

**SPECIAL REPORT**  
**of the**  
**GRADUATE and RESEARCH COUNCILS**  
**concerning**  
**MENTOR TRAINING**  
**FOR GRADUATE FACULTY**

**Presented at the**  
**811<sup>th</sup> Regular Meeting of the Faculty Senate**  
**February 17, 2022**

**GRADUATE COUNCIL MEMBERSHIP**

**Sonia Alvarez, Evelyn Ashley, Joseph Black, D. Anthony Butterfield, Robert DeConto, Jennifer Friedman, Traci Hess, Cynthia Jacelon, Ramakrishna Janaswamy, Alexandra Jesse, Neal Katz, Bernhard Leidner, Robert Maloy, Martina Nieswandt, Anthony Paik, Sarah Pfatteicher, Sarah Poissant, Darrel Ramsey-Musolf, Rebecca Reznik-Zellen, Frederic Schaffer, Patrick Sullivan, Corine Tachtiris, Jacqueline Urla, Tilman Wolf**

**GRADUATE COUNCIL RECCOMENDATION**

**The Graduate Council recommends approval of this proposal**

**RESEARCH COUNCIL MEMBERSHIP**

**Amir Arbabi, MJ Alhabeeb, Ian Barron, Casey Brown, Michelle Budig, Carey Clouse, Lorraine Cordeiro, E. Bryan Coughlin, Robert DeConto, Jennifer Donais, Lori Goldner, Michelle Hosp, Sarah Hutton, Cynthia Jacelon, Paul Katz, Ken Kleinman, James Kitts, Kathryn Lachman, Michael Malone, Christopher Misra, Anna Nagurney, Martina Nieswandt, Jennifer Normanly, Mark Pachucki, Anthony Paik, Sarah Poissant, Ashwin Ramasubramaniam, Peter Reinhart, Alexander Ribbe, Brian Shelburne, Hava Siegelman, Laurel Smith-Doerr, Carol Sprague, Kimberly Tremblay, Maria Tymoczko, Rachel Walker, Jacqueline Urla**

**RESEARCH COUNCIL RECOMMENDATION**

**The Research Council recommends approval of this proposal.**

## **Background**

Six years ago, the Graduate School began to offer formal training for mentors of graduate, postdoctoral, and undergraduate researchers. Our training is modelled on a peer mentoring program developed by the [National Research Mentoring Network](#) (NRMN) and [The Center for the Improvement of Mentored Experiences in Research](#) (CIMER) used at numerous institutions across the country. The duration is 8 hours in total and uses case study analysis where faculty work with experienced peers in identifying best practices. Each component of the training has been tested and evaluated, and the training has been shown to be effective at improving the knowledge and confidence of mentors and the success of mentees.

Mentor training has become increasingly recognized on our campus as a highly valuable component of faculty professional development. Approximately 250 UMass faculty have now taken this training and several graduate programs on campus (IDGPs, Geosciences) have voluntarily chosen to make mentor training a requirement. The Deans of the various Schools and Colleges and the Ombuds Office have each requested that such training become regular practice as a means by which we can take positive steps towards ensuring positive learning environments. It bears noting that the Graduate Student Senate has repeatedly and urgently asked the Graduate School and the Provost to make this training an expected training for all faculty who advise graduate students.

## **Motion**

The Graduate School requests that the Faculty Senate endorse our proposal that graduate faculty mentor training become a *best practice* for all faculty who are engaged with mentoring of graduate students, and most particularly, those who have or are nominated to “G” Graduate Faculty Status. A “G” status is required for a UMass Amherst faculty member to serve as the Chair of a thesis/dissertation committee. Such mentor training will be free and regularly offered so that taking the training will be easy to accomplish. This recommendation will go into effect immediately upon approval

**MOTION:** That the Faculty Senate endorses Mentor Training for Graduate Faculty  
24-22 as a recommended practice, as presented in Sen. Doc. No. 22-048.