Rosalina Bray: Thank you for joining today's presentation on developing and optimizing your mentorship relationships. My name is Rosalina Bray, and I am the moderator for today's session. I am also the NIH's extramural staff training officer. I am pleased to present our panelists. Today, we have with us Dr. Alison Gammie. She's the director for the division of training, workforce development and diversity for the NIH's National Institute of General Medical Sciences. Also, we have Dr. Nicole Redmond, who is a program officer at the NIH's National Heart, Lung and Blood Institute. And last but not least, our panelist, Dr. Fatima Sancheznieto, who is an assistant researcher with the National Research Mentoring Network, has also joined today's panel. Now, I'll tell you a little bit about our session. Today, we hope to share with you the impact of mentorship relationships, and our panel is going to discuss with you how to develop and optimize your mentor relationships. And lastly, we want to share with you some resources. Resources on how to find a mentor and how to cultivate your mentor relationships. First, let me begin by talking a little bit about mentorship. Data on career success with a mentor or mentor network is very vast. The nationalmentoringday.org group has data that suggests that 97 percent of individuals with a mentor say that mentors are valuable. Eighty-nine percent of those who have been mentored will also go on to mentor others, and mentees are promoted five times more often than those without mentors. Women-ahead.org has data which also suggests that 87 percent of mentors and mentees feel empowered by their mentoring relationships and have developed greater confidence. I want to share with you a unique resource that's put out by teach.com. Teach.com has an infograph on mentoring. The infograph describes how to find a life-changing mentor. It also shares a list of benefits for having a mentor and describes some of the common mentoring styles and the seven places where you may be able to find a mentor. So I would encourage you to visit teach.com/ resources/teaching-mentor. Later in this session, I will also share with you how you can find a science mentor specifically. Next, let's talk about the needs of mentees and the needs of mentors. In a commissioned work by the National Academies of Science, Engineering and Medicine, two researchers, Montgomery and Page, invested what's unique about mentee and mentor relationships and when do they work best? There are shared needs that both mentees and mentors have. One, there must be clear expectations, and, secondly, there must be trust. Now, the core needs of mentees is different from the core needs of mentors. If you start establishing a mentoring relationship, you are looking to have guidance. You want the relationship to be personal. You also are hoping that you can get some correction on some of the decisions, directions or ideas that you may have. During these relationships, it's very important to be affirmed, and also the relationship should have some agency. The core needs of mentors should not be neglected. Mentors themselves are hoping that this is a space for growth for not only themselves, but also for the mentee. There should be openness, and openness is expected by the mentor. So that means that mentees should be somewhat transparent in their reasoning and rationale behind their decisions, in order for the mentor to give them informed information. In addition, the mentee should be an active participant in this relationship and not just the mentor reaching out and vice versa, and the relationship should be valued, and the mentee should show or express the value that the relationship brings. So next, we're going to talk about a few topics, and we're going to enlist the help of our illustrious panel in order to do so. Our discussion topics are going to be about the importance of having a mentor or mentor network for your career, professional growth and success. Also, we'll discuss beneficial mentoring relationships, and our panel will share some of their experiences. We also want to discuss how to find and approach potential mentors or your goals, your aspirations and interests. And last, we want to talk about how to nurture these relationships. And finally, we will share more about resources on mentors and also mentorship. So at this time, I'm going to stop sharing and welcome back our panel. Our first question is going to be why is having a good mentor or mentor network important for career, professional growth and success? And so, this question is being directed to Dr. Sancheznieto and Dr. Gammie. Dr. Sancheznieto, can you please share with us your thoughts?

Fatima Sancheznieto: Sure. So there is a lot of rich data that we have, both anecdotal as well as that has been collected. The latest has been compiled by the National Academies report on effective mentoring, and there is a lot of evidence that suggests that having a mentor, but especially having a mentor network, leads to greater confidence in what you are doing, right? Regardless of whether that's science or any other career path, and having confidence as well as the having the ability to seek out help for different skill buildings, career relationship championing and psychosocial support leads to greater gains in terms of your career and how you can advance. Speaking from a personal perspective, having a mentor and a mentor network in particular has been huge. As I've got through my career, I started with a PhD in the biomedical sciences, but even before that when I was an undergraduate doing research, I had not just one mentor, but a lot of mentors that were supporting me in different aspects of my life. And as I moved forward, and I actually switched into doing research on mentoring, I've had a great supportive network of mentors that have helped me with the difficult transitions of my career, that have helped me with the development of professional skills, but that have also helped me with the balancing of my professional and my personal life, that have supported me through difficult periods. And really, it's because of them that I'm here talking to you about mentoring right now because I've had a fantastic support network throughout my entire career. That's the short answer. I'll pass it over to Dr. Gammie, and then we can .. . There are other pieces that we can comment on. We'll chat a bit about that.

Rosalina Bray: Well, thank you so much. Dr. Gammie?

Alison Gammie: Yeah, that was a great answer, and it's tough to follow. I just wanted to emphasize again just the important rich base of evidence that we have now about how crucial it is and the great work that's been done in this space by a large number of people. I also want to echo the importance of a network. Sometimes, we get assigned a mentor, or we fall into a mentoring relationship, and that's not necessarily the best fit. I think the analogy you can think of is if you go out and ask for directions and you only get it from one person, you may end up going down the wrong road for quite a while. So it's just helpful to have a rich network of people. I would encourage people to think outside of the box in terms of who they're seeking out. Mentors don't necessarily look like you or even always resonate with you, but that doesn't mean they don't have something to offer in your career path. They can really give you a perspective, or they can be the key that really helps your career take off. So getting a little bit outside of your comfort zone, finding mentors who don't look like you, but of course to always be sure that you have somebody who has your best interests in mind. They're thinking about you when they're giving advice. They're not thinking about themselves. They're not thinking about other agendas. They actually care about you as a person and your personal advancement. So I think I'm just basically echoing what was said but just adding a little bit of a twist to it, so.

Rosalina Bray: Well, both of you have shared some very, very important insights about mentorship. We do have a question from one of our attendees and hopefully, one of you can answer it. The question is, "Should mentoring be friendly, as in do you draw strict boundaries or keep it more flexible in terms of boundaries?"

Fatima Sancheznieto: [Indistinct], but Alison, I don't know if you wanted to go ahead.

Alison Gammie: Yeah, you go first.

Fatima Sancheznieto: So the way that mentorship has been defined in this latest piece of work, the Science of Mentorship by the National Academies is that there is both the career support as well as the psychosocial support. So I want to caution about the use of friendly because friendly isn't very culturally based, right? Friendly for some cultures might be nonfriendly for other cultures. So there's a lot of cultural nuance when we use words like friendly or nice or, but subjective terms in that way. However, there should be some level of psychosocial support. What's important is that from the get-go, expectations are aligned and talked about. And so if I want psychosocial support, and what I mean by that is, if I want my mentor to help me with some level of my personal life, if I want my mentor to support me when I'm feeling down on a more emotional level or to just listen to me when I'm having a bad day in the lab or at home, that needs to be laid out from the offset. If I just want my mentor to be a career, then that also needs to be laid out from the beginning, right? Because if my mentor is uncomfortable with or cannot provide me the things that I need, that's where the mentor network comes into play. And so if you don't have a mentor like Dr. Gammie mentioned that you are paired with, that can provide you with some of the friendlier, as was termed in the chat .. . The official term for it would be the psychosocial support needs, then finding other mentors that can provide that for you is hugely, hugely critical because at the end of the day, we're human beings, right? We're not just people doing our career. We have emotions. We have aspects of our lives that interact with the way that we come in and do research, and our identities are just as important. So we need some support with that from our mentors. So I think there's a nuance to that question, but aligning those expectations is important.

Alison Gammie: I think that was a great answer. I'm going to let the conversation proceed. That was great.

Rosalina Bray: Very good. Thank you. I also want to also state that it's important in that first meeting with your mentor when you're discussing things like boundaries, expectations, how you're going to build trust, how you're going to communicate, that this is the time from the onset and then visit periodically that similar, that same discussion. And at any time where you're feeling uncomfortable or that the relationship has a turn, you can cease the relationship. You can end it. It can be a formal way, informal way of saying this mentorship relationship has taken the road, and that's it for now. And you can do that, and it's okay because there will be someone else to help support you and the work, interests and goals that you have. And you will find another mentor. So it's okay for you to have an exit strategy and also to end relationships. So I'm going to move on to the next question because we have with us Dr. Nicole Redmond, and also answering this question will be Dr. Gammie. Describe a mentor relationship you benefited from and what was unique about the relationship. Dr. Redmond.

Nicole Redmond: Yeah, thank you. I think one of my mentoring relationships I benefited most from was during my general internal medicine fellowship. So I'm a physician scientist and after residency, I did research training in a T32 program. So for my mentor in that program, I think it highlights a point that Dr. Sancheznieto made about the different types of support, and I think a lot of people expect a mentor to be, I like to say, the Yoda who knows all and provide all of the information that they need. So I felt very lucky that I think in that particular phase of my career, that person was my Yoda, provided the psychosocial support. I was coming from the South going to Boston. So it was a big culture shock, temperature shock. So they knew what that was like for me and was very intentional about connecting me to maybe others that were from the area I was from. Not only that, they were very sensitive to my research interests, and I remember in one of our first meetings, he mentioned I have these research ideas that are kind of on the shelf, ready to go, and it can yours if you want them. But we also want to talk about if none of those are appealing, have a conversation about what you want to do. So I think it was really able to connect with me as a person. So I think that was a really good example of that. And then the tie-in to the last discussion, how the relationship evolves. When we first started, we met every week. And then soon, as I got independence and got more accustomed to doing research and more into my project, we met less. And then in some cases, there is a natural end to the relationship. My fellowship was over, and I moved on to a faculty position. So I was faculty before I came to NIH, and then the mentoring was when I caught up with him at our annual conferences. And so there's a natural evolution there.

Rosalina Bray: Thank you so much, Dr. Redmond. And we would love to hear your story too, Dr. Gammie.

Alison Gammie: Yeah. So I'm going to actually twist the question a little, if I may. So I'm a little bit older.

Rosalina Bray: Yes.

Alison Gammie: And I've probably spent more time mentoring than being the mentee. So I just want to talk about how deeply I have benefited as a mentor and how important those relationships are to me and quite frankly, to the work that I do. So before I was in academia, a faculty member and running a research lab, I benefited greatly from my mentoring relationships because I kept in touch basically with the needs and what my students were experiencing at that moment. As you get older, you get farther and farther away from the lived experience of students and what it's like to be active investigator, young investigator, early- stage investigators in a lab. And so if you keep close touch, you really have an understanding of the challenges that they're facing not just in that particular environment, but you bring in what other things that they're dealing with in their lives that may be a whole new set of things that you didn't have to deal with yourself. So it kept me, and it keeps me sort of current understanding what the challenges of trainees are, and I carried that now to NIH, where students and trainees are first and foremost in my mind of who we're trying to service and help. So continuing these relationships, I continue to have an understanding. Now, you can always say there is a somewhat limited view, but at least it's .. . I can't emphasize enough how important it has been. Apart from just the deep emotional relationships and how you can't really say enough about how important those relationships are. Just the deep and lasting lifetime relationships that you have with people, and what an honor and a privilege it is to see people as they go through their journey, and to be even a small part of that is just .. . I can't emphasize the value of it. I get very emotional, but it's really one of the true honors of the things that I've done in life is to mentor people.

Rosalina Bray: Well, thank you so much, Dr. Gammie. I know you're passionate about the work that you do for the National Institutes of Health, and I also know that it's so meaningful because being in the position that you have as director of training and workforce development and diversity is very broad, it gets a lot of attention, and you're always on point every time that I hear you speak about the needs and then what's happening out in the scientific research world in support of the wonderful research that's being done. And so we thank all of you who are mentors and also those of you who are trainees who have mentors and who are seeking mentors. And this session is going to give you a lot of insight. We have a few questions that have come through the chat that we want to answer live. One of the question is, when do you set up goals for the mentor and mentee relationship and for how long? So I'm going to let the panel answer this question. I have my own idea, but I want to hear it from the panel. When do you set up goals for your mentor and mentee relationships and for how long? Who would like to take that?

Nicole Redmond: Well, I think you actually answered that before in terms of, you want to set those expectations at the beginning and revisit on a regular basis. And so when do you revisit them? You can set them by time, like every 6 months. You can set them by goals. So after every paper, every experiment. So there's some natural times where you need to reflective and re-evaluate that relationship.

Rosalina Bray: Excellent. And that is so true. And I need to write that down. After every goal, I need to be contacting my mentor and then reassessing the relationship and/or expanding it. That's great. Thank you so much, Dr. Redmond. We also have another question. A little bit more personal. This individual has been assigned a mentor at work. That individual has a very difficult personality. So how do you gracefully limit or exit an assigned mentorship?

Nicole Redmond: [Indistinct] I think there's another related question with someone who is in a mentorship program and is not feeling like that assigned mentor is a good match. So it seems to be some issues when you've been assigned mentors as opposed to naturally selecting them.

Rosalina Bray: Yes. So who wants to take that question?

Alison Gammie: I mean, I can have a go at it.

Rosalina Bray: Okay.

Alison Gammie: I wouldn't consider myself an expert, but this happens all the time. You find you end up in a research laboratory, for example, and the head of the lab, it's just not a good fit for you for lots of aspects of the mentoring relationship. It can happen in a lab where you're assigned to a postdoctorate graduate student or something, and it's just not a great fit. I think it's just part of this idea that you have agency, and you are in control of this. And that one person can teach you some things, even if they teach you how not to mentor. They're teaching you something, but this is not an effective mentoring style. So that's something you've learned from the relationship. But do seek out other people and do find those people that are giving you what you need in terms of advice that really understands who you are and where you're going with your career and how to get there in the best way possible. So I think it can be hard to just sort of break up, but you can do the minimum and then when you go there, just get what you can out of it. You can get some things out of it, but please, please, please find others to help you out.

Fatima Sancheznieto: So the only thing I'll add to that is, those programs are set up for you as a trainee, and it's hard for us .. . I mean, I very recently finished as a trainee myself. It's hard for us to feel empowered or to feel like we have agency or a voice when the power dynamics are so different and especially if we've been assigned someone who has more power in the department or in a lab. So I would encourage you to reframe it for your own sake as well, when you go seek support from the office, the mentorship office. The program that has assigned you this mentor, not as a this-is-a-problem person because that unfortunately .. . Even though that might be true, that might unfortunately not get you the help that you need and a new mentor. But to frame it as this match just isn't working for me, this match isn't working for us, the goals aren't being met, and we're having a difficult time chatting. Can I be formally assigned someone else? Because the last thing you want is to stretch out too long of a time of your critical mentoring and training years with someone that just isn't working for you and with something that's a wrong fit.

Alison Gammie: Oh, you're on mute.

Rosalina Bray: Thank you so much. Thank you so much for sharing your thoughts, and you're right on point. I had to agree. I had to shake my head. You were right on point. We're going to get back to a few other questions that have come through the chat in just a moment, but we want to move to our next question, and this question is how do you find and approach potential mentors, or a potential mentor, to support your goals, aspirations and interests? And we're going to go with Dr. Sancheznieto and then Dr. Redmond.

Fatima Sancheznieto: So I think it depends on the goals, right? So for me, sometimes it happens very organically. I see someone doing work that I want, either at a conference or online, on Twitter, or even in my department, and I send out a very specific e-mail saying we met at this conference. I really like this specific thing that you were doing, and I would like to sit down and pick your brain or chat with you for an hour about this if you have time in your schedule. I think having a very specific ask allows it to feel less threatening to the person who is very busy, as opposed to just, can you be my mentor? Right? That can feel very intimidating though, and when those do feel very intimidating, there are tools out there to support people in finding more facilitated relationships. The National Research Mentor Network, for example, has a portal where you can go and actually find a mentor match. There is a mentor matching system set up, and universities sometimes will have those programs themselves as well internally. So depending on what your goals are, depending on what your comfort level is with reaching out to people, that might happen differently. I like for things to happen a little bit more organically and for things to happen more when I see someone doing something that I like. I admire someone or I want support. But some people need more of a network or a facilitated relationship. And for that, things like the NRMN tool are very useful for that or internal program within their institutions or within even their departments.

Rosalina Bray: I see someone asked in the chat what's the link, and it's nrmn.net. So I put it in the regular chat that's going .. . There's a lot going on between the Q and A and the chats between all of you. We're trying to keep up. So obviously, this is a hot topic, and we want to get you matched with the right people. So I'm going to turn it over to Dr. Redmond.

Nicole Redmond: Yeah, and I might be able to address some of the open Q and A in this answer so, because someone has asked what is a mentor network? And what does it mean having multiple mentors, and I think it ties in to the response of this question. You have multiple needs. So you might have scientific needs. You might have psychosocial support needs. You might have a kind of methodologic need. So I think it ties to the prior recommendation that first, you need to be clear on what it is you need, and then that makes it easier to know what you're going to ask that mentor to do. I think that also helps with that expectation setting. So when you're engaging in a relationship or asking for this mentor relationship, you can be very specific about what that need is, and then that mentor has enough information to know how much time or energy might be needed to meet that need. If it's something as simple as, hi, I've heard that you've got this fantastic technique in your lab. Is there a way I can learn it? Well, that might be a simple come for a day, come for 2 weeks, what have you, which is a lot different than I'm looking for some ongoing guidance to help me with this huge grant application. And so I think you need to be thoughtful about what are your needs psychologically, scientifically, methodologically? And then to that network is that you're going to have different needs, but they might not be all in that one person. And so then, you can be strategic about well, the people in my lab are really great technically, but I need some big-picture answers about maybe approaching my work-life balance or being more productive in writing. And maybe it's not as important to have that scientific expertise. I would figure out, well, who has been successful. Who is the best writer in my group? Who is the best writer in my department? And even though they're not in a scientific area, say, "Hey, I would really like your mentorship or advising on this particular aspect." So that's just an example of the need for a mentor network, and it's really because you have a diversity of needs. And so you need a diversity of people to help you with those.

Rosalina Bray: That's so true. And also, as we move into transdisciplinary research, you're going to need individuals from different backgrounds that may match where you're going with your scientific research and where it may cross into other areas. You may have an interest in some area of biology, but then there's an engineering aspect to what you're thinking of could be the next level or next step in the recent that you do, and you have to go out and seek relationships. And some of those relationships are going to really need foundational mentors that help you to move to the next level because the mentor that you currently may have or the lab that you currently may be in, they may not have gone down that path. And what you don't want are individuals saying, "Don't do that." You want to explore as much as you can in areas that are going to bring you the most fulfillment and also help you to achieve with that it is you that believe that you can do. So I'm going to stop here and ask Dr. Redmond one more time, have we answered all of the questions that come through for the Q and A? Do we have a few outstanding?

Nicole Redmond: I think there are a few outstanding. There's one about, and this might go with that relationship management, talk about the relationship. Mentor/mentee relationships, when trust has been violated, can it be rescued? And especially if that person is your PI. So I think that hints at some of this power dynamic and how to manage. So in that case, and I think that ties with another comment, as the role of the institution research office. Well, I think one role of an institutional research office is to be that third-party safe space where someone can get advising on how to manage the [Indistinct] relationships in a confidential, supportive way. And so I think the first opportunity is that those institutions should create that space where they recognize that power differential and are there and promote how they're going to be an advocate for the trainee.

Rosalina Bray: Very good. I'm going to ask Dr. Gammie do you have anymore to say regarding safe spaces, and how do you transition if you need another space because you want to continue to work, and you don't want to be ran away from the science or the work.

Alison Gammie: Yeah. That's really key, and I think that sometimes, you can feel very trapped, where you feel like the only way is out. And so I think that probably, if you find yourself in that situation, if you don't have a place or an entity that's there's to help you, it's to get support of your peers as well. One of the things that I noticed is that students are very well connected, and they know the safe spaces on campus, for example. They know which laboratories are the safe spaces and where they will be welcomed. So you don't always know that when you first enter a system, but you do learn it pretty quickly, and you talk to enough people, and you can find the beacons or the safe havens. Ideally, there is institutional structure there that has additional support, but even without that, I think that reaching out to your peer networks and finding out who is going to be a sympathetic person, who has an open door, box of Kleenex and is there to listen. So I think that there are lots of paths, but just finding an empathetic, sympathetic person on campus who can help you out or in your work space. And they don't have to be exactly .. . I used to have people who would come from completely different departments. They would find you just to get some help and to be a sounding board on various things. It can be really key, but never, ever let anybody push you out of a place you want to be. Just don't do it. If you have a goal and a .. . Do not let them win. You deserve to be where you are and find the support and the help and just don't let somebody opt you out of the system. It's just not okay, and there are people there to help.

Rosalina Bray: Thank you so much. And remember, you're not alone in this journey. Others have taken it with you, and if you find yourself feeling that you're alone on this journey, then you need to find mentors. Others who have gone down the path. So that's going to be a flag for you. I need to find a mentor. So I'm going to go to our last question, and we'll take some final questions from the Q and A, and then we'll wrap up with sharing some resources on how you find a mentor who has a similar science interest and also, some resources that you can also use if you want to know more about mentoring and mentorship. So our last and final question, I'm going to ask the panel, how do you nurture these mentor relationships? And if you don't answer that question, then can you give us any final remarks or final ideas or suggestions or strategies? So we're going to start with Dr. Sancheznieto first.

Fatima Sancheznieto: Can you repeat the question? Sorry, I was following the chat. There was some great conversation around equity and [Indistinct]

Rosalina Bray: How do you nurture these mentor relationships? And any other [Indistinct]

Fatima Sancheznieto: Yes.

Rosalina Bray: Because you can also just talk to us about what you're chatting about as well.

Fatima Sancheznieto: No, it's fine. I'll address those as we move forward in the conversation. It's like any sort of relationship. Communication is key, and I think we .. . Dr. Redmond mentioned earlier at the different points at which you can address the mentoring relationship, right, and the expectations. I think one other [Indistinct] and we just moved on, I didn't have time to bring it up, is when needs are not being met. And I think that communication is key there, and really it becomes .. . It's working a muscle, and it's a difficult muscle to work because we not how to do that. But if my need is not being met as a trainee, if I have a mentoring relationship where trust has been developed by the mentor because that work should also be done by the mentor, then I can bring up those needs and say this relationship is not working, or it's not following or having my needs met. And then that leads to a nurturing conversation, and that leads to more building of trust if the mentor is able to show up in that way. If the mentor is not able to show up in that way, then that is a sign potentially that that mentoring relationship needs to end. Now, that again gets tricky when we have power differentials, when we have problematic PIs, which we all have had experiences with. But I think the nurturing piece really is a two-way street, and it requires that both people not just be intentional about how they're nurturing the relationship, but it also requires that both people are open to communicating about not just what is working, but what isn't working. That's crucial.

Rosalina Bray: So we're going to go to [Indistinct].

Alison Gammie: I wanted to jump in. I feel terrible. I feel as though I misspoke, and I want to apologize to the group. I never, ever intended that it should be the responsibility of the trainee to navigate difficult spaces, and one of the reasons I actually left academia to come to NIH was that I was so heartbroken with what trainees had to deal with. And I wanted to make a change on a larger national level and to put pressure on institutions to make changes. So that nobody had to navigate these hostile spaces on their own. So I truly apologize, and I am so sorry if I gave the wrong impression. I don't think it's their responsibility. I think institutions need to change. I think NIH needs to change. I think there are structures that make it difficult for people to navigate these spaces, and that's wrong. And we need to do everything we can to help trainees. So I truly apologize. I just wanted to .. .

Rosalina Bray: Well, thank you for clarifying that, but, Dr. Gammie, I know that you are one of the leaders here at NIH and put holding people's feet to the fire, making sure that our policies and also asking that institutions be able to show their own policies of how we are going to do this in order for the research culture to change? And you've been at the helm of that. So I know that you misspoke. So I thank you for clarifying that, but we know that you're doing the work to hold people accountable and also to make the differences that fit at the institutional level. So I'm going to ask Dr. Redmond a question about nurturing these mentor relationships, or you can share with you any of your final thoughts.

Nicole Redmond: Yes. So before I forgot, I wanted to just point out the fact that we're using the word mentor, and I think sometimes, and this goes back to identifying your needs, there is some of this developmental career development literature. People actually think about mentors, sponsors and coaches. So that we want to be clear about the differences in those. So a sponsor is typically someone who has access to resources and can make opportunities available to you. And often the way it's expressed is that these are people that go to bat for you behind closed doors and on your behalf. And so a lot of times, these are the departments chairs, your dissertation chair or what have you, and that when it's time to think of someone to be nominated for an award or to serve in a prominent role, that they're the ones who are going to go to bat for you. Then, there's the coaches, people who are really supporting you in really specific skill areas to enhance your performance. Just like if you were an Olympian, which you are. You are an Olympian of science, right? And so whereas a mentor is someone that kind of bridges some of those roles and really helps you put your work in a larger context in perspective and often have that bird's-eye view, that experience where they can help you anticipate some issues and frame things, so that you can best the decisions for yourself. So I just wanted to put that out there, that there's a lot of types of advising that is occurring, and they all have kind of slightly different purposes and that some people, especially when you have one of those Yoda people in your life, they might do all of those types of things at any given time. But I think sometimes, people have a department chair or dissertation chair and sometimes, they have competing priorities. They have other students, other trainees. And so it's really difficult for them to give you the true mentoring relationship where they're really concerned about you and your success without regard to some of the other external things. So I just wanted to mention that.

Rosalina Bray: Thank you so much, Dr. Redmond. As I shared before, we have several resources that are filed on the presentation for this session, and you can go back to the main site and pull down the session presentations. There was a question earlier about whether or not the links were also included. I've been told that yes, the PowerPoint does have the links, but if that's not the case, then we'll make sure that we talk to the technical director and find out whether or not a new uploaded PowerPoint with the links can also be shared. And since we're running out of time, we won't go back to go over all the litany of resources that we included in that presentation, and I think that, that won't be necessary. We can pull it down. We hope that this sessions has been very, very interesting for you, and also we hope that we encouraged you as well. We welcome your feedback. It's very important. So we want you to take a minute to share your thoughts by clicking the session feedback button and also, it's located with the description of presenters on the auditorium list of sessions. I think that's where you can find it, where you can evaluate this session. I can tell you, I wish that we had a longer session instead of 45 minutes. I could listen to all of our panelists for at least another hour. So we hope that you would please fill out the overall survey. And last but not least, I want to thank all of you for participating in this session as well as our panelists for being with us on this afternoon. And I'm going to now turn it back over to our technical director because our session now has come to an end.