

<b>DOMAIN 2: Mentoring and Advising</b>	
<b>Name:</b> Tod Clapp	<b>Affiliation:</b> College of Veterinary Medicine and Biomedical Sciences, Department of Biomedical Sciences
<p><b>1. Name the mentoring and/or advising role(s) or activity(ies) you've chosen to highlight:</b> Director and Advisor for MS in Biomedical Sciences</p>	
<p><b>2. Your role(s):</b> Describe your role(s) and specifically what you contribute. As the director of a one year professional master's program in biomedical sciences I mentor and advise approximately 55 new graduate students each year. Most of these students hope to attend professional school but there are a few each year interested in teaching and industry careers. I meet with all of the students but am the direct advisor for only those enrolled in the Neuroscience and Human concentrations (approximately 40 students/year).</p>	
<p><b>3. Mentees and amount of contact:</b> Describe types, levels and numbers of mentees; amount of contact you have with them. I have an open door policy for all of my advisees (approximately 40 students a year) and I allow the students to initiate a mentee/mentor partnership based on their need and availability. Some of my advisees (approximately 10-15) come in to my office week after week to discuss academic and career goals, while other students (20+) only stop in occasionally as the need arises.</p>	
<p><b>4. Goals and learning objectives:</b> List goals and <u>learning objectives</u> of program and/or individual mentees. If these are extensive, provide just a few illustrative examples. The graduate students enrolled in our master's degree program are hoping to gain the skills necessary to be successful in professional school. Most of these will matriculate in MD or DO programs but a few enter PA and PT programs after completion of our program.</p>	
<p>Goals of the Master of Science in Biomedical Science Program:</p> <ul style="list-style-type: none"> <li>• Allow students to become independent thinkers who take ownership of their work and work ethic</li> <li>• Prepare students to be professionals in whatever discipline they choose</li> <li>• Prepare students to solve novel problems by teaching them a step by step approach</li> </ul> <p>Learning Objectives of the Master of Science in Biomedical Science Program</p> <ul style="list-style-type: none"> <li>• Obtain a solid background in anatomy and physiology and be able to integrate knowledge from the molecular to the systemic level</li> <li>• Demonstrate strong written and oral communication skills</li> <li>• Work effectively in groups</li> <li>• Demonstrate effective organization, leadership, and laboratory skills</li> <li>• Think critically and logically</li> </ul>	
<p><b>5. Methods:</b> Describe the methods used for instruction, how these align with objectives, and rationale for choices.</p> <p>When I meet with my students one-on-one I try to help them first identify their goals, whether it be academic or professional. I try to evaluate their specific talents and discuss how they can build upon those moving forward. Additionally, I try to share my own experiences as well as experiences of others who have been in similar situations to give my advisees a point of comparison as well as to establish a culture of mutual respect. As the director of this graduate program, it is important to me to create a safe and supportive learning environment where students know it is not about earning points, but rather, a time to hone their knowledge and problem solving skills for their next step in life. This speaks to the goals of the program that focus on producing professionals in the medical and veterinary field, as well as employees in the biomedical industry. I facilitate a number of group activities for students to learn to work together as a team, and allow them to work collectively on communication skills. One example of this is course entitled "Managing a Career in Science" designed to effectively mentor and advise the 50+</p>	

graduate students each year. This course covers a variety of topics including cover letter/ personal statements and resumes, interviewing skills, negotiating skills, effective oral presentations, and ethics. We work closely with our career services office on campus to bring in employers and influential business leaders to meet with our students. In addition to the "Managing a Career in Science" class, we introduced a workshop series called the MS Pro Café in which students attend workshops on a bi-monthly basis. The focus of this program is to build collaborative network between peers, professionals, industry partners, and faculty.

**6. Rationale:** Describe why and how you chose the mentoring & advising method(s) you use.

I try to tailor my mentoring methods to the individual and what they need out of the relationship. Most of my students are pursuing a career in medicine, and so starting with that end goal,

**7. Results and impact:** Describe evidence of mentee ratings for mentoring, learning outcomes, career trajectories, impact on educational programs, and/or mentoring awards.

Over the last 3 years, over 80% of our student matriculate into professional school. The remaining 14 percent have gone on to obtain positions in industry, teaching, and PhD training.

**8. Reflective critique:** Describe your reflections, what went well and plans for improvement.

Both the "Managing a Career in Science" and the MS Pro Café Workshop series have produced excellent results in helping students achieve their professional goals.

**9. Dissemination:** If applicable, describe how your efforts have been recognized by others externally through peer review, dissemination, use by others, or mentoring awards nationally.

I presented the MSPro Café at the National Association of Graduate Admission Professionals in Salt Lake City in April 2017.

**Commented [SAH1]:** If applicable, this is an opportunity to demonstrate a scholarly approach. For example, was there professional training, scholarly publications, other publications (e.g. books), or advice from other educators/scholars that has significantly impacted you and the approaches you use?

**Commented [SAH2]:** There is likely an opportunity missed here to reflect critically on practices/methods that did not always work smoothly and after reflection changes. This would demonstrate an ongoing profession reflection and improvement process. Have there been changes over the past 3 years or so? If so, what was changed and why?

**Commented [SAH3]:** Add more info on presentation – title, format, etc. Were you invited to speak or was it an open abstract submission?