

## MY VALUES

### Growth Mindset/Continuous Learning

1. I believe success in a research career can be attributed to different skillsets, and those skillsets can be learned through deliberate practice.
2. I see feedback as an opportunity for learning.
3. I choose receiving feedback that pushes my growth rather than feedback that massages my ego.
4. Even if I believe I had limited training in my past, I do not use that as an excuse for future growth.

### Continuous Improvement

1. I strive for producing iterations of my work rather than striving for perfection.
2. If I am stuck on a task/project, I first evaluate where I am stuck and see if I can simplify the problem to something I can overcome. If after one or multiple iterations of simplifying the problem, I am still stuck after one day, I reach out for help.
3. I do not see asking for help as a sign of weakness. I see asking for help as an opportunity for moving forward.
4. If I am a perfectionist, I do not use that as an excuse to begin or not finish a project. I believe every project can be improved with iteration (i.e., I will never have a 'perfect' project).
5. I choose to evaluate my progress and identify patterns that are hindering that progress. I choose to seek help in overcoming those patterns.

### Fun

1. If the work involves challenges/skills that I do not yet feel comfortable with, I make serious attempts to first identify what is fun about learning this challenge/skill for myself.
2. If I cannot identify the fun in these challenges/skills for more than 2 weeks, I choose to seek help in identifying what is stopping me from having fun. If after serious attempts I still cannot identify the fun, I choose to evaluate if this is the type of work I really want to commit to.
3. I allow myself rest and relaxation to sustain my energy levels. I do not push myself beyond what is healthy for myself.
4. I approach challenges/skills with a sense of curiosity, rather than an attitude of "I need to work hard to prove myself".
5. I accept that overcoming challenges/learning new skillsets often requires iteration and deliberate practice. I do not reprimand myself for making mistakes, and instead see the mistake as an opportunity for learning.

### Quality

1. I strive to deliver work that is clear, concise and understandable to a college-educated scientist.
2. I strive to define all technical jargon and do not assume my audience is familiar with such jargon beyond a college-level education.
3. I strive to communicate using clear and correct terminology, rather than saying my work shows something 'good' or 'bad'.
4. I strive to evaluate my method/model from multiple angles to understand its limitations and benefits. I believe that science is about building on other people's work, including my own, and one way to move forward is being upfront about limitations in my model/method.

### Integrity

1. I choose to be honest about areas of my work where I need improvement.
2. I choose to give honest feedback to others in a respectful manner.
3. I choose to present the limitations of my work/method/model without fear of being criticized, but instead rather with the hope that other scientists can build on my work.
4. I strive to clean and process data that does not destroy the original core of the data. If I need to make changes/process the data in any way, I choose to be upfront about those changes.
5. If I need help from others, I am upfront about what is needed, and I ask for help in a way that does not impede their work (i.e., I work around their schedule).

## **Ownership/Responsibility**

1. I take ownership/responsibility for all projects/tasks that I agree to do. This means that once I agree to do the project/task, I accept that the quality of the work falls on my shoulders. I do not blame others, and do not undermine or deliver poor quality work even if I am not first/senior author on the work.
2. Before agreeing to do a task/project, I honestly assess if I can dedicate sufficient time, energy, and mental space to it. If I cannot, I am upfront about this. I do not accept a project/task and then complain after that I do not have enough time, energy, or mental space for it.

## **Reliable**

1. I strive to deliver my projects/tasks by the deadlines specified.
2. If I need to adjust those deadlines, I communicate as early as possible the need for re-adjusting the deadlines.
3. I attend meetings on time.
4. I respond to emails/messages within 24 hours on weekdays and by Monday for emails received on the weekend.

## THE WAY I OPERATE

### Meetings:

1. Quarterly meetings. Before and at the end of each semester, you and I will meet to go over your long-term goals. Generally, the purpose of this is to prioritize and plan your research activities during the next semester (as well as brainstorming ideas to correct any problems that interfered with your research program in the following quarter – including things that I did or didn't do). These “high-level” meetings help us make sure that your efforts are focused on the most important research projects. The key product of these meetings is the semester/summer calendar of planned activities.
2. Semester / summer calendar of planned activities. I've found that having a schedule for the semester/summer can be very helpful in helping us make sure that the activities that we have planned for the semester actually get done. In our quarterly meetings, we'll break down each planned activity into manageable chunks and map out how they will fit into the semester. As the semester progresses, when unavoidable time conflicts arise or projects take longer than we expected, the calendar allows us to notice the problem quickly and either attempt to course-correct or reprioritize the remaining tasks. We can review this calendar in each of our weekly meetings.
3. Weekly/Biweekly meetings. You and I will set up standing, 30-60 minute weekly or biweekly individual meetings to discuss your ongoing research activities, course selection, or other career development topics. (For postdoctoral fellows, we will likely begin with weekly meetings, but soon transition to biweekly meetings for you to gain independence). Depending on the week, we will use these meetings to review my comments on your written products, discuss/problem-solve any difficulties with ongoing projects, and make a plan for specific tasks in the upcoming week. I would like you to prepare an agenda for these meetings each week so that we have a clear plan of what to discuss. If you want my feedback on a written document, it is my preference to have the document 24 hours ahead of the meeting so that we can move through it more efficiently during the meeting.
4. Contact between meetings. More days than not, you and I will probably check in person or via e-mail/Slack about something. Sometimes it will be exchanging comments on your written products, other times it will involve an issue with your coding. But the key here is that I don't want you to feel like you should wait until our weekly meetings if you're stuck and can't move forward without my input. I'm generally very responsive to messages! I also need to feel like I can reach you if needed, so please be sure to set up an out of office auto reply if there is a reason you'll be going more than 24 hours without being able to check and respond to e-mails.

### MY VIEW OF MY ROLE:

Over the course of your career, I will wear many “hats” in our relationship, which could include mentor, teacher, employer, and collaborator. This can be a rich, but sometimes complicated, relationship, as it can be my job to provide you with advice, support, and sometimes a kick in the pants if things aren't going as planned. In trying to meet these various roles, I do my best to try to maintain open communication, providing both positive (to avoid you feeling unappreciated) and negative (to avoid “big blowups”) feedback on a regular basis. I am happy to think together with you about both professional and work-life balance issues. At the same time, however, at this stage in your career, I think you need me to be a reasonably objective mentor more than you need me to be your friend, so there may be issues that you should be taking to other students/postdocs or people outside of the field to think through. It is important to note that different mentors in this department take vastly different approaches to working with their students- it is often NOT helpful to compare what you are receiving compared to what others in your cohort are receiving. It is more to your benefit to think critically about what your own strengths and weaknesses are, what kind of mentorship will propel you to achieve your goals, and to communicate challenges if necessary.

### MY VIEW OF YOUR ROLE:

As much as you've likely been pressured to be focused and “on track” to get to this point, it's also worth remembering that the point of graduate school/postdoctoral training is to learn and gain new skills and experiences. As such, I don't expect that you will have your career exactly plotted out at this point, or that you will be perfect at everything you do the first time. It is our program's (and my) job to teach you. To help us do that, it is your job to be open to new experiences, receptive to feedback, responsible in meeting your research obligations, and willing to seek help if you are struggling.

### MY THOUGHTS ON PRIORITIZING YOUR TIME:

Assuming you actually sleep (which you should!) and have fun (do that too!), you're not going to have time to give your best effort to every activity. So, how do you prioritize your time?

1. What you should focus on: You should maximize the effort you put into two types of activities: a) Things that go on your vita that will make you a strong candidate for your future job. For a research career, that's publications, grant/fellowship applications, and presentations. b) Skills or knowledge that are useful to you – not just interesting or a hoop you have to jump through. Again, if you're headed for a research career, those are typically classes directly relevant to your research. Classes are also important, but it's also important to bear in mind that nobody looks at your GPA after you leave graduate school and things like publications, experiences, and good letters of recommendation are what are going to carry you forward.
2. That said, sometimes you also need to be a good citizen: All work, particularly research, is a collaborative process. So, this means that sometimes there will be things that you should be doing "for the greater good" that might not immediately benefit your vita. The key is making sure that you are not getting out of balance in terms of doing things for others versus things for yourself. Strategies for achieving this balance are the types of things that I am happy to talk through with you.
3. How much time you should be spending on research: This will vary based on your funding stream. As a Graduate Research Assistant, I am paying you for 20 hours of research. As a postdoctoral trainee, you are being paid for 40 hours of research. If you are being funded as a Teaching Assistant, my expectation is that you will spend up to 10 hours a week contributing to ongoing research project. I would like you to set those hours into your schedule. Keep in mind, that research may often take more than the number of hours being paid, but given that your ultimate goal is earning a MS or PhD or a tenure-track position, I am hopeful you will be accommodating to this.

If you are consistently working more than the time you are being paid for, I am happy to discuss strategies to help you more effectively manage your time.