

Mentoring is one of the most meaningful parts of my work as a scientist. I view mentorship not only as a way to support students' academic development, but also as an opportunity to help them build confidence, independence, and a sense of belonging in science.

My mentoring philosophy centers on three principles: accessibility, intellectual curiosity, and empowerment. I strive to create an environment where students feel comfortable asking questions, exploring ideas, and making mistakes as part of the learning process. In practice, this means meeting students where they are, helping them develop research and technical skills step by step, and encouraging them to think critically about scientific questions.

I also believe that mentorship plays an important role in broadening participation in science. Students from historically underrepresented backgrounds often face structural barriers to entering and remaining in research fields. Because of this, I try to be especially intentional about providing guidance on navigating academic pathways, sharing opportunities, and helping students develop the confidence to see themselves as scientists.

In my own mentoring, I aim to support students in developing both conceptual and practical skills. This includes helping students learn how to design experiments, analyze data, communicate scientific ideas, and think about research as a collaborative and iterative process.

Mentorship is also deeply reciprocal. Working with students continually pushes me to think more clearly about scientific ideas, reconsider assumptions, and approach problems from new perspectives. In this way, mentoring not only supports students' growth, but also strengthens my own development as a scientist.

Ultimately, my goal as a mentor is to help students discover what excites them about research and to give them the tools and confidence to pursue those interests independently.