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ASSOCIATION FOR WOMEN IN SCIENCE

Association for Women in Science Mentoring Resources

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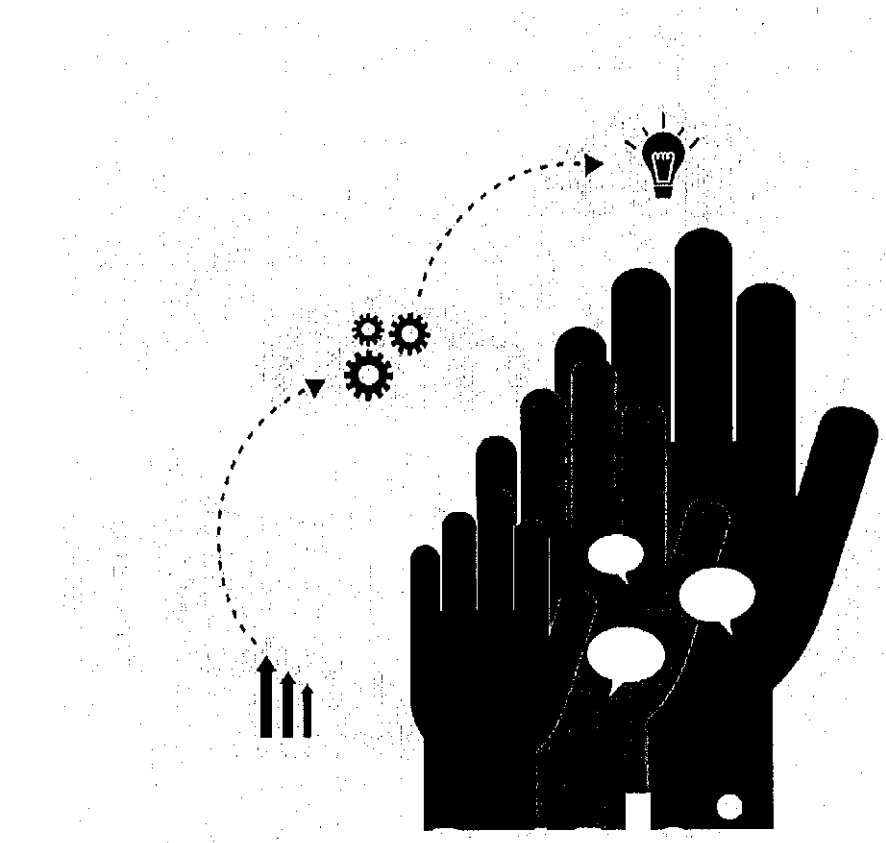

s p o n s o r s h i p

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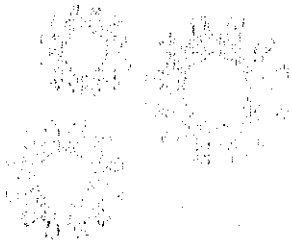
The terms are often used interchangeably
but there are very important distinctions between them.
The following articles outline specifics in each to ensure you are on top
of the latest trends in personal and professional development.



A Talent Management Imperative for Science

Elizabeth L. Travis, PhD (AWIS Member since 2008)

Women are entering the sciences and receiving PhD's in record numbers, close to 50% in some fields, but the percentage of women achieving professor rank or a leadership position lags well behind men (National Science Foundation, 2013). In the US, women make up approximately 15% of professors in all STEM fields-although this is highly field specific, ranging from a high of 22% in the biological/life sciences to a low of 8% in engineering. In terms of leadership positions, the overall percentage of women deans and department chairs in 4 year colleges and universities is 31% (National Science Foundation, 2013) and, although more detailed data are difficult to obtain, it would most likely mirror the data on women professors in each field and will vary depending on the academic standing of the institution. These are obvious gains to embrace and celebrate. Nonetheless, we have a long way to go even, sadly, at the professor rank.

We have invested significant resources in career development and mentoring for women (and men), have more robust research on gender equity (some funded by NIH) allowing us to educate and inform the scientific community and to design thoughtful and targeted interventions, and we continue to publish data and track the trends for women in science. Yet an inability to grow the ranks of women professors or leaders in science remains. An approach that appears to be successful in increasing women leaders in the business world, with supporting data and outcomes, is sponsorship (Hewlett, Peraino, Sherbin, & Sumberg, 2010). Based on these results, and the fact that the increase in women professors and leaders in science is progressing at glacial speed and is not keeping pace with the pool of available women, it could be worth adapting sponsorship programs for women in science. Dr. Hal Shapiro, formed president of MIT, is a role model for sponsorship in academia, he has sponsored at least five women university presidents (Hymowitz, 2012). Although usually focused on grooming women as leaders, sponsorship can significantly impact the careers of women faculty throughout the ranks particularly associate professors whose focus is less on establishing their credentials and more on enhancing their reputation and visibility, whether they aspire to leadership positions or not. And of course goals change as we progress throughout our careers.

So what is sponsorship? Is it not the same or very similar to mentorship?

Although there are many similarities between these two relationships, e.g., providing guidance, advise and feedback, two key differences are 1) sponsors publicly support you whereas mentors are usually behind the scenes and 2) sponsors are senior individuals with power and influence whereas mentors can be anywhere in the hierarchy of the organization, even assistant professors (Travis, Doty, & Helitzer, 2013). One illustration of both of these differences is that a mentor would advise you to become a member of the editorial board of a major professional journal in your field, but a sponsor would personally recommend you to the journal editor. If a mentor does the latter then she is acting as a sponsor. There are many opportunities for sponsoring associate professors both nationally and locally. Nationally we can suggest women as members of the program committee for the annual meeting of professional societies or as organizers of symposia which has the added advantage of increasing the number of women speakers on the program and reducing the likelihood of all male symposia (Casadevall & Handelsman, 2014). We can also sponsor associate professors to be speakers or organizers of Gordon Conferences or Keystone Conferences, or ask them to be a co-organizer if you are the organizer. Recommending them to serve on study sections if appropriate, providing them networking opportunities with other colleagues and enhanced visibility in the scientific world. Locally we can recommend them for appointment to key institutional committees that have power and groom them to be the chair. Finally all of our institutions have "hot jobs"- mission critical highly visible projects or global initiatives that spotlight the accomplishments of talented faculty. We as senior women can recommend our junior colleagues for these positions.

Make no mistake this is not an entitlement program, sponsors are earned (Hewlett et al., 2010). What are sponsors looking for in a protégé? Clearly the first requirement is scientific credentials in terms of publications and grant funding which remain the coins of the realm in the scientific world. But sponsors are looking for more than this; they are looking for individuals who have a reputation as a respected and collegial colleague. Your role as protégé is to develop and monitor your interactions for these qualities. The ability to communicate effectively is also important to sponsors, so always have your "elevator speech" up to date and ready to go for that chance meeting with a senior colleague who may ask you "what are you working on?" Be prepared to talk about the paper you just submitted to a high impact journal, the exciting new finding in your lab or the talk you have been asked to give at a major national

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meeting. And in only 3 minutes! If you are on a committee the first rule is show up, but more importantly be prepared, do your homework, participate, make suggestions on how things could be improved. This is an opportunity to be noticed, gain visibility and attract a sponsor. Be gender neutral when looking for a sponsor; just as women bring different perspectives to a relationship so do men. In addition, there are only so many senior women to go around!

Why should senior women be sponsors?

First senior women are role models for their junior female colleagues allowing them to envision a future for themselves as professors and leaders and encouraging them to stay in the field. Secondly women have unique interpersonal skills e.g. consensus builders and collaborators, traits required in modern science where a scarcity of resources (i.e., grant funding) combined with a culture of "team science" is critical to solving complex scientific problems to benefit human-kind. Finally and perhaps most importantly is that women who have "made it" into the upper echelons of the scientific world recognize marginalization and can help ensure that different voices and opinions are heard and acknowledged, fostering a culture of inclusion. They are aware, for example, of language that devalues women or their contributions, e.g. "she is a worker-bee", a phrase that many others may not hear in the same context.

So I encourage and challenge my senior women colleagues to be sponsors. As I stated in a letter to the editor in the *NY Times* "After all what do we have to lose? Not much else seems to be working! (Travis, 2013)."

Dr. Travis, Associate Vice President, Women Faculty Programs and Mattie Allen Fair Professor in Cancer Research, is an advocate for women in science and medicine and a frequent speaker on women in leadership. She is the Chair-elect of the AAMC Group on Women in Medicine and Science and immediate past-Chair of Women Executives in Science and Healthcare (WESH), Women Executives in Healthcare and Science. She is a PI (multi PI grant) on one of the "causal factor grants" awarded by the NIH. ■

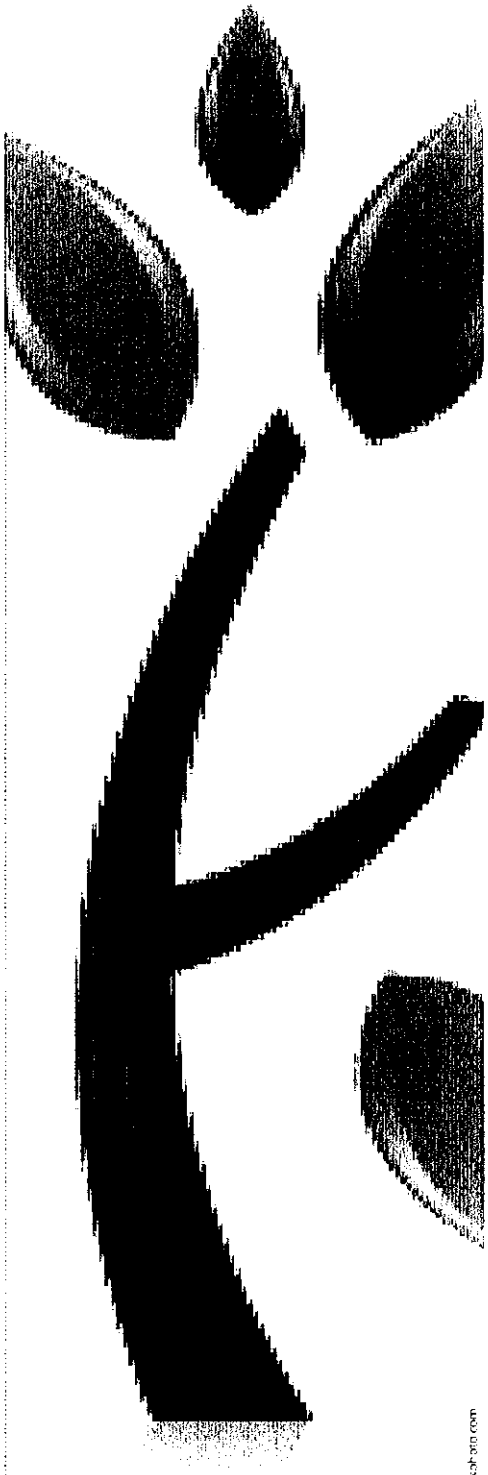

Image: iStockphoto.com

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Coaching

Boost Your Career: Find and Work With the Right Coach

By Sherry A. Marts, PhD (AWIS Member since 1981)

Unlike therapy or mentoring, coaching is goal-directed and results-oriented, offering tools, structure, and an accountability that let you uncover and dismantle obstacles to your success.

Career coaches can help with advancing your current career, or with making a career change. There are career coaches who specialize in particular industries, in government and policy careers, and in non-profit or academic careers.

What makes a good coach?

A good coach is client-focused, knowledgeable, experienced, and empathetic. A good coach quickly identifies the places where you need to strengthen and develop, and gives you the structure and support you need to accomplish your goals.

Homework and honesty is required.

Even with the best coach, what you get out of coaching is directly proportional to the amount of work you put in to it. You'll need to listen to your coach and do what your coach tells you to do – even when you're feeling resistant and reluctant. Remember, you are paying this person to move you out of your comfort zone, to make you uncomfortable, so you have to be willing to experience that discomfort and learn from it. Be honest - tell your coach the truth about what is going on for you, what you are feeling and thinking, what you have done or not done, and what kind of results you are getting.

Where do I find a coach?

To find a coach, it's best to use your personal and professional networks. You may know someone who has benefitted from coaching, and who will recommend their coach. Check with your employer to see if they offer coaching or can recommend a coach.

Why use a career coach?

When your career needs a boost, when you're stuck and need some fresh ideas and insights, or when you just don't know what it is you really want, working with a coach can help.

Do internet searches for coaches who specialize in the kind of coaching you are looking for. When you find a coach who seems appealing, read what they've written, and, if possible, take a webinar, workshop, or course with them.

Once you've narrowed your search, schedule consultation calls. Most coaches do not charge for these. This is a chance for both of you to ask questions and determine if the coach's expertise and approach is the right one for you.

Approximately how much does coaching coast?

The cost of coaching varies, and you can expect to pay around $150 per session. Many coaches offer a discount for multi-session packages. If cost is a deterrent, ask about discounts or less costly options such as group coaching, workshops, or courses.

If you not sure it is worth the expense, ask yourself "What is it costing me to have my life stay the way it is?" If you want to make a change in your life and need the support and expertise of a coach to make it happen, consider what it is costing you in terms of your mental, physical, emotional, and spiritual health? What is it costing your loved ones and friends? Are you – a happy, productive, satisfied you – worth it? ■

Mentoring Circles

Image: istockphoto.com

In recognition of January as National Mentoring Month, AWIS held a series of webinars on the topic. On January 16th, Masha Fridkis-Hareli, PhD, past president of the AWIS Massachusetts chapter, gave a presentation on the structure and activities that shape the chapter's very successful **Mentoring Circle Program**. Several AWIS chapters have modeled similar programs after the Massachusetts model and have been very successful.

What is a Mentoring Circle?

A mentoring circle is a small group of women scientists committed to meeting regularly and supporting one another with advice, encouragement and information. The focus of a mentoring circle is career growth and problem-solving, additionally they can provide a mechanism for sharing frustrations. Trained mentors help guide and promote productive discussions.

Ideally, mentoring circles consist of 3-5 mentees and at least one mentor. They usually meet monthly. The time commitment is about 2-6 hours per month. It can last for as long as the circle chooses to meet, the AWIS Massachusetts program revolves around an academic calendar and officially runs from September to April. This year, they have 74 mentees, 26 mentors and 16 mentor circles..

Want to learn more?
Visit **www.mass-awis.org.**

Benefits of a Mentoring Circle:

- Share your journey with women who have been there
- Get advice from many people at once
- Develop coaching skills in a comfortable environment
- It's an opportunity to share your experiences
- Broadens your network

Keys to Success:

- **Commitment.** This only works if all participants are fully committed, attend and prepare for meetings.
- **Confidentiality.** There must be absolute confidentiality and trust among circle members.
- **Organization.** Clearly defined goals, roles, expectations and time frames are a must.
- **Implementation.** Act on your plans.
- **Rewards.** For mentors, it's a great leadership and coaching opportunity. For mentees, solid career advice is invaluable.

Interdisciplinary Mentoring

On February 5th, Ofelia Olivery, PhD, presented a webinar to AWIS members on interdisciplinary mentoring.

Interdisciplinary mentoring has become more important and prevalent over the past few years. Since science and research are increasingly multidisciplinary and based upon a large amount of crosstalk, it makes sense that mentoring follow this trend. Interdisciplinary mentorship is the tool of scientists to help produce synergy in groups, and to generate multifocal ideas and complex solutions to complex challenges. The outcome of interdisciplinary mentoring is that a community of diverse scientists can be unified by mentoring connections. These connections will create opportunities to establish collaborations and work in an interdisciplinary fashion.

Best Qualities of an Interdisciplinary Mentor

1. **Know yourself.** Being more connected to ourselves helps to facilitate the connection to others, improves perceptions about others, and aids in identification of the talents of the mentee.
2. **Pay it forward.** Many of us have had a mentor in some form or another during our careers. So, now it is time to give that same experience to others, who in turn will do the same.
3. **See the best in others.** Probably the most important talent in a mentor is the ability to identify the best skills and qualities in the individuals they are mentoring. Conversely, they need to see weaknesses and have the ability to help change or control these traits.
4. **Open-minded.** Be able to find common ground with whomever they work.
5. **Flexibility.** Role shifting happens often as we move between groups. Being able to contribute in diverse roles is an essential talent.

Webinars such as these are provided at no additional cost to all AWIS members. They are specially designed for women in STEM fields. We hope you will take advantage of them live, or listen to them later on demand. ■

For a complete list of upcoming AWIS webinars visit **www.awis.org**

The Role of Mentoring in Career Development

By David F. Brakke

I wrote recently about a program of summer leadership institutes offered by Project Kaleidoscope (PKAL) that has worked with a generation of STEM faculty to develop their leadership skills (AWIS Magazine 41:3). The experiences in these intensive institutes have represented critical junctures for individual participants and they have stimulated interest in further developing leadership skills in the context of learning environments. In addition, the impact of the institutes continues well beyond the experiences of a single week. Learning about the many kinds of leadership and how they can apply to different situations has led participants to greater insights and more interest in taking on additional roles, but much of the story of the PKAL Summer Leadership Institutes is about mentoring.

Mentors listen and appreciate the person they are working with.

During the institutes, strong bonds developed among the participants and with the institute's mentors that have persisted and deepened. The mentors were leaders and coaches during the institutes and have continued to serve in these capacities. The first set of mentors have since been in the process of transferring ownership of the institutes to previous participants, while still continuing to advise and consult. Watching previous participants want to share their experiences and insights and help other emerging STEM leaders has been gratifying. It is perhaps the best indication of the value derived from the institutes and their success.

In the shift to a new group of institute faculty, the students, if you will, have become the teachers for another generation. However, to suggest that the role of a mentor is to be a teacher only is simplistic. If you were to ask any of the mentors, they would say they learned as much from the other mentors and from those they were mentoring as they were able to share. Having a changing agenda and weaving different mentors into the mixture of institute faculty also helped keep it fresh and challenging from year to year.

All of the participants knew they had a primary mentor during the institute, but they understood that they could also draw on the expertise of others that week and in the future. The relationships of the mentors and participants varied widely during the time at the institute and subsequently. Some participants appreciate periodic feedback and support, while others call or communicate at critical stages in a career when they might be considering a new position or a significant change in direction. An individual might also draw from several mentors depending on the issue facing them. In any case, knowing they can call on others has been a source of great support.

What can be said about mentors? Mentors listen and appreciate the person they are working with. They have deep experience and insight into situations. They have an ability to evaluate a problem and shed light on a solution. They do not solve the problem or tell a mentee what they should do from their own personal perspective. Much like having a student in mathematics work through and solve a problem themselves, with coaching but without telling them the answer, an effective mentor draws out the solutions that speak to the individual. They learn to draw out the core values of those they mentor. Part of mentoring also involves helping others view situations with lenses beyond their own experiences and to appreciate, if not fully understand, the reactions of others as they watch someone respond.

Fundamental to the success of a mentor is having an ability to listen and process what another person is sharing. We may not be able to fully understand a situation or another's reactions, but we can try to appreciate what they might be. A good mentor also has an ability to encourage and inspire. A mentor might be a role model, but they cannot replicate themselves, no matter how much they are admired, and instead must help a mentee see the world through their own eyes, bringing their individual talents and abilities to their own growth and development. A good mentor also can bring others into the conversation and know when to make such connections that can be helpful.

A good mentor also has an ability to encourage and inspire.

The approach to leadership and what a leader might do in a given situation is variable. Some styles or forms of leadership work well or less so depending on the context. The best leaders do not rely on a single style but rather have the capacity to provide situational leadership on behalf of those with whom they work. Similarly, mentoring is situational. While there may be analogies between a symphony conductor and a college president (and some are both), with the wide range of leadership requirements depending on situation, some forms of leadership work in one setting but are ineffective in another. One might expect that mentors have different characteristics depending on the kind of leadership required. And yet, they share many if not all of the qualities identified above.

Early in our education we encounter descriptions of great teachers. Less common, it seems, is conversation about mentors and their roles. The lack of attention to mentors seems odd and inconsistent with what we know. It is hard to name a prominent person in a role or position who did not benefit from mentoring by one or more key individuals, whether we consider leaders in business, government, industry, science and technology, or justices of the Supreme Court. We can recognize talent but we also want to see it mature.

A good mentor needs to be selfless and altruistic at least to some degree.

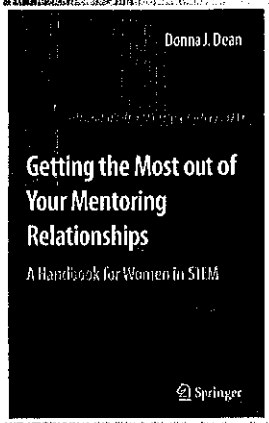
In certain fields, apprenticeship and mentoring are more common as part of professional development. In these cases, there may be a level of expectation of mentoring. A mentor uninterested in an individual and instead focused on their own outcomes or rewards can produce negative results. A good mentor needs to be selfless and altruistic at least to some degree.

Stories of mentors are powerful illustrations of the value of the relationships and their impacts. *Guiding Lights: How to Mentor - and Find Life's Purpose*, a recent book by Eric Liu, provides an outstanding series of examples illustrating the role and meaning of mentoring in a range of settings. He argues that in charting our own course we depend on the help of others. He is also honest in describing the range of outcomes and emotions associated with mentoring and observing the impacts. If you are currently a mentor, you will find the stories inspiring and gain insights into the relationships, whether they be prosperous and transformative or a struggle and not fully successful. If you are looking for a mentor, it will assist you in search for the kinds of people who serve in this important capacity. Not surprisingly, this engaging book is dedicated "for my teachers" and the roles they have played in Liu's path. ■

Liu, E. 2006. *Guiding lights: How to mentor – and find life's purpose*. Ballentyne Books, New York.

David Brakke is a limnologist and Dean of the College of Science and Mathematics at James Madison University, where he has been working to improve undergraduate and K-12 science and mathematics education. For several years he has written a column on science and society and other topics for the *AWIS Magazine*.

Developing strong mentoring relationships has always been an important component for success as a scientist. And, it has been the keystone on which AWIS has built its programs over the past three decades.

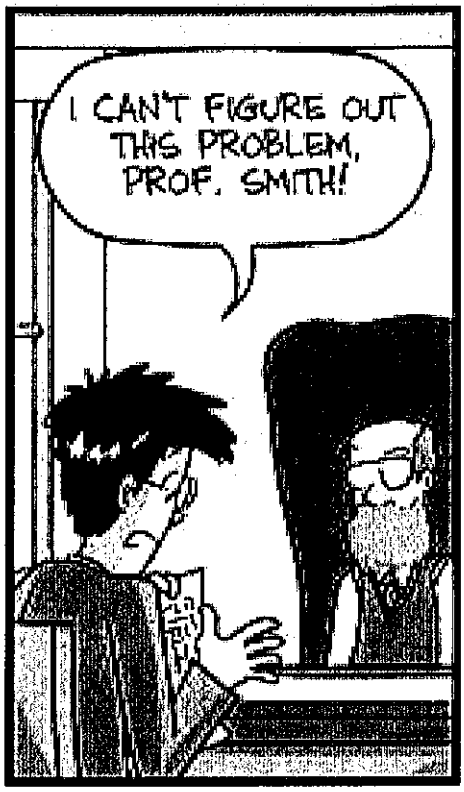


In 1990 AWIS created the AWIS Mentoring Project which attracted over 3,000 participants. As a result, a paperback book titled *A Hand Up: Women Mentoring Women in Science* was written for women scientists. This proved to be a popular offering and the first run of 5,000 copies sold out in less than a year. In 2009 AWIS published its second mentoring book titled ***Getting the Most out of Your Mentoring Relationships,*** which focuses on providing an overview on being mentored in the diverse fields encompassed by STEM. Tools, techniques, strategies, and case studies are laid out in an easy-to-scan format which serves as a handbook and are designed to help the reader:

- Examine the difference between mentoring, coaching, and sponsoring
- Recognize how to identify your mentoring needs
- Learn how to identify and approach a potential mentor
- Understand how to use mentors to help achieve your goals and advance your career
- Identify the do's and don'ts involved in being a good mentee or mentor
- Appreciate how mentoring impacts work-life satisfaction

Are Mentors Who We Think They Are?

By E. Callie Raulfs



As a recently minted Ph.D. and beginning postdoctoral fellow, I am well aware that mentorship is important for the success of my future career. I am less sure however, what mentorship means exactly or where to find it. To explore the topic of mentorship from a postdoctoral perspective, I agreed to write this column for AWIS magazine, despite the disclaimer that I do not claim to have all (or any!) of the answers on mentorship. Nevertheless, I do hope you will join me and even contribute your own thoughts on this very important subject. (Please see the note on the "Mentorship Forum" at the end of this column.)

To begin the journey, I bought a copy of Dr. Donna Dean's handbook *Getting the Most out of Your Mentoring Relationships: A Handbook for Women in STEM* (1). I also attended a recent AWIS mentoring event hosted by Dr. Dean, and I have drawn from both of these sources in writing this column. Lastly, in keeping with this quarter's theme on Arts & Sciences, I interviewed a long-time friend, Mr. Weston Cutter (2), a nationally recognized poet and instructor at Northwestern University, on mentorship in the humanities field. Although he speaks about mentorship from a writer's perspective, I find his insights relevant to my own experiences. Tying together Weston's opinion, my own personal musings, and Dr. Dean's wisdom, I pose the question: "Are mentors who we think they are?"

I've always looked for mentorship from my research advisors. Before I started graduate school I imagined working passionately with my advisor on a cutting edge research project. We might pause for coffee or lunch, at which time my exemplary advisor would inquire about my mental and emotional health as well as future career plans. She would impart wisdom to me from her own experiences, helping me address my insecurities, and most importantly, find my way through a challenging and competitive field of research.

Needless to say, if you were as naïve as I was, you learned (as I eventually did) that your research advisor(s) were not the flawless mentors you wished for. While my advisors consistently demonstrated concern for my work and professional progress, I often felt bitterness or disappointment when they did not demonstrate an interest in my career goals outside the lab. I criticized myself for choosing unsupportive advisors, thinking I had made a mistake in my mentorship decisions. If only I had selected another lab, I reasoned, everything would be better....

After reading Donna Dean's mentorship handbook, however, I have come to realize that I relied too much on my advisors for mentorship that may not have been theirs to give. In fact, according to Dean's handbook, our best mentors may not be our advisors. Although very often advisors do serve as mentors (and of course I'm not discounting the many qualified advisor/mentors out there), fundamentally the advisor-advisee relationship represents a conflict of interest. Advisors cannot always be our biggest supporters or promoters because our relationship with them is contractual. Most often our advisors are responsible for paying our stipends, providing overhead costs, and offering scientific vision for our research projects. In return we give them our hard work, brain power, and dedication to the projects at hand. The personal success of our advisors is implicit on this contract, making it difficult for them to always put our best interests first.

"Piled Higher and Deeper" by Jorge Cham www.phdcomics.com (used with permission).

But if our advisors are not the best source of mentorship, where do experienced mentors come from?

Weston writes, "I've ... found mentors in unexpected places. I worked on river boats for 5 years, summers during college, and one of the pilots there (John Halter) was one of the first people who took me (and my writing, and my reading) seriously, and he's had a profound and lasting influence on me and my work. After college I worked at a bookstore, and ended up under the crazed wing of maybe the smartest and best-read man ever, and there's literally no part of my reading/writing life he didn't have an influence on (2)."

Reflecting on this, I see now that I have held some pretty strong, preconceived notions of who represents a good mentor and where I should find them. Dean encourages us to think of men-

torship more broadly. One often undervalued source of mentorship includes peer mentors such as colleagues at our same career stage who can provide us with a tremendous amount of support and knowledge relevant to our everyday lives. Peer mentors can also serve as examples of the diversity of opportunities that await the other side of the next career transition. Since they are "in the system," so to speak, they are crucial in helping us learn the ropes, develop technical skills, understand lab dynamics, and mature scientifically. Dean says, "Never, ever discount the importance of peer mentoring. At the end of the day, your supervisor may need to write you a letter of recommendation, but it is very likely a peer colleague or friend who will give you a contact or help you make that crucial connection that lands you the next job (1)."

Dean appeals to us to learn from "nonmentors" as strongly as we would from mentors, as "nonmentors." Nonmentors may just be individuals who represent a mentorship style that does not jive with our own. More often than not, we easily identify nonmentors because they represent aspects of ourselves that may be weak or lacking. In my case, I would identify a highly aggressive mentor as a nonmentor, because I am generally not comfortable with this type of personality trait. Thus, I would benefit from developing better skills to deal with (rather than avoid) aggressive individuals as well as to become more appropriately assertive myself. In sum, recognizing how we categorize good mentorship and nonmentorship can also become a lesson in developing our own personal strengths and identifying our weaknesses.

Now that I've broadened my understanding of mentorship a little, I wonder how might I go about finding these elusive individuals?

Weston writes, "Every instance of mentorship I've engaged in has, aside from those which have been academically/educationally stipulated, come about because of this sort of longing or craving, but never in any clear way. I know I've always looked for models, which may have a lot to do with this particular field. None of the mentor relationships I've ever been in have been formal." (2)

The AWIS mentorship session I attended also addressed the informality of finding good mentorship. One of the female scientists present likened it to dating, saying, "You can't just go up to a person you find attractive and ask him/her to be your boy/girlfriend." The discussion consensus was that finding good mentors is all about building substantive relationships. Just as no relationship is ideal, however, no mentoring relationship is ideal either. It is a give-and-take process. To paraphrase another session participant, mentorship is a two-way street; there is always something a mentee can bring to the table. Additionally for the mentors, there is always something to learn from your mentees. For me, the thought that I should mentor and care for my mentors as much as I expected them to do for me was a novel idea

When I asked the AWIS session participants how to locate mentors outside the lab, several participants told me it is a slow and potentially painful process. Oftentimes you may just not click with the other person. Or perhaps the mentor you are pursuing is really just too overwhelmed to handle the responsibility. But some tried-and-true advice included being involved, being around, volunteering, following through, and being persistent. "It starts with networking," one woman said. Another idea was to approach people for specific short-term mentorship needs, perhaps help with writing a fellowship application, attending a conference, or learning more about a specific job or career path. These short-term mentorship interactions also have the added bonus of helping to build solid relationships necessary for long-term mentorship.

So returning to the question, "Are mentors who we think they are?" I have to say, indeed no. My perceptions were idealistic and self-limiting. After reevaluating my understanding of mentorship (although I'm still not sure how to find mentors, a subject for future columns), I am beginning to feel that I am not as isolated as I once thought I was: there is potential for mentors at my fingertips.

I'd like to close with a quote from Weston, who eloquently sums up the importance of mentorship.

"The real magic of mentoring, it seems to me, has to do with the fact that, for most people, once they're done with their schooling, they're done with having relationships with folks from whom they've clearly got lots to learn, and having a mentor allows someone the deep and sexy satisfaction of being able to still learn, which I think is an ache we all have, for life.... Anyway, we probably don't even know how to fully value the importance of mentorship in artistic fields—they're infinitely valuable, those relationships (2)."■

References

1. Dean, D. J. (2009). *Getting the Most out of Your Mentoring Relationships: A Handbook for Women in STEM*. New York: Springer.

2. Weston Cutter is a writing instructor at Northwestern University in Orange City, Iowa. To read more of Weston's poems and writings, please visit Corduroy Books at: http://corduroybooks.wordpress.com/bio/.

Mentorship Forum

Do you have a mentorship story or suggestion for topics you'd like to see covered in the mentorship column? Please contact Callie at **callie.raulfs@gmail.com** with the subject title "Mentorship Forum."

E. Callie Raulfs received her Ph.D in Biochemistry from Virginia Tech in 2009, and now works as a post-doctoral fellow at the National Cancer Institute in Bethesda, MD.