



Mentoring with Dr. Melissa McDaniels & Dr. Christine Fund

Sarah: Welcome to vitamin Ph.D. My name is Sarah Hokinson and I am the assistant provost for professional development and postdoctoral affairs at Boston University. Today's episode is being recorded live in Nashville at the Council of Graduate Schools Conference. When I meet with graduate students and postdocs, the topic that most frequently comes up in our conversations is their relationship with their mentors, which is essential to their success and satisfaction during their graduate education experience. Today's episode is focused on exactly that, helping you navigate those relationships from identifying a mentor, sustaining a good relationship, and what to do when things aren't working as well as you'd hope. I am delighted to be joined by two nationally regarded researchers and my colleagues and experts on this very subject, Dr. Melissa McDaniels, senior advisor to the Dean within the graduate school of Michigan state university and the director of the master facilitator initiative, and an investigator at the Center for the Improvement of Mentored Experiences in Research, or CIMER, and Dr. Christine Fund, director of CIMER and senior scientist at the Wisconsin Center for Education Research, both located at the University of Wisconsin Madison.

Both Chris and Melissa are leaders within the National Research Mentoring Network, a national consortium funded by the national institutes of health to develop mentoring and networking opportunities for biomedical researchers from diverse backgrounds, including those from the undergraduate level all the way through to early-career faculty. I'm delighted to be with you. I have to say that at least on my campus, the word mentor has almost become a loaded term because it feels so high stakes. It means so many different things to different people. Words matter. Let's take a minute and just define what mentoring means. Chris, do you want to start?

Chris: Mentoring is one of these terms that is used ubiquitously to mean so many things. We have found that when you ask people about what mentoring means, you get everything from coaching to advising, to parenting, to being a sponsor, to being an advocate, to being a friend. Those things can be very similar and they can also be very distinct. One of the things we've done more recently, as part of a new National Academy's consensus report on the science of effective mentorship in STEM, is the committee really tried to grapple with the definition for mentoring. What's really interesting is that the committee decided not to go even with the word mentoring but to move to the concept of mentorship to really honor that in any mentoring relationship, just like in any human relationship that it is really a dynamic exchange. I'll share with you the definition that has been put forth in hopes that the nation would take up this nomenclature.

Sarah: That is great. We will make sure our listeners use it far and wide.

Chris: The committee has said that mentorship is a professional working alliance in which individuals work together over time to support the professional and personal growth, development, and success of the relational partners; both the mentor and mentee, through the provision of career and psychosocial support. That may seem like a lot of words but on the ground, and Melissa, you probably can comment on this is really to highlight the working alliance, the work between two people, the fact that it has lots of functions. Some to support someone's career as well as their psychosocial support for their emotional wellbeing.



Melissa: Yeah, when I'm speaking with graduate students, postdocs, and faculty on the ground, the idea of talking about and focusing on not the hierarchy but the didactic nature in a one-on-one mentoring relationship of course seems to resonate with people. I think it again really goes to the fact that mentors can be more senior to you in your career but they also can be peer mentors. They can also be individuals that are more junior to you. I work with a graduate student now who has skills in some technical areas that I don't, and he is, I consider him a mentor to me.

Sarah: That's great. I like the idea of an alliance that which two people are aligned together because of course alignment is one of the critical parts of mentorship and making sure it's successful. I'm glad to see that word there because I think that's a topic I talk to graduate students and postdocs about a lot.

Melissa: One additional thing that I find really interesting with the ubiquity of this word, is that there is often this assumption when you hear the term mentor, mentoring, or mentorship, that it's universally positive. You can have very strong positive outcomes of a mentoring relationship but mentoring can also be done poorly and have negative outcomes. I think that's also really important to say that is sort of a neutral term but is an activity that can be measured and should be measured.

Chris: Yeah. Not all working alliances, just like not all relationships work out, some skills can be applied to give it the best chance of success. Some structures can help it succeed and sometimes it's just not a good alliance and it should be one that should be dissolved. And that's okay.

Sarah: I'm really excited to dig into this. I want to put it out there first and foremost and I think you'll both agree with me that no one mentor on any given subject should be the single mentor that a person should have. Even though today I think we'll focus on the relationship between two people, I'm just gonna put out there the hope that graduate students and postdocs find multiple mentors throughout their career, even at the same time, that mentor them on different subjects. Thinking about how to find a mentor, not the mentor, the only mentor, but a mentor, I think that is a step that happens a lot focused on the topic that people are working on; the professional intersection of their interests. There's a lot that goes into this relationship that is outside of research or outside of the focus of people's work. What are some strategies that you would say are important when someone is thinking about, I need a mentor in a particular area. Where should they start? I'll start with Melissa this time. What do you think?

Melissa: I think so often we think of mentoring without mentoring for what? One of the things that's always important to do, I think when you're trying to cultivate relationships with these individuals that can support your career, is to have some self-awareness about what are the areas in which I do need development and that I could benefit from? I'm not saying it just has to be outcome-driven but I think it's really important for graduate students and postdocs and anyone to go into a relationship saying what are the priorities? Because in reality there's limited time. That also gets to the next question of then to say, I may have four or five things in general that are important to be working right now, who are then the best people for me? That gets into this issue of I encourage graduate students and postdocs to say, what is your constellation of mentoring relationships that can help you get to that endpoint?

Chris: Two comments on that to build on what Melissa shared is, even in some graduate student orientation programs, spending some time helping graduate students think about beyond the research



question at hand, like you mentioned Sarah, what are the things that are important to me? For example, something as simple as for my primary research mentor, is it someone who travels a lot and I won't have very much face-to-face time with? Or is it someone who is around a lot? What do I prefer? A lot of folks haven't even thought about that and those can have huge implications even bigger than the research question. But then to Melissa's point is that all of the evidence is showing that folks need a network of mentors. That makes practical sense. One person can't serve all those functions.

When we think about mentors serving as research technical advisers, psychosocial support, sponsors, cultural or diversity advocates, serving, to motivate, along all of these dimensions, helping be a good listener, helping building trust, even for a mentor that would be very hard for any single person to serve in all those functions. So it's both for the mentor and the mentee. I think one of the great scholars in this area of late is that I'm from Michigan state where Melissa's from, Veranda Montgomery who has just done some amazing work. She has some wonderful tools which are about mapping your mentoring network to really get at what you need from folks, to your point mentoring for what, who is serving those roles where you have gaps and to start to build a network to identify those and to articulate. The last thing I'll say is there's a lot of folks who say, "Well, I'm looking for more mentors but I don't know how to ask." We often say when you can say mentoring for what, it's a very different ask. So Sarah, if I wanted to ask you to be my mentor?

Sarah: Please do. I would be delighted.

Chris: Well you can be mine. It's very different asking you to say, could you be my mentor? You might be thinking, well do you want to meet with me every week about every topic under the sun? Versus if I was to come to you and say, "What I need right now is I just really need some support in thinking about the leader I want to become. Could you be a mentor around leadership for me? Or I'm really needing some writing help. Could you be a writing mentor for me?" Your yes or no to me is very different when I'm asking you for something concrete versus this very umbrella request.

Sarah: It can feel like a proposal, right?

Chris: It's like, will you be my lifetime mentor for all of my needs? Of course, it feels hard to ask someone. It's a big ask. And of course, it's hard to say yes as a mentor versus asking you for something specific with some boundaries to it.

Sarah: It lowers the stakes completely. I think it also depersonalizes it because if you don't have the capacity to be a writing mentor, for example, because you're on sabbatical or you yourself are writing lots of grants as a faculty member, it becomes embedded into 'can I fulfill this specific responsibility and time commitment?' As opposed to I personally don't want to be you as your personal mentor.

Chris: It's not saying I don't care about you. I do care about you and actually, well-hearted no of I want to help you but not right now or not on this thing. We'll help them make the next ask and the next ask and the next ask until they find the right person. From my perspective, what I tell people is it's better to hear no than to hear yes and have it go in the wrong direction.



Melissa: Oftentimes people who are seeking out mentorship have these high hopes that one person will be everything for them. Often then when they aren't getting everything they need, they cut the relationship off completely and they're really missing some of the things the person can provide. So this idea of trying to encourage people to say, how can someone be most helpful to you? Is this someone that you trust, you feel that has your best interest in heart and realizing they also have limitations? and so that's another piece that I think is really important. Cause I know mentors also feel very committed and almost like I can't provide everything to everyone. Anyway, I think it's really important to talk to graduate students and postdocs about that to have realistic expectations.

Sarah: I've encouraged students and mentors to have the conversation when it's a no. If a student, for example, comes to a faculty member and they have some pretty serious mental health issues and they need resources but the faculty member themselves is not equipped to handle that. That's a no, but it's a "no and..." right? We are trying to equip faculty members also with what the resources are, where can students go? Who are some other people that could do this task? I think it's not to push people away or push people out but rather to delegate effectively to the network of people who can actually support our students and postdocs.

Melissa: Along with this, a few Fridays ago at Michigan State, we got together with a group of faculty and graduate students and postdocs. One of the things that became apparent was a role of a mentor can be to delegate. This idea that a mentor in supporting someone can say, "I don't know what careers are in the for-profit sector. But if you want, let's talk to my colleague from X, Y, Z to learn together. I think it opens up the idea that a mentor role isn't necessarily just to be the direct provider of that part of the system. I think the more that mentors and mentees can see themselves as part of a system, a support system, it could be within their research group, it could be within their department or program within their university, it can really open up the opportunities to match people to align needs and who can meet those needs. But when we see ourselves, mentors and mentees, as only that single relationship having to be everything to both parties and that Alliance, both, that's a tremendous undertaking and it's not realistic and it's going to disappoint.

Chris: Oftentimes students will say, I picked these mentors because their specialties exactly align with mine. But they don't take into account personality or work style so that is also important to keep in mind.

Sarah: I encourage graduate students and postdocs to be absolutely clear about the choices that they're making. If they choose a primary advisor and they make the decision that, okay, our personalities don't align or they travel quite a bit and I'm used to having more hands-on attention, but this area of research is critical for my first independent grant, or whatever the choice may be, that there's like a conscious naming and recognition of that choice. Because then I think when that choice is named, when you're confronted with that sacrifice that you've made for this other thing, then it allows you to come back to that other thing and say, "Well yes they travel a lot but I have this aspect of my research that is so important and that there's always a trade-off." Again with no one person being able to provide everything. I find at least if you can name the positives and the negatives, then when you toggle between the two, you have that dialogue with yourself to reflect back on what is the choice I made. I also like the idea that there's choice in it, that there was enough agency to decide who your mentor was.



Chris: And that it's not the be-all, end-all decision. There are consequences to making a switch of a mentor. Some of those are time consequences. Some of those are political consequences. Some capital or financial, red flags on applications, absolutely. But sometimes it's still the best choice. You always have a choice. If you feel trapped, that can be really, really debilitating and absolutely some of the reasons people leave. I always feel like it's such a sad thing if someone leaves because they feel trapped by a first or second choice versus trying something else. It's still okay if they decide not to continue but I would hope that they would at least try another venue or mentorship relationship or network and see if maybe it feels a little bit different.

Sarah: Hopefully some of these strategies will help graduate students think about what they need to do when they're choosing their next step. I want to get into, Chris, you mentioned this is just like every other relationship. That means every other relationship takes work over time. So you choose someone and you begin working and you get into the kind of routine of whatever it is that you're doing. But what, what's the maintenance of a mentoring relationship? It probably varies by the mentoring for what? Some mentoring tasks take more time than others but we'll focus here on a primary mentor. So you have a research supervisor, PI. What's the, what's the maintenance on that?

Chris: Yeah, that's such a good question. I think, yeah, like any relationship, it does take work. I often laugh when people say they're not meeting regularly with their mentor. I think, well, how are you having a relationship if you're not talking about how that relationship is working? It doesn't mean that every day you have to check-in, although that is the reality for some folks. And it doesn't mean once a year, which in some disciplines that is the reality too, is a check-in at once a year. But to have a working alliance means some type of shared understanding about what that alliance is going to take. So that can look anything like from how often we're meeting, the nature of our meetings, the structure of our meetings. Do we have agendas? Do we not have agendas? Do we take notes? Do we not take notes? Do we only talk about work? Is there space to talk about other issues more holistically about what's happening in our lives? So those are just a couple examples of just putting parameters around what does it mean to meet?

I know with the folks that I mentor, we came up with a standing approach that everyone has a Google doc, and if you think of something you're gonna want to talk about the next time we meet, put it on there. If it's urgent, call or email. If we get to the meeting and there's nothing there, then the decision is, do you still want to meet because there's no topics on there, or not. Some folks will say, there's no function of meeting, we don't have any topics. Some other folks will say, I'd still like my time to just go get a cup of coffee. That's part of a very simple thing but to maintain the relationship and say I'm committed to a certain amount of time with you on a regular basis and you can choose how to use that time and it can be very functional and very businesslike. There's also space if you choose to just walk and talk if that's what you want to do with your time. I think honestly if mentors and mentees and relationships could get on the same page about why they're meeting together and what they're talking about and the structures and parameters of those, we would be a long way ahead. There's lots of other things we could do but just being on the same page about why we're meeting would go a long way.

Sarah: To our listeners, I have to confess I stole this from Chris. So I do this as well now with my direct reports, we have Google docs and it has made a huge difference. I get wrapped up in the millions of



meetings that I have all day long. By the time I get to meet with them, if I didn't have that doc and I hadn't put things in, I'd be like, what am I talking to so and about? I'd be, yeah, unprepared. So yes, Google docs for everyone. (We do not work for Google.)

Melissa: I'm always really interested in what tools I can provide to graduate students and postdocs to be most empowered in their relationships. The Google doc idea is a great one. I asked people the other week how many of you a couple of days before your meeting proposed an agenda with your PI to say these are agenda items, invite some agendas from them. number one, given limited time, having those agenda items allow you to make decisions about how you spend your time. I think another important part of cultivating a healthy relationship is communicating, understanding what happened in that conversation. So one of the tools that my graduate students have been using is why don't you send a follow-up email to say, this was my understanding of what we discussed. I think what we agreed on are the next steps. Do you agree? So there's written documentation of what we each walked away with as well.

Sarah: I tell that to faculty all the time. I think academia is less formal than a lot of corporate environments. there is this perception of like, 'Oh, I'm sending an email about it and that's so formal. Or there's a genuine concern of, well, I don't want them to think that I think there's a problem with their performance. My response is twofold. Sometimes depending on the situation, I'll say, absolutely not. I think all you're doing is keeping a record for yourself and you can even put this is for my own running post-it in my mind. Here are the things I walked away with. It doesn't have to be I'm checking up on you or I'm concerned you didn't get all of this down. Framing is everything. I think in these email conversations it can be completely informal and still capture a ton of information effectively without it being this very hierarchical list of things that need to be done or something like that.

Chris: What I think is super interesting is that I like the word mentorship. I've done a lot of thinking about the words formal and informal. You're held in a formal mentoring relationship, informal mentoring relationship, informal meeting, formal meeting. When we were working on the committee for the National Academy's report on effective mentorship, it was really interesting because informal doesn't necessarily mean organic and ad hoc. You can have informal things happen that are still structured. They're still bound. They still have processes that are understood. I think that we often think of the informality and wanting to hold onto that and not really being clear about what we mean by the word informal. I think it's another word that's actually quite misused. The other one is independence. What does that really mean? I think that there's these terms, especially in higher education and especially in the world of graduate education and postdoctoral education, that we've been using for a long time. When you stop and say, what does that really mean? You really start to say, I don't actually think we're saying what we think we're saying. I think this is a perfect example of that in some way by putting some kind of structure around a meeting you've somehow made it too professional and too formal instead of saying this is helping it be functional.

Melissa: I think there were a bunch of different factors that are gauged as integral to positive mentoring relationships. One of these pieces is self-reflection. I know when I'm working with my mentees, I have now started to be very honest with myself. When someone says, "Can I please catch you before you go home today?" I know personally, my cognitive load is usually tapped out and I'm not really the best person to provide advice or mentoring at the end of the day, particularly about some complex issues. So



being able to, as a mentor, be honest with yourself about what you can give, what you can't give and under what conditions. I think most of my mentees, although many have been disappointed about the timing, I've said if we take a walk tomorrow morning at 8:00 AM I'm a morning person, I will be able to be more helpful to you.

Melissa: I think in all relationships that's really important and how empowering it is to get to a place of trust in a relationship to be able to call out a moment when you're not at your best, a moment when you can't fully engage, a moment where you would like to actively listen but you're really distracted. To be honest about that and have it be received in the way it was intended and not taken as, cutting someone short or not giving attention, not being responsive to them, but to get to a place in your relationship. I think about my own relationships with my friends, my own marriage and that's hard to do. That takes a lot of work to be able to be self-aware, to be transparent, and to share those things so that they can be given and received in the way they were intended.

Sarah: It's funny, we're here at the council of graduate schools meeting where everyone dresses up. Speaking of formal and informal, we're all in our finest here today, but I think of this phase of a relationship as the sweatpants phase. In the sense that I am your friend or I work well with you if I feel comfortable doing said work in the clothing that I am most comfortable in, which is my sweatpants. I don't always get to choose to be comfortable but it was really nice to find the collaborations and the friendships and the working relationships where I could prioritize what is the state where I will be most productive today. It may not be wearing sweatpants. Maybe the state that you'll be most productive today is telling your advisor I haven't had enough time to fully analyze this data. I'm not ready to talk about it. Can I come by tomorrow instead and take this afternoon? That's the sweatpants version of your relationship, right? You're at a point in time where you can be transparent, not about every single struggle, not everything that led maybe to why you can't get the data, but you're in that phase where you can be honest about this is what I need to be successful at this moment. I think that is just such a cool, exciting part of being in a mentorship experience.

Chris: It's about at the end of the day it comes down to getting to a place of trust. That does not equate with a place of constant agreement in harmony. You will have hiccups you will like in any relationship. You have to, and I think that's one of the things too, especially for grad students and postdocs, is part of achieving a certain level of independence and finding your niche is separation from especially your primary mentors or in some ways mentors who've been helping you and now you kind of feel like you have to do a little on your own. Those are dynamics that we don't talk about. There can be a lot of awkwardness and resentment and not really realizing what's going on. Instead of saying this is a natural progression, we're in a different phase of the relationship. One of the phases that never gets talked about as closure is that sometimes relationships come to an end. That phase comes to an end. At the beginning, we talked about choosing, right? Then the other is tending to closure in a way that honors where they've been and where you might want to go and that it's going to be different.

Sarah: Well, the Ph.D. and even some postdocs are a really long period of time and five, six years in a person's life could represent a huge growth trajectory and you might not be growing with that person at the same rate. What you need at the start of the relationship, which may well have been the right



choice at the time. Four or five years later it might be really challenging because the needs have changed or the person who's being mentored or the style has changed of the mentor. I am certainly not the same boss I was four years ago and I have very different time demands. People that signed on back then who had lots and lots of my time and attention have much less of it now. They have adjusted and they are more independent and I am more independent. But for someone else, maybe they were growing at a different rate and maybe they still need that one-on-one attention.

I think that's another thing to keep in mind is just the time span that you're committing to in these primary mentoring relationships. It's long and people are human. They evolve at very different rates and so that can be really challenging too.

Melissa: One of the things that I think is a really important conversation to have, especially for example, amongst folks who are PIs or faculty, is when your mentee starts to become more independent, there can be a sense of shock and loss. Like, "Oh, maybe they don't need me as much" and that's okay. You have been successful if that is the case. I think really being able to attend to some of those dynamics that mentors will be experiencing is also really important.

Sarah: We'll find a way to end on a happy note it seems like but we're sort of going through the phase of closure. It is a high anxiety-inducing state when your mentoring relationship is unproductive or negative. Maybe that's a short-term problem that can be solvable through conversation, mediation, or additional mentors. Or maybe it's not solvable but I think whatever the case may be, because these often feel high stakes, it's incredibly anxiety-inducing for the faculty member and also for the graduate student or postdoc. When you're at the height of that anxiety, what's the advice you would give? What's a good first step?

Chris: Well, I'm going to go back to Melissa. The point you raised as I think that's really a moment to, if you're talking to someone who's struggling in their mentoring relationship and having that sense of high anxiety, is to really take some moments for self-reflection. That can take a lot of different forms but it's very hard to get perspective on a problem when you're really up close to it. It's very emotionally laden. Everything is triggered by just the fact that you're in a very anxious state. That can be talking to a trusted peer, that can be talking to family, just talk it out and look for the way you're talking about it. Have someone reflect it back to you.

I'm a big fan, and Melissa knows this, of writing it as a case study as if it was happening to someone else and then reading it through other eyes. Because sometimes when you look at it through that, you'll go, "Oh, this is a case of the fact I'm becoming more independent and I'm not feeling like I have enough distance." Now all of a sudden, if you can start to focus on what the real issues are, then you can take the next step. Which is okay, there are some issues here. Are they not solvable with this person? Do I need an outside perspective? Do I need additional mentorship? Do I need additional support? Do I need time away? Those can all lead to a decision to terminate the relationship but that's many steps down the road. So I think my advice from the beginning, this goes in mentoring relationships and I think in most of my relationships both professional and personal, is to get some perspective. Then use whatever strategies work for you or try some new ones to really get down to the root of what's happening. Because as you said, they can be long-term, intense relationships with high stakes and there's an



evaluative component. So there's something happening where somebody also has the power to weigh in on your advancement and that can really get in the way of trying to take some perspective.

Melissa: This idea of the ending of the mentoring relationship, sometimes it could be due to the presence of problems but I think like all relationships there's ebb and flow. A relationship that may have started off as a mentoring relationship, let's say it was a good relationship. You leave, you graduate, and maybe the day to day nature of that relationship is not the same. Maybe there's a "dormant period." But I still have people who started out as my career mentors 20 years ago who I might not need on a day to day basis as much 20 years ago but hence are now collaborators. So I think there's also a developmental and not just crisis inspired point at which mentoring relationships will either end or shift.

Chris: I think that's really an important point. I do want to take a moment though to acknowledge that there are graduate students and postdocs who are in horrific mentoring relationships that are abusive. They're feeling bullied. There may be harassment. There may be lack of acknowledgement support for mental health issues. Our colleague, Steven Thomas, from the University of Maryland sometimes says folks that are not well-intended are in fact tormentors and that those do happen. They are rare but they happen. Though our hearts go out to those folks, and in those cases it is absolutely critical that you find advocates. That can be the department chair even though that might feel risky but they have a responsibility to talk to you and to take action. If you're in that situation, that can be people on your committee.

If you have a thesis committee as a grad student, that can be folks like you Sarah working in the graduate school, that can be processes that other campuses have used to be able to share complaints and concerns anonymously protected but also get help. It can be on boats. and many of these types of issues also were raised in the National Academy's report of making those options and the list of options, much more transparent to graduate students and postdocs so they don't feel trapped. don't you want to end on a sour note? But I want to say that in perspective-taking oftentimes youUniversityat. You can work it out, it turns out successful. But there are these awful situations that do need to be addressed and these grad students and postdocs need to be protected.

Melissa: I keep going back to the National Academy's report but one of the real exciting pieces of that report is their suggestions for graduate program directors and department chairs that our best practice is to enable certain processes. For example, how do you disengage in a mentoring relationship? Making those things transparent through new student orientation, through different handbooks, and that sort of thing. I think this idea of being able to develop a culture of mentorship is incredibly important. Faculty and department chairs have a really important role to play in making graduate students feel empowered to make those choices and seek out those resources.

Sarah: It's up to offices like mine to also make those resources transparent in the day to day course of professional development. When we're talking about resilience in graduate school, we give out a handout about the different resources on campus. When we're talking about career planning, we talk about the fact that it's stressful and there are all of these resources that we can go to. But we do that strategically because those are the same resources that if someone is feeling vulnerable, not about those topics but because of their relationship, maybe the handout is buried but they know about those resources and they can email me. I would encourage everyone to think about who are those people in



your department that know the information on campus or who are the people that you've interacted with who have talked about these sorts of resources.

If you don't know where to start at all then I think the chair or some senior member of your department or the ombud is a good place to start because those are people that are pretty well versed in dealing with these types of situations. To kind of bring it full circle, I will say that I think even in the darkest times that can be a place where you find new support. Whether it's leaning on your peers, or whether it's reaching out to people outside of the Academy, working in different sectors that you might be interested in, I hope that whatever the case may be, as mentoring relationships end it's the start of new or productive relationships that can help carry forward success.

Chris: Working through challenges in mentoring relationships can be incredibly empowering in terms of your growth. Also, I think in building skills and humility when you go on to be mentors so your own struggles and your own concerns and the bumps in the road and how those were dealt with or not dealt with, both from how you dealt with them as a mentee, as well as how mentors around you, is a constant learning environment. That system in which you can take all those skills into your toolkit and think about the mentors you're going to become. I think seeing those things is really hard in the midst of challenges to see them as growth opportunities but they really are amazing growth opportunities if you can push through them.

Sarah: Awesome. Well, I want to thank you both for joining me on the podcast to talk about mentoring today. We will have a lot of the resources that we talked about on this episode linked on our website, which is BU.edu/vitaminPhD Thank you so much Chris and Melissa for being here. I would just like to note that vitamin Ph.D. is a proud partner with WBTU.