

NACS Faculty Mentor Training Statement

Mentorship is a professional, cooperative agreement in which individuals work together over time to support both the personal and professional development and success through the career. Mentoring relationship in graduate school serves a significant role in academic accomplishment, in psychosocial and career support, and in recruiting young generations especially from groups in underrepresented in Science, Technology, Engineering, Mathematics and Medicine (STEMM) fields. Although mentorship provides essential guidance and support in STEMM professionals, faculty mentorship training and its feedback mechanism in academia are often limited and not sufficient.

Mentorship is a skill that is learned, practiced, and improved upon formal training, and experience over time. Successful mentoring is established on the ground of honesty, responsibility, and mutual respect requiring interpersonal skills like listening, providing empathy, and paying attention. The ultimate goal of the mentoring in NACS program is to help develop and achieve our students' professional and academic career successfully. A mentor, mostly a student's primary advisor or co-advisor should provide insightful guidance on individual's intellectual development. Through the mentorship, the mentee should be able to understand and adapt the cultural basis of the disciplines in their home departments within NACS program. A good mentor puts the students' interests ahead of their own when it comes to the students' project and tries to be easily available when they seek for help. NACS mentor should provide support while the student is having challenging times, in both their academic journey and personal lives.

Given the fact that individual STEMM professionals from underrepresented groups continue to be less likely to complete and be successful in STEMM graduate program, impactful mentoring skill should provide additional benefits in increasing diversity. That includes providing extra support, a professional role model, self-confidence, and self-reflection that help to thrive their academic milestone during their training. It is important to recognize and address issues of equity and inclusion in this vibrant and intellectual environment of NACS program between advisors and students. Indeed, one of the critical factors contributing to how students assess the quality and the success of their educational/training experience is largely dependent on their relationship with individual's academic advisor.

Becoming an effective mentor to your students requires practice and efforts. Reflecting on your own mentor-mentee experiences will help you to cultivate and convey best approach to your mentoring strategy. A successful mentor-mentee relationship between faculty and graduate student enriches positive experience to both during the training. This would produce not only the greater productivity, success, and satisfaction but also genuine enjoyment.

Additional information and reading material can be found at:

1. [National Research Mentoring Network \(NRMN\)](#)
2. [National Center for Faculty Development and Diversity \(NCFDD\)](#)
3. [Culturally aware mentorship: Lasting impacts of a novel intervention on academic administrators and faculty](#)
4. [Advisor, Teacher, Role Model, Friend: On Being a Mentor to Students in Science and Engineering](#)
5. [Nature's Guide to Mentors](#)
6. [The Science of Effective Mentoring in STEMM](#)