Conflicts of Interest

Power Struggles

Competition

Personality Clashes

Teamwork

Collaborate

Shared Goals & Successes

Adapted from ORI, Introduction to the Responsible Conduct of Research
The Origin of Academic Mentors

- From Greek mythology: Mentor was a friend of Odysseus and was left to care for his family during the Trojan War. Mentor provided important guidance and support to Telemachus, and he educated Odysseus’ son in all aspects of life. Goddess Athena appeared as Mentor to guide Telemachus’ personal life and encourage him. Made famous by French novel in 1699; term ‘mentor’ stuck.

- It means a trusted friend, counselor, advisor or teacher; usually a more experienced person who trains a protégé.

- Aspasia to Socrates; Oprah to Dr. Phil; Obi Wan Kenobi to Luke & Anakin in Star Wars.
Types of Mentorship

- Boss Mentors
- E-Mentors (virtual mentors)
- Group Mentoring
- Inspirational Mentors
- Family Member Mentors
- Peer Mentors
- Academic: Faculty Mentors & Research Advisors

(Ensher & Murphy, 2005)
Academic Mentoring in an Historical Context

- Pre-20th century: Student/professor relationships were explicitly characterized by power of master over student

- 20th Century: Bureaucratization of higher education, expansion of educational institutions, and increased access

- Training based on mentorship model: opportunities & challenges...
  - Diversification of faculty
  - Diversification of students
  - Prevailing principles of equity & training model of mentorship
Why is Academic Mentoring Important?

- The primary method for one generation of academics to pass their knowledge on to the succeeding generations.

- More impact on trainee development than formal classes.

- Relatively informal but complex relationship in which scientific expectations, disciplinary norms, and state of the discipline research methodology and practices are conveyed.

- Mentors promote the institutional mission of ensuring values, standards, and successful milestone achievements.

- It builds social capital for both the trainee and for the mentor.

*Some slides are paraphrased and summarized from: Integrity in Scientific Research (IOM)*
Who can Be an Academic Mentor?

- A knowledgeable expert willing to convey their expertise to emerging scholars and devoted to their intellectual & professional development.

- Usually the faculty advisor, may be someone else, but more than advising.

- Someone who will have a commitment to the continuous & ongoing development of the trainee.
Strategies for Choosing a Mentor*

- Consider whether you are interested in the prospective mentor’s area of expertise.
- Examine publication record (quality and quantity).
- Consider the potential mentor’s rank, tenure status, proximity to retirement, career goals & plans.
- Prior training record (#’s, duration, placement of former trainees).
- Meet with prospective mentor, current trainees, and former trainees: collect stories to go with above facts.
- Consider multiple mentors.

*From Kenneth Marguiles, MD; Temple University School of Medicine
What is a Mentee/Trainee?

- Traditionally referred to as protégé or apprentice, sometimes called mentee; in academia this is typically the student.

- A trainee is an individual who is open to receiving knowledge and guidance in a quest to achieve goals: personal, educational, professional.

- Trainees show a commitment to learn & grow, and a willingness to work at developing their knowledge, skills & expertise.
Strategies for Choosing a Trainee

- Consider mentee’s interests, experiences, skill sets.
- Examine publication record (quality and quantity), academic record, letters of recommendation.
- Consider the mentee’s personal & professional goals and timeline: do they sufficiently match your own?
- Prior training record – other mentors, previous educational experiences, work history, etc.
- Interview the mentee: personality, character, commitment, trustworthiness, professional.
- Consider time commitment & discuss explicit needs.
Mentorship is a Relationship...

- Both the mentor and trainee have important & complementary roles and responsibilities.

- Trust, communication and respect are essential.

- Ethical standards and professional conduct are extremely important in mentoring because of the status differential & the resulting imbalance of power in the relationship.

- Relationships are difficult to maintain; mentor/trainee requires work, patience, and commitment, too.
Faculty/Staff: What do trainees need? What are trainee responsibilities? Identify two specific, hypothetical examples of mentorship problems/challenges from the perspective of an academic mentor & discuss possible solutions.

Students: What makes a great mentor? What are mentor responsibilities? Identify two specific, hypothetical examples of mentorship problems/challenges from the perspective of an academic trainee & discuss possible solutions.
What Makes a Great Mentor?

- education/training/inspiration
- professional & educational guidance
- appropriate delegation of responsibility
- regular constructive appraisals
- fair attribution of accomplishments and authorship
- career support
- opportunities for employment and/or funding
- advocacy, as appropriate
- professional socialization
- teach collegiality (not necessarily congeniality)
- and more...
What are Mentor Responsibilities?*

- Help trainees develop greater initiative, independence, and self-reliance.
- Guide trainee’s education and development of technical & disciplinary expertise.
- Help trainees develop global professional skills (e.g., writing, speaking, collaboration, time management, ethical conduct, communication, personal interactions, etc).
- Help establish a career development plan & reach professional milestones.
- Treat trainees equally, fairly, professionally.
- Be a good role model.

*Adapted from Kenneth Marguiles, MD; Temple University School of Medicine; “A Guide to Training and Mentoring in the Intramural Research Program at NIH”; and the University of Georgia RCR Course.
Why be a Mentor?

- According to the AAMC, faculty who are mentors demonstrate higher levels of:
  - Teaching effectiveness
  - Research productivity
  - Professional specialization and interaction with colleagues
  - Higher salaries

- Mentors create future colleagues.

- Inspiration & the energy of collaborative learning.
What does a Trainee Need?

- Guidance & clear communication regarding expectations
- Exposure to new ideas, knowledge & skill sets
- To learn professional skills & appropriate behavior
- Assistance successfully navigating degree programs
- Preparation for career: lay groundwork
- Networking with fellow students, faculty members, and future colleagues
- Support building a professional reputation
What are Trainee Responsibilities?

- Respect for the mentor and research group
- A strong commitment to ethical and rigorous research
- Dedication to their assigned project(s)
- Careful performance of research & scholarly activity
- Precise & complete records/accurate reporting of results
- Professionalism, timeliness, commitment to endeavor
- Following research regulations/protocols and living by ethical standards of research & student conduct
- Commitment to the discipline & professional practices
What should trainees consider?

- Trainees enhance (or detract from) the reputation of the mentor through their interactions with others during and after their time as a trainee. They are representatives of their mentor while in training.

- Mentors invest time and resources in trainees; trainees should respect their mentor’s time and use resources responsibly.

- Mentors also have an obligation to behave in an ethical manner. If this is not occurring, trainees have the right to seek out assistance.
What Makes a Good Mentor/Trainee Relationship?

- Ongoing open communication: be a good listener & communicator
- A clear understanding of roles and responsibilities of both the mentor and trainee: different but compatible
- Explicit expectations: Put it in writing & document it: time/work expectations; responsibilities & division of labor; expectations; evaluation system and feedback mechanism; ownership & authorship issues; any changes or updates to plans, agreements, arrangements*
- Mutual respect and trust: be clear, consistent and honorable
- Proper attribution, compensation, and acknowledgement of contributions to research
- Consistent supervision and appropriate review
- Mutually shared goals
- Be flexible, collaborative, supportive of one another’s needs, interests, perspectives.
What are Common Mentoring Issues?*

- Time commitment - how much time should each devote to the other?

- What is the relationship between the student’s research for her/his degree completion, and that of the mentor?

- What resources are available, and under what terms?

- When does a trainee become an independent researcher?

- Issues of power, inequality, and difference (gender, culture, race/ethnicity, etc.)

- Boundary maintenance issues

*From ORI, Introduction to the Responsible Conduct of Research
What about Intellectual Property?

- The Ingelfinger rule, named for Franz Ingelfinger, former Editor-in-Chief of the *New England Journal of Medicine*.

- Considers the three major portions of a manuscript:
  1. design the study;
  2. data analysis;
  3. manuscript preparation.

- First author requires role on all three; 2nd author has role in two of the three, and an acknowledgement is given for persons with a partial role in one of the three stages of research*.

*From Kenneth Marguiles, MD; Temple University School of Medicine*
Dissolving a Mentor/Trainee Relationship

- Clear communication is essential
- Fulfill requirements as agreed or contracted
- Be explicit about each of your expectations
  - To close out shared research
  - Moving forward with research, publications, etc.
  - Ownership of, and/or access to, project resources
  - Future roles, responsibilities, & relationship
- Follow formal procedures as required (i.e. regarding committee change forms, grant reporting, etc.)
- Inform impacted parties in a timely manner
Mentor: A person whose hindsight becomes your foresight.

-Author Unknown
Mentoring or Related Questions?

Contact: Dr. Kate Korgan

895-0446 ~or~ kate.korgan@unlv.edu