



TO: Steve W. Leslie, Executive Vice Chancellor of Academic Affairs
John Zerwas, Executive Vice Chancellor of Health Affairs

FROM: The U. T. System Student Advisory Council

DATE: April 27th, 2020

RE: Faculty Mentoring and Mentor Training

Faculty mentoring is critical for graduate student success. While mentoring has long been regarded as an essential component in graduate education, recent attention to this area has highlighted a need to improve the quality and efficacy of mentoring itself. Two evidence-based faculty mentoring programs offered through the National Institutes of Health (NIH), National Research Mentoring Network (NRMN) and the Center for Improvement of Mentored Experiences in Research (CIMER) are formally recognized by the NIH and the National Science Foundation on grant applications as a commitment to trainee mentoring, including trainees from diverse backgrounds. This is important as the NIH now requires evidence of mentor training as part of the application for certain grants. In addition to these formal mentor training program, several institution-specific programs have been put in place at institutions of higher education over the years to provide junior faculty with quality training that will ensure their success as investigators, leaders, and mentors.

These NRMN and CIMER programs are already in practice at some of the institutions in the U. T. System (Table 1). Existing data suggest that faculty mentor training enhances student outcomes, as well as mentor-mentee relationships (Reference 1-2, and Table 2). The 2019-2020 U. T. System Student Advisory Council recognizes the current efforts to create a new generation of effective faculty mentors at U. T. institutions and we support their expansion to institutions with minimal or nonexistent programs. We feel strongly that the expansion of faculty mentoring programs will benefit not only faculty and students, but also institutions more broadly.

Lastly, we realize that faculty mentor training geared toward undergraduate students is distinct from training geared towards graduate students. However, we support the advancement of existing programs that meet this additional need and recommend that investments be made for institutions to develop innovative approaches to enhance faculty mentoring of undergraduate students.

Thank you for your consideration.



References

1. Rogers J, et al. Increasing research mentor training among biomedical researchers at Clinical and Translational Science Award hubs: The impact of the facilitator training initiative. *Journal of Clinical and Translational Science*. 2018; 2: 118–123
2. Pfund C, et al. A Research Mentor Training Curriculum for Clinical and Translational Researchers. *Clinical and Translational Science*. 2013; 6:26-33

Table 1: List of academic and health institutions in the U. T. System that participate in the NRMN programs.

Institution Category	# of Trained Facilitators			# of Mentorship Trainings led by Master Facilitators				
	Entering Mentoring Trained Facilitators	Entering Research Trained Facilitators	Entering Mentoring Low Dosage Trained Facilitators	Mentor Training	Mentor/Mentee Combination Training	Mentee Trainings based on Mentoring Up	Culturally Aware Mentor Training	Facilitating Entering Mentoring
U. T. ACADEMIC INSTITUTIONS								
The University of Texas at Arlington	2	0	0	0	0	0	0	0
The University of Texas Austin	1	1	0	0	0	0	0	0
The University of Texas Dallas	0	0	0	0	0	0	0	0
The University of Texas El Paso	9	0	0	1	0	0	0	0
The University of Texas Permian Basin	0	0	0	0	0	0	0	0
The University of Texas Rio Grande Valley	0	0	0	0	0	0	0	0
The University of Texas at San Antonio	3	0	0	0	0	0	0	0
The University of Texas at Tyler	0	0	0	0	0	0	0	0
U. T. HEALTH INSTITUTIONS								
The University of Texas Southwestern Medical Center	2	0	1	1	0	1	0	0
The University of Texas Medical Branch at Galveston**	0	0	0	0	0	0	0	0
The University of Texas Health Science Center at Houston**	0	0	0	0	0	0	0	0
The University of Texas Health Science Center at San Antonio	8	1	0	0	0	0	0	0
The University of Texas MD Anderson Cancer Center**	5	0	16	1	1	0	0	1



The University of Texas Health Science Center at Tyler	0	0	0	0	0	0	0	0
U. T. Institution Totals	30	2	17	3	1	1	0	1

Table 2: Survey results from faculty and post-doctoral fellows who attended the NRMN mentoring sessions. 90% faculty and post-doctoral fellows said they found the mentoring beneficial and would make changes to their respective mentoring styles.

	Overall, how effective were the facilitators in guiding discussion during your research mentor training sessions?		How likely are you to recommend the mentor training sessions to a colleague?		
	N	%	N	%	
Very Effective	27	46	30	51	Faculty
Effective	22	36	20	33	
Neither	6	9.7	6	7.3	
Ineffective	1	1.2	1	1.0	
Very Ineffective	2	2.4	1	1.2	
No response	5	4.7	6	7.0	
Very Effective	46	54	55	64	Post-doctoral fellows
Effective	38	42	28	30	
Neither	0	0	3	2.1	
Ineffective	0	0	0	0	
Very Ineffective	0	0	1	0.83	
No response	5	4.8	3	3.5	
	Was attending mentor training a valuable use of your time?		Have you made any, or do you plan to make any changes in your mentoring as a result of this training?		
	N	%	N	%	
Yes	53	89	55	92	Faculty



No	5	5.4	3	3.1	
No response	5	6.1	5	5.5	
Yes	53	97	55	89	Post-doctoral fellows
No	5	0.9	3	5.0	
No response	5	2.5	5	6.6	