Faculty Mentorship Program
College of Chemistry Graduate Diversity Program

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Mentoring

I wish I knew how to be a good mentor to ALL my students.
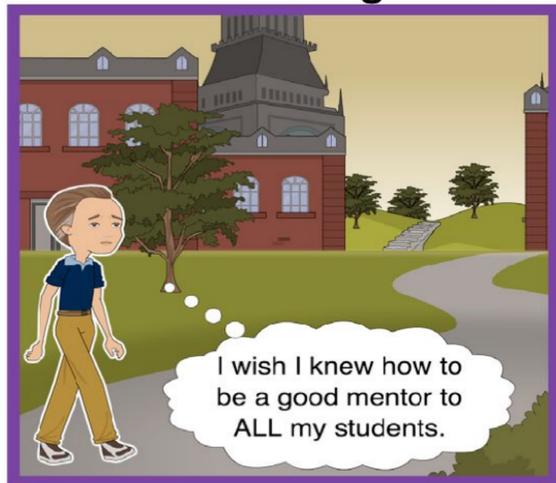
(Low SB)

Background

The annual chemistry academic climate survey identified mentorship to be a key aspect of sense of belonging felt by members of the community. Participants of this survey were asked to rate how much they identified with a statement. For faculty, the sentiment of being a good mentor was one of "high sense of belonging (SB)." However, being a good mentor to ALL their students was a scenario of a "low sense of belonging." This discrepancy, between the desire to be a good mentor and the knowledge that they weren't necessarily a good mentor to all their students is a driving force of this project.

Stachl CN, Baranger AM (2020) Sense of belonging within the graduate community of a research-focused STEM department: Quantitative assessment using a visual narrative and item response theory. PLoS ONE 15(5): e0233431.

Mentorship Competencies

Based on the extensive work done by the National Academies of Sciences', mentorship in academia can be summarized as follows and broken down into six main categories:

1. *Aligning Expectations*
2. *Assessing Understanding*
3. *Communicating Effectively*
4. *Addressing Equity and Inclusion*
5. *Fostering Independence*
6. *Promoting Professional Development*

A faculty member must help their students feel valued by mentoring them along each of these axes. Simple concrete examples of such mentorship would be advisors that are openly encouraging of their students pursuing non-academic career tracks; advisors helping students to follow their own research ideas; advisors creating a culture where students feel valued and don't dread their conversations; advisors open to their mentees identities outside of research; and advisors encouraging their students to work independently.

National Academies of Sciences, Engineering, and Medicine. 2019. The Science of Effective Mentorship in STEMM. Washington, DC: The National Academies Press. https://doi.org/10.17226/25568.

The National Academies of SCIENCES · ENGINEERING · MEDICINE

CONSENSUS STUDY REPORT

The Science of **Effective Mentorship** in STEMM
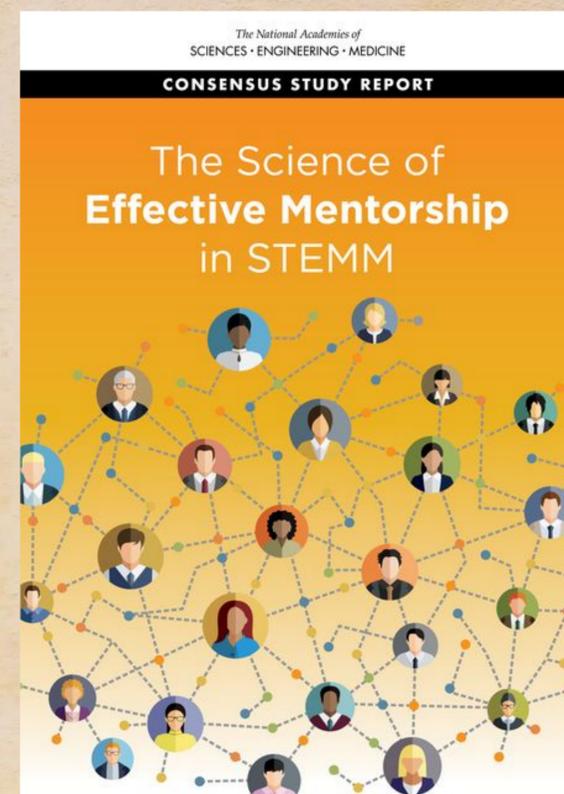
Program

To address this need identified by the climate survey, and with concrete competencies outlined by the National Academies', we are implementing a mentorship program for faculty. The structure will be as follows.

- Meetings will be held in a format similar to that of the Diversity and Inclusion Focus Groups (DIFGs), but for faculty only.
- Three meetings will be spread out over the Spring 2021 semester.
- Each meeting will address two of the main categories.
- Specific curated content will be assigned as prerequisite work for the meeting.
- Meeting will be used to discuss material and share specific mentorships stories.

Resources

We plan to draw heavily from the Mentoring Up curriculum developed by the University of Wisconsin-Madison [1] to develop this mentorship program. Additionally, we plan to use external resources such as the AcaDames podcast [2] and the Culturally Aware Mentorship Training [3]. Finally, these concepts will be tied together with mentorship mapping [4].

[1] CIMER Portal, Wisconsin Center for Education Research
[2] Robinson, Whitney; Birken, Sarah. "AcaDames: How to make mentorship a dream" with Dr Christine Pfund, March 26, 2020.
[3] NRMN, About the Author: "NRMN Announces Culturally Aware Mentorship (CAM) Training." NRMNet, 21 Aug. 2020,
[4] Montgomery BL. Mapping a Mentoring Roadmap and Developing a Supportive Network for Strategic Career Advancement. SAGE Open. April 2017.