

Mentoring Philosophy: Betsy Seaquist MD

Supporting the career development of biomedical researchers has been one of my professional passions for more than 25 years. As a physician scientist and clinical investigator, my goal has always been to prepare trainees for careers that will advance human health. As a MSTP mentor, I am committed to ensuring that students are well prepared for the next stage of their professional journey. This is only accomplished by working together to identify skills, experiences, and knowledge necessary for success after graduation, and setting timelines and metrics that will ensure these skills, experiences, and knowledge are gained. Whether I serve as the primary research mentor for a trainee or as a secondary mentor with career development or scientific expertise, I believe the following principles should guide our relationship.

Research:

- I expect trainees to develop, in consultation with me and other mentors, concrete short and long-term research goals as well as a timeline for reaching these goals. These goals should be placed in a written document that we will regularly review to examine progress toward meeting these goals.
- I expect my trainees to submit and publish peer-reviewed first author publications. As the first author, trainees are expected to prepare a first draft of the manuscript.
- Discussions about authorship should occur early in a research activity that is likely to lead to a publication.
- I expect trainees to keep up with the literature. Generally trainees should set aside time for reading primary literature every day.
- I have the primary responsibility to provide for adequate funding of both the research and stipend for my trainees. However, I expect my trainees to participate in grant writing, including their own fellowship proposals.
- I will ensure that we meet regularly, at a mutually agreed upon intervals, and expect that you will also be available to meet with me. I recognize that this interval will vary with each person's needs and change at specific times during the course of training. This includes both regular meetings and informal conversations.
- I expect my trainees to present their research findings at local, regional, national meetings at least once a year. I will work to facilitate your research presentations at meetings, both internal and external, and I will work with you so your presentations effectively communicate your research.
- It is my goal to read and respond to all work submitted to me, within the constraints of my other responsibilities. I will strive to return all materials at least within a week of submission to me.

Professionalism and Ethics:

- I expect mentees to participate in all laboratory group meetings, as well as the seminars and programs related specifically to their research and graduate program.

- I expect mentees to be good laboratory citizens: help train new students, help maintain equipment and shared databases, and ensure supplies that are jointly used are maintained.
- I expect mentees to maintain an accurate and detailed laboratory notebook and source documents. This is the legal record of your research, and belongs to the laboratory and university, not to you or me. It is critical it be accurate and sufficiently detailed that every experiment could be replicated by another individual and get the same result.
- I expect mentees to meet laboratory as well as program-related deadlines.
- I will maintain ethical standards in my research and scholarly work, including compliance with institutional and federal regulations for research, as well as issues of copyright. I expect mentees to complete all required training and maintain ethical standards for their research and scholarly work.
- We will set specific guidelines on work hours, sick leave, and vacation time, and these should be discussed and approved by me. I will help mentees recognize that the amount of time they put in to their research will be directly reflected in the overall time to completion of their degree.
- Harassment, discrimination, and sexual misconduct will not be tolerated. Timely completion of University required training on these topics is expected.
- It is a privilege to do the work we do and members of my lab must be committed to the success of the group as well as their own personal success. We must model gracious professionalism where all are treated with respect and care.

Career and Professional Development:

- I will support professional development goals of the mentee and work with him/her to help define what those are and how best to achieve them. I will work to identify external resources that will help the mentee reach those goals if they are not part of the normal laboratory or graduate program training.
- I will work with mentee as he/she becomes increasingly independent and increasingly responsible as you progress in your thesis research.
- I will do my utmost to be supportive, equitable, accessible, encouraging, and respectful, and expect the mentee to recognize that constructive criticism and feedback is intended to improve his/her work.
- I am committed to being an advocate of mentees when they are in my laboratory but also as they continue your specific career pathway in the future.
- I strongly encourage trainees to utilize an Individual Development Plan (IDP) to guide their professional and career development. This can be an IDP developed by the advisee's program or the IDP available at the myIDP website. The IDP will be used in annual review.

Personal life and Wellness:

- There is more to life than work. Trainees must take time for themselves in order to ensure physical, psychological, and social well-being.
- I am always available to discuss personal issues of trainees. It is easier to provide overall guidance if I have insight into their life outside of the lab.

I have read this advising statement and understand the expectations and responsibilities that come with entering into this advising relationship.

_____ Date: _____
Student

_____ Date: _____
Mentor