory Committee (AC). <i>AC = RA + two faculty (one must be from dept. sub-field outside the student's primary area of interest).</i>
Each semester:	Student calls AC meeting <u>at least once each semester and updates departmental file.</u>
> 6 mo. before Prelim: (by end of 4th semester)	Student + AC meet to formally clarify nature/content of Prelim.
> 3 weeks before Prelim: (5 th semester)	Student + RA submit Preliminary Examination Committee (PEC) names & prelim date, time, place to Graduate Program Representative for approval. PEC = RA+AC + other faculty to bring total to 5. (PEC Chair may not be student's RA.). See Manager of Academic Programs & Outreach for assistance with paperwork and scheduling.
> 10 business days before: Prelim	Student submits written research proposal to PEC. Preliminary Examination will be based in part on this proposal
5th semester:	Student takes Preliminary Examination.
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After passing Prelim:	Student + RA submit Ph.D. Thesis Advisory Committee (PTAC) names to Grad Program Representative for approval. PTAC = RA (now PTA) + at least two dept. faculty (one must be from dept. sub-field outside the student's primary interest area).
Each semester:	Student calls PTAC meeting at least once each semester and updates departmental file.
On completion of thesis:	Student takes Final Exam. See p.15 for details & deadlines.

Appendix B: Preliminary Examination Procedure

Purpose

The purpose of the Preliminary Examination is to formally determine whether a student should continue for a Ph.D., and, if so, to determine whether some areas of weakness exist that should be strengthened by taking specific courses or completing other requirements. This evaluation considers (1) knowledge in fields directly related to the student's research interests; (2) ability to communicate in written and verbal forms; and (3) ability to integrate knowledge from broader areas of earth and planetary sciences, as well as relevant basic sciences, to place the proposed research in proper context. The goal of a PhD is to gain **independence** in all aspects of research, including framing and motivating research questions, testable hypotheses and the development of a logical and feasible work plan to address the stated research questions. The input from the Research Advisor on the proposed research should therefore be limited.

Preparation

Preparation for the Preliminary Examination offers the student an excellent opportunity to review material covered in courses and to develop an integrated understanding that cuts across boundaries of knowledge defined by individual courses.

The Preliminary Examination is clearly a milestone in the student's academic life at Brown, it should be considered as only one step in a continuing educational process. As with other steps in this process, the Preliminary Examination is most effective when the student, the advisor, and other members of the staff have had prior exchanges of ideas and information.

Advisory Committee meetings are useful in preparing for the Preliminary Examination because they serve as a forum where the student gains practice in presenting research results and in answering questions from scientists with different research backgrounds. In these meetings the student should take the initiative in asking for advice on research plans. The student should also take the initiative in asking his/her committee members to make recommendations about classes that should be taken. The student and the Advisory Committee should meet at least 6 months prior to the Prelim to consider and, if necessary, revise committee membership to make certain the faculty involved represent areas that will be emphasized in the student's exam and research. This meeting should also be used to formally clarify the nature and content of the areas that will be emphasized in the exam, and to specify how the student will fulfill the research requirement (see *Components of the Examination* below).

Each year the *Director of Graduate Study* will hold a meeting to discuss the Preliminary Examination with students planning to take it that year. In addition, even though the Prelim is tailored to the individual student's background and experience, it is helpful for the student to talk with other graduate students about their exam experiences. It is common practice for students to conduct a mock examination several weeks prior to the scheduled examination date in front of their fellow students to gain some experience with the exam format and get feedback on their research proposal and presentation skills.

Timing and Application Procedure

Students normally take the Preliminary Examination in their fifth semester. Any student in good standing who has fulfilled the research requirements specified by the Advisory Committee may apply to take the Preliminary Examination, but it is in the best interest of the student to work closely with their advisor in determining the best time to take the exam. If the Preliminary Examination has not been completed by the fifth semester without proper cause (e.g., medical/personal leaves; failure of equipment; postponement of fieldwork; etc.), the student will automatically be placed on academic warning for the following semester. Proper cause should be determined in discussion with the student and their Advisory Committee. Academic warning is determined on a semester basis, is internally

documented in the Department and with the Graduate School and is not indicated as part of the students' transcript.

Application for the Preliminary Examination should be submitted by the student to the Director of Graduate Study three weeks prior to the desired examination date (see the Manager of Academic Programs & Outreach in GC 105 to get started). The application should request a specific date, time, and place for the exam (agreed to in advance by the Preliminary Examination Committee [PEC] members), list the proposed PEC members, and propose a Chair of the PEC (normally not the student's Ph.D. Thesis Advisor). Upon approval of the application, the Manager of Academic Programs & Outreach will provide the PEC Chair with the form to be submitted to the Graduate School at the completion of the Preliminary Exam.

Preliminary Examination Committee (PEC) Composition

The PEC should consist of the Ph.D. Thesis Advisor (PTA), the student's Advisory Committee members, and other department faculty, one of whom is from outside the student's primary area of interest, to make a total of 5. One member of the Committee may be from outside the department. PEC members are generally composed of faculty from Brown. In exceptional circumstances, a student may apply to the DGS to include a PEC member from outside the University. The faculty selected should provide expertise in the areas that have previously been identified during Advisory Committee meetings as being appropriate for examination.

Components of the Examination

The PEC takes into consideration the following evidence to decide on the student's admission to degree candidacy:

- a. *Research potential as evaluated by performance in an oral examination.* At least 10 business days prior to the oral examination, the student shall provide the Manager of Academic Programs & Outreach in GC 105 and the PEC members a written research proposal, 6 text pages in length (including figures, but not references; minimum fontsize of 11pts and single spacing). The student proposal should pose an original research problem and a course of action that can be used to study the problem. The proposal should include: background information to motivate the research goals and discuss the current state of knowledge in the field; specific objectives or research questions to be addressed that include testable hypotheses; methods appropriate (or needed to develop) to address the objectives/research questions; and an overall plan of action to achieve the proposal's goal (e.g., a timeline, plan for manuscripts or the like). Be mindful that the background and motivation discussions should be at the appropriate level for anyone to understand it within our department (not only specialists). **Although the student is encouraged to discuss the written proposal with others prior to the oral exam, the proposal ideas and written work should be largely their own work (and not that of the Research Advisor).** A preface should be attached to the proposal briefly describing three subject areas that have been identified previously in consultation with the Advisory Committee as being the focus of the exam. The choice of the three topics is motivated by knowledge areas that are relevant to the proposed research. The PEC and student should clearly define the scope of these focus areas. For example, the scope for each subject area could match a landmark graduate student-level textbook in the field.

Questioning during the oral exam normally begins with topics directly related to the proposal but will expand to general knowledge in the focus areas and the relationship of the proposal research to the field as a whole. Topics are not confined to the focus areas, and evaluation of the student's performance will consider how closely the topic is to these areas or to the student's research proposal. The purpose of the oral exam is to test the student's knowledge and ability to integrate the scientific disciplines related to his/her area(s) of interest. While it is expected that

the written proposal will be carefully prepared, the success or failure of the oral exam is based only in part on whether the written proposal is a defensible research problem. It is understood that the proposal may or may not eventually become the student's actual Ph.D. thesis research.

- b. *Evaluation of research ability based on research accomplishments.* Because the preparation of a Ph.D. thesis requires the ability to do independent research, perhaps the most important component in the PEC's evaluation of a student is the demonstration of research ability by prior accomplishments. At the time of the Preliminary Examination, the candidate is expected to have completed a draft of a scientific paper that is being prepared for publication describing research carried out at Brown. This requirement ensures that the student has participated in the research process of developing new concepts and ideas, interpreting scientific data, integrating new results with existing knowledge, and writing scientific papers. In contrast with the research proposal described above, this would normally involve significant interaction with the student's research advisor.

At least 6 months prior to the expected date of the Preliminary Examination, the Advisory Committee will determine and explicitly state verbally and in a memo to the student's file (may be part of a graduate student evaluation letter) the research requirements to be satisfied before the student will be permitted to take the Preliminary Examination. The student shall place a copy of the paper submitted in fulfillment of these requirements into their Portfolio (staff in G/C 101 can help) no later than the time they distribute their Research Proposal to their committee (minimum of 10 days before the exam).

- c. *Overall evaluation of accomplishments including academic record.* Prior to the Preliminary Examination, the student should update his/her Portfolio with any materials which are relevant to his/her overall graduate student performance. The PEC reviews evidence of the student's academic record, research, and other accomplishments, including items in the student's Portfolio and statements made by members of the PEC.
- d. *Performance on an optional written examination.* At the request of the student, the PEC shall prepare, administer and evaluate the student's performance on a written examination lasting no longer than 5 hours, given at least two days prior to the oral examination.

Administration of the Preliminary Examination

The Chair of the PEC shall bring the student's academic record folder, Portfolio, and the Graduate School form to the examination. The oral examination is usually about 2 hours long, and is conducted by the Chair as follows:

- a. *Chair's introductory statement (5 minutes).* The Chair shall begin the examination with a review of its purpose and organization.
- b. *Student's summary statement (15 minutes).* The student shall briefly summarize the main points of his/her research proposal and may present maps, diagrams, or other pertinent reference material.
- c. *Thesis Advisor's question period (15 minutes).* The Thesis Advisor shall take up to fifteen minutes to question the student on the research proposal and related scientific subjects. Although other members of the committee may interrupt briefly to seek clarification or definition of certain points, they should obtain the Advisor's permission before undertaking separate lines of questioning. In the event the Advisor does not use up the time allotted, the unused time will be added to the open question period.

- d. *Question period of other committee members (15 minutes each)*. Each of the remaining committee members, in turn, shall conduct a 15 min. question period with the same provisions as specified for the Advisor.
- e. *Open question period (30 minutes)*. A final question period (approximately 30 min. plus the balance of time not used in the earlier question periods) shall be open to all members of the committee. If need arises, the PEC Chair shall determine how the question time shall be shared by committee members.
- f. *Evaluation and voting period*. After the student has left the room, each PEC member shall present his/her evaluation of the student's research potential, academic record, Portfolio, and accomplishments based on the oral exam. The Ph.D. Thesis Advisor's presentation shall include a discussion of the background and origin of the written research proposal. Following these presentations, the PEC shall decide on the student's admission to degree candidacy by majority vote. (At the discretion of the PEC Chair, other faculty members present during the examination may at this time present opinions but shall not vote). Four voting options are available:
- (1) Unqualified Pass.
 - (2) Qualified Pass. Student is admitted to candidacy but required to complete additional courses or reading or to undertake specified research activity.
 - (3) Failure with permission to retake the examination. Student may be required to take additional coursework or undertake other specified actions before application can be made for re-examination.
 - (4) Failure without permission to retake the examination.
- g. *Reporting*. After the vote is taken, the student shall be invited back into the room and informed of the examination results by the Chair of the PEC. An oral summary to the candidate will be made at this time. The candidate shall be encouraged to discuss topics arising from the exam with individual committee members and to hold a meeting of his/her Ph.D. Thesis Advisory Committee soon after the Preliminary Examination. The PEC Chair shall also be responsible for sending to the student (and to the student's Department file) a summary letter within two weeks after the Preliminary Examination. This summary letter shall be made in consultation with the PEC members and should be signed by all PEC members.

The PEC Chair shall also fill out the Preliminary Exam form, and return the form to the Dept. Coordinator for copies to the student's file and forwarding of the original to the Graduate School and Registrar. This form should state which option was voted by the Committee and, in the case of a Qualified Pass, what requirements must be completed by the student to change the Qualified Pass to an Unqualified Pass, and the time frame in which those requirements are expected.

Re-examination

The procedure for a re-examination is identical to that described above for the first examination except that (a) the PEC Committee members may decide to adjust the time allotment among examiners to give more time to the student's weakest fields as identified in the first examination, and (b) the results can only be #1, #2, or #4.

Appeal

Any "failure" final decisions may be appealed to the full staff by the student (at a closed faculty meeting). In such cases an appeal is requested of the Department Chair and a final decision rests on a majority vote of the eligible voting faculty.

Appendix C: Typical Advisory Committee Meeting Agenda

Purpose of Advisory Committee meetings:

Purpose of Advisory Committee meetings:

Members of your Advisory Committee are there to help you with career development and goals. The Advisory Committee meeting provides you with the opportunity to seek advice on research, guidance on curricular matters, perspectives on your graduate program, and advice in any other appropriate matters that may be of concern. In preparation for the Advisory Committee meeting, the student should prepare a statement of goals and accomplishments. The meeting provides Advisory Committee members with perspectives on your progress that they will carry forward to the Graduate Review Session that occurs at the end of each semester. Remember, these meetings are **student run**, and as such, they should **focus on information you want to talk about**.

A typical Advisory Committee meeting should generally include the following:

- Goals
 - Outline your career and semester goals
 - Discuss what steps need to be taken to achieve those goals
 - Solicit help from you committee members to enable you to achieve these goals
- Highlight achievements from the previous semester
 - Research papers completed, meetings attended, talks presented
 - Review and discuss most recent evaluation letter (if appropriate) along with concerns and/or constructive criticism expressed in the letter
- Research:
 - Broad objectives of your research, including a **brief** summary of recent research progress
 - This is NOT expected to be a Lunch Bunch style presentation, but can be if you feel it is helpful
 - Outline of future research directions and anticipated timelines
 - Discussion of any outstanding research difficulties (if needed)
- Coursework:
 - Review past and present courses taken and plan future courses (there should be elements of depth and breadth in your transcript)
 - Discuss relationship of coursework to research and career interests
- General Progress:
 - Discussion of yearly expectation sheet
 - Preparations and expectations for the Preliminary Examination
 - Expected timeline for fulfilling degree requirements

The relative importance of each of these topics will change with time. Below is a general outline of primary topics that should be discussed during committee meetings as your graduate student career progresses:

- **First Meeting:** In your first Advisory Committee Meeting, you should focus on introducing yourself to your committee. Discuss general professional goals (**why are you in graduate school?**) and where you are coming from. Include previous academic institutions, courses taken at these institutions, professional experience (if applicable), and previous research projects. Much of this meeting will likely focus on current and future course work
- **Subsequent meetings before prelims:** These meetings are typically focused on coursework and progress on preliminary research projects, and will generally become

more research heavy as you advance towards prelims. Goals and semester highlights should also be included.

- ***Last meeting before prelims (should be 6 months in advance):*** Discuss anticipated date of prelims, additional members to be added to your examination committee, the three general examination topics for prelims.
- ***Post prelims to one year before graduation:*** Most of these meetings will be focused on goals, achievements, and research, with little discussion of coursework, unless you feel more coursework is necessary to help you achieve your career and research goals. You should discuss how many chapters your committee expects you to have in your dissertation and which projects will make up each chapter. You may also want to start discussions on post-graduation plans.
- ***Final year of committee meetings:*** Outline each chapter of your dissertation and your progress on each of those. Discuss your anticipated date of graduation, who will be on your Final Examination Committee, and post-graduation plans.

Appendix D: Graduate Student Expectation Sheets

Expectation sheets should be filled each year of graduate school. They include questions/topics that should be discussed between advisors and advisees at least on a yearly basis. These expectation sheets must be filled and signed by the Research Advisor and student, and in the case of co-advising, by each Research Advisor. The student is then responsible for sending the signed form to the Director of Graduate Study and to add a copy to the digital portfolio. The forms are different for different years into our program. **Forms should filled up every Fall semester prior to the student's advisory committee meeting.**

First year students: Expectation sheet to be filled and signed by Research Advisor(s) and student before the end of the Fall semester. *Discussion items include organization of Advisory Committee and setting goals and expectations for our graduate program.*

Second year students: Filled and signed by the Research Advisor(s) and student before the end of the second Fall semester. *Discussion items include organization and requirements for Preliminary examination.*

Third year students: Filled and signed by the Research Advisor(s) and student before the end of the third Fall semester. *Discussion items include debrief of Preliminary examination or preparation for it (if not completed).*

Fourth year students and beyond: Filled and signed by the Research Advisor(s) and student before the end of the third Fall semester. *Discussion items include path to PhD defense and post-graduation plans.*

The word document files can be accessed at this address <https://www.brown.edu/academics/earth-environmental-planetary-sciences/graduate-program/graduate-student-handbook>

*First Year (to be completed **before** the end of the first semester)*

Student:

Advisor(s):

1. Career/goals

- a. What are your long-term goals?
- b. What are your goals for this academic year?
- c. What courses do you plan to take this academic year?
- d. What are your professional development goals for this academic year?
- e. Will you participate in any service and outreach activities this year?

2. Research

- a. What are your research goals for the year?
- b. Is there any particular (laboratory, computational or theoretical) technique that you need to learn this year? How will it help your research?
- c. What are your plans to build concurrently literature background and technical skills within your field of research?
- d. What are your plans to build scientific breadth?

3. Advising

- a. Who would you like to serve on your advisory committee (AC)? How/why were these people selected?
- b. How often should you and your advisor(s) be meeting? How will you prepare for the meetings?
- c. If co-advised, will you meet regularly with both advisors or separately with each?
- d. What can your advisor do to best support your goals this academic year?
- e. Do you have any accommodations you have or need to seek out?

4. Expectations

- a. Have you completed lab safety training? Ethics training?
- b. What are the expectations for work hours, leaves of absence, and vacation time that you established with your advisor(s)?

5. Other

- a. Are there any concerns or difficulties of which both advisor and advisee should be made aware?

Second Year

Student:

Advisor(s):

1. Career/goals

- a. What are your long-term goals?
- b. What are your goals for this academic year?
- c. What courses do you plan to take this academic year and next academic year?
- d. Do you have planned outreach activities this academic year?
- e. Do you plan to attend conferences this academic year?
- f. What are your professional development goals for this academic year?
- g. Do you plan on being a TA this year? If so, have you discussed possible courses to TA for ?

2. Research

- a. Briefly describe your research progress since last Expectations sheet.
- b. What are your research goals for the next year?
- c. Describe the motivation behind your (/one of your) current research project(s).
- d. What manuscripts do you have in prep and what author order are you anticipating – which author will play the role of corresponding author?
- e. What are your plans to build scientific breadth this year?

3. Advising

- a. Have you discussed the contents of your review letter with your advisor(s) and committee members? Are there any points of disagreement? How do you plan to address the feedback in your review letter?
- b. What can your advisor do to best support your goals this academic year?
- c. How often will you and your advisor(s) be meeting? If co-advised, will you meet regularly with both advisors or separately with each? How will you prepare for the meetings?
- d. Do you have any accommodations you have or need to seek out?

4. Funding

a. How will you be funded next year? What course would you like to TA next year (if applicable)?

5. Master of Science

a. Do you plan to obtain a transitional Master of Science? If so, what are the terms that you agreed upon with your Advisory Committee to fulfill the degree requirements? When do you plan on having met these terms?

6. Preliminary Exam

- a. What do you need to do before being able to take your Preliminary Exam?
- b. When during the 5th semester you plan to take your Preliminary Exam?
- c. What do you anticipate the subject areas of your Preliminary Exam to be?
- d. Who will serve on your Preliminary Exam Committee? How/why were those members chosen?

7. Other

a. Are there any concerns or difficulties of which both advisor and advisee should be made aware?

Third Year

Student:

Advisor(s):

1. Career/goals

- a. What are your long-term goals?
- b. What are your goals for this academic year?
- c. What courses do you plan to take this academic year and next academic year?
- d. Do you have planned outreach activities this academic year?
- e. Do you plan to attend conferences this academic year?
- f. What are your professional development goals for this academic year?

2. Research

- a. Briefly describe your research progress since last Expectations sheet.
- b. What are your research goals for the next year?
- c. What manuscripts do you have in prep and what author order are you anticipating – which author will play the role of corresponding author?

3. Advising

- a. Have you discussed the contents of your review letter with your advisor(s) and committee members? Are there any points of disagreement?
- b. How do you plan to address feedback in your review letter?
- c. How often will you and your advisor(s) be meeting? If co-advised, will you meet regularly with both advisors or separately with each? How will you prepare for the meetings?
- d. What can your advisor do to best support your goals this academic year?
- e. Do you have any accommodations you have or need to seek out?

4. Funding

- a. How will you be funded next year? What courses would you like to TA next year (if applicable)?

5. Preliminary Exam

- a. What do you need to do before being able to take your Preliminary Exam?
- b. When do you plan to take your Preliminary Exam?
- c. What are the subject areas of your Preliminary Exam to be?
- d. Who will serve on your Preliminary Exam Committee?
- e. If you have completed your Preliminary Exam, how do you plan on addressing the feedback you received during the exam?

6. Thesis

- a. What does the structure of your thesis look like (e.g. timeline until graduation, draft list of chapters)?
- b. Who would you like to serve on your thesis committee?

7. Other

- a. Are there any concerns or difficulties of which both advisor and advisee should be made aware?

Fourth year and beyond

Student:

Advisor(s):

1. Career/goals

- a. What are your goals for this academic year? What are your long-term goals?
- b. Do you plan to take courses this academic year? What grade options?
- c. Do you have planned outreach activities this academic year?
- d. Do you plan to attend conferences this academic year?
- e. What are your career plans and goals for after graduation?
- f. How will you be funded next year? What courses would you like to TA next year (if applicable)?
- g. How will you begin to prepare for your post-graduation career goals and plans this summer?

2. Research

- a. Briefly describe your research progress since last Expectations sheet.
- b. What are your research targets to complete the PhD?
- c. What manuscripts do you have in prep and what author order are you anticipating – which author will play the role of corresponding author?

3. Advising

- a. What can your advisor do to best support your goals this academic year?
- b. How often will you be meeting?
- c. Do you have any accommodations you have or need to seek out?

4. Thesis

a. Have you discussed a list of thesis chapters with your committee? What are they? What are their completion timelines?

b. Who would you like to serve on your thesis committee? Who would the outside reader be? How/why were these members chosen?

5. Funding

a. How will you be funded next year?

6. Other

a. Are there any concerns or difficulties of which both advisor and advisee should be made aware?

Appendix E: Formal Grievance Procedure

At the Department level:

If no satisfactory resolution is achieved students have the option of pursuing a formal grievance. At the department level, the formal grievance includes a written complaint (email or hard copy) submitted to the Director of Graduate Study, or if the DGS is an involved party to the Department Chair, with a copy sent by the complainant to the Dean of the Graduate School. A written complaint must include *a clear statement of the grievance, evidence that supports the claim, indication of efforts pursued to address the problem and a proposed resolution*. The Director of Graduate Study will provide a written preliminary response within 10 working days of the reception of the claim. The procedures that follow are outlined in details at

<https://www.brown.edu/academics/gradschool/graduate-student-grievance-procedures - program>

The procedure at the department level for a formal grievance claim follows:

- The Director of Graduate Study or Department Chair shall refer the complaint to a review committee within 15 business days.
- The review committee is named by the DGS or Chair and must include the Chair (if not one of the involved party) and at least two other faculty members and one graduate student member.
- Within 30 business days, the committee should hear the student and respondent and prepare a report of findings. This report includes a summary of the process and a determination regarding the grievance that will be shared with the complainant and respondent. Committee decisions are made by vote. The DGS then acts on the resolution of the grievance following the recommendation of the committee. Findings and documentation need to be filed with the Graduate School.
- A student who believes that the procedure was not conducted appropriately or within a reasonable period of time may appeal to the Dean of the Graduate School.

At the Graduate School level:

If a complainant or respondent contends with the process or seeks appeal, a written appeal needs to be issued to the Dean of the Graduate School within 20 business days. The appeal must include documentation of the department level process and an explanation for the basis of the appeal.

Further information about the Grievance procedure at the Graduate School level is provided in <https://www.brown.edu/academics/gradschool/graduate-student-grievance-procedures - program>

Appendix F: Faculty Committee Assignments

Our committee assignments are updated regularly and you can find the most up to date version online at <https://bit.ly/2lHuTya>

Appendix G: Graduate Student Leadership

Presidents:

- Beau Boring
- Janie Levin
- Kierra Wilk

Graduate council Reps:

- Meg Wilson

Treasurer:

- Carol Hundal

Sheridan center Reps:

- Kristin Kimble

Faculty Reps:

- Cody Schultz (Planetary)
- Laura Lark (Geophysics)
- Danny Anderson
(Geochemistry)
- Rosa Xu (C & E)

Professional Development Reps:

- Fiona Nichols-
Fleming
- Erica Nathan

GWISE Reps:

- Laura Lark
- Alex
MacFarland
- Meredith
Parish

International Student Mentors:

- Heejeong
Kim

First year mentoring Reps:

- Bryce
Mitsunaga
- Meredith Parish

DWG Reps:

- Cody Schultz
- Imani Guest
- Meredith
Parish
- Jared
Nirenberg