



Building a Successful Student-Mentor Relationship: Use of Mentoring Compacts

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Please turn your cell phones and pagers to silent or off. Thank you!

**Building a Successful Student-Mentor Relationship:
Use of Mentoring Compacts**

Friday, September 18, 2009
12:00 noon - 1:00 p.m.
Bird Library Auditorium, LIB 299 (OKC)
Learning Center 220 (Tulsa)

Presented by
James Tomasek, Ph.D.
Dean, Graduate College and
David Ross Boyd Professor in Cell Biology

Learning Objectives

1. Understand the core tenants of student training
2. Describe the differences between commitments of student and advisor in a mentoring relationship
3. Be able to implement a compact in a mentor-mentee relationship

One of the most important roles for faculty at OUHSC is to serve as mentors for students and trainees – this presentation will focus on mentoring graduate students and postdoctoral research fellows but can be extrapolated to other students and trainees.

What is a Mentor?

- Original Mentor described by Homer as the “wise and trusted counselor”
- Mentor – more than an advisor
- Mentoring is a personal, as well as, professional relationship
 - Based on a common goal to advance the educational and personal growth of the student
- Mentoring relationship develops over extended period of time
- Mentoring relationship changes over time depending upon needs of student

Characteristics of a Good Mentor

- Seeks to help the student optimize an educational experience
- Assists the student's socialization into a disciplinary culture
- Aids the student in finding suitable employment

Why be a Good Mentor?

- Achieve satisfaction
- Attract good students
- Stay on top of your field
- Develop your professional network
- Extend your contribution

Good Mentoring Practices

- Careful listening
- Keeping in touch
- Multiple mentors
- Building networks

Advice for New Mentors

- Listen patiently
- Build a relationship
- Don't abuse your authority
- Nurture self-sufficiency
- Establish "protected time" together
- Share yourself
- Provide introductions
- Don't be overbearing
- Find your own mentors

Professional Ethics

- Show by your example what you mean by ethical conduct
- Discuss your policies on grades, conflicts of interest, authorship credits, who goes to meetings

Assisting Students with Choosing a Mentor

- Encourage students to shop around (lab rotations)
- Examine performance of mentors
 - publication record (including students in lab)
 - financial-support base
 - reputation
 - success of recent graduates
 - willingness to spend time with students
- Speak with students, postdoctoral fellows and technicians in lab

Mentor as Faculty Advisor

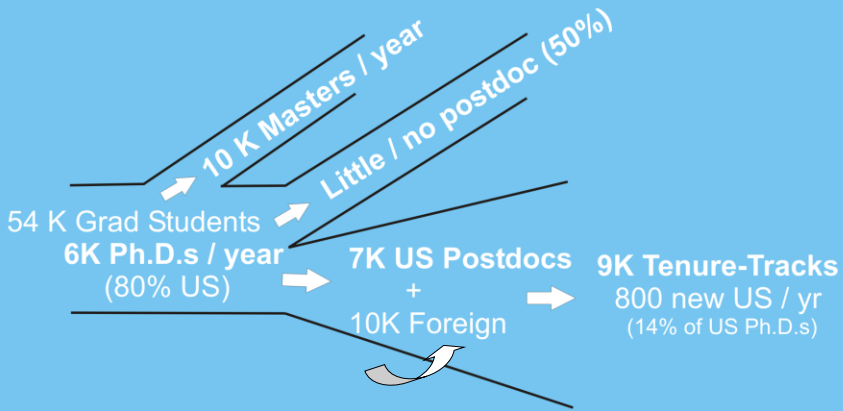
- Assist student with following requirements of degree program
- Planning a curriculum
- Choosing a research topic
- Choosing a committee
- Making good progress – teach careful planning and use of time
- Assist student to develop independence

Mentor as Career Advisor

Two key career questions to discuss with students

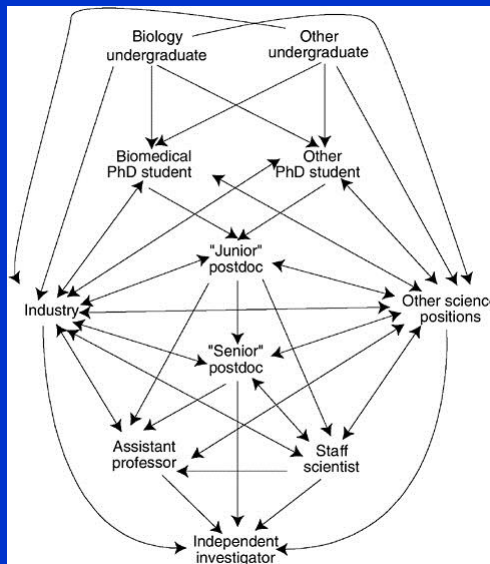
- What kind of job can I expect?
- What kind of career can I expect?

US Pipeline For Independent Biomedical Scientists



Age 31 at Ph.D. ~ 4 Year Postdoc 25% Initial RO1 Success
 13% of grantees < Age 40
 50% of those drop out

Some Career Paths



Source: Bridges to Independence, 2005

Mentor as Skills Consultant

- Communication skills
- Teaching
- Grant proposals
- People skills
- Leadership
- Teamwork
- Creative thinking

Compact Between Biomedical Graduate Students and Their Research Advisors

<http://www.aamc.org/research/gradcompact/start.htm>

AAMC/Group on Graduate, Research, Education and Training

Compact Between Postdoctoral Appointees and Their Mentors

<http://www.aamc.org/research/postdoccompact/start.htm>

AAMC/Group on Graduate, Research, Education and Training

Individual Development Plan for Postdoctoral Research Fellows

<http://opa.faseb.org/pdf/idp.pdf>

Federation of American Societies for Experimental Biology (FASEB)

Other Resources

Burroughs Wellcome Fund and Howard Hughes Medical Institute. (2006). *Training Scientists to Make the Right Moves: A Practical Guide to Developing Programs in Scientific Management*.

DeNeef, L. and King, M. (2009). *Research Student and Supervisor*. Council of Graduate Schools.

King, M. (2004). *On the Right Track: A Manual for Research Mentors*. Council of Graduate Schools.

National Academy of Sciences, National Academy of Engineering, Institute of Medicine. (2009). *Advisor, Teacher, Role Model, Friend: On Being a Mentor to Students in Science and Engineering*. National Academy Press.