

The goal of this document is to give current and prospective graduate students in my lab a clear, explicit, and (as much as possible) complete picture of my expectations for you while you are a member of my lab and the graduate program at UBC. This document is only intended for graduate students, though some of these expectations apply to post-docs, too. Our lab's expectations for undergraduate RAs are available separately on our lab website and our Lab Wiki.

This document is evolving and responsive to feedback. I plan to update it around once a year. The last date of revision was **October/6/2022**.

General Mentorship Philosophy. My central role as your graduate advisor is to train and foster your development as an empirical psychology researcher. This includes providing you with necessary resources for you to conduct original research in psychology, which include financial support, a functioning lab, access to participants, training on research skills, and opportunities to present and publish your work. I aim for a mentorship style that is responsive, empathic, collaborative, moderately “hands on”, communicative, and focused on scaffolding your skills. The rest of the document elaborates on what I mean by this.

General Expectations

- **Reporting Concerns or Violations:** I expect that if you witness any harassment, discrimination, or violations of ethics from anybody (*especially from me*), that you will report this, knowing that you will be protected by the lab, the Department, and the University. If our lab structure is not conducive to you reporting this within the lab, then I expect that you will approach external sources, such as the Department Head, the Department Graduate Director, the Graduate Student Union, or the UBC Ombudsperson. Links to these resources are provided on the Lab Wiki (“Need to Report Something?”), and are printed and posted physically in the lab. Your rights and privileges as a student are important to me, and I would like the discussions of them to be normalized and encouraged within the lab at all times.
- **Implicit/Unsaid Expectations:** the broad goal of this document is to clarify and make explicit my expectations of you as a student in the lab and the graduate program at UBC. I expect that we will talk about these expectations during our Progress Meetings (see below). If possible, I appreciate you letting me know if something I have said or done contradicts one of these expectations, or if you have noticed a consistent expectation that I have not written here.
- **Respect, Empathy, and Transparency:** I expect that we will both treat each other with respect and empathy, and that we will strive to communicate with each other about research, your progress in the program, and your own desired goals and outcomes as transparently as possible. You can expect me to respond to concerns you raise with compassion and empathy, and that you will be heard without interruption or minimizing your contribution or concerns at any time.
- **Student/Supervisor Power Dynamics:** although I strive to treat all lab members as equal collaborators, graduate school also fundamentally creates large power differences between students and supervisors. As a result, I understand that you might not always transparently communicate with me, and I take the responsibility to be cognizant of and responsive to problems that any lab member has, even without being explicitly told about them.
- **Expectations are Not Always Symmetrical:** except where I explicitly state it, I do NOT expect you to conduct your work or organize your schedule in the way that I do, nor to hold the same expectations towards me as I hold towards you. For example, if you observe me replying to emails over the weekend, please do not take this as evidence that I implicitly expect you to do the same. I would always appreciate discussing openly about where our expectations of each other diverge, especially if it is causing any confusion or other issues for either of us, and I will build in time for us to discuss this during every Progress Meeting (see below).

Methods of Communication

- **Email vs. Slack:** I expect that you will contact me via Slack only for things for which you require a quick reply. Because Slack does not easily track a long-term history of our conversations, for anything that you

need from me that cannot be immediately replied to, I expect you will email me (e.g., drafts of manuscripts, reminders to submit or sign something, etc.).

- **Phone and Texting:** I really dislike communicating via phone and texts. These should be avoided except in cases where something urgently came up and you cannot reach me via email or Slack.
- **Online vs. In-Person Meetings:** I have no preferences for whether you would like to conduct a meeting in person or online via Zoom, and you are free to change the method even last minute. If you do change to an in-person meeting, however, I expect that you will check with me at least 60 minutes in advance, as I might not be in my office if I am expecting a Zoom meeting with you.
- **In-Person Drop-In:** I generally dislike being interrupted while I am in my office with my door closed, but if there is an urgent and sensitive matter that you'd like to discuss in person then you should know that you can come and check if I am in at any time, and we can have an immediate meeting.

Work Hours

- **When You Work:** I expect you to create your own schedule that allows you to optimally do the work you need to get done. I do not have specific expectations about when you are or are not doing work, and instead trust you to structure your time to get things done.
- **Where You Work:** except in situations where it is required for your lab duties (e.g., in-person meeting with RAs, testing participants), I do NOT have expectations about where you do your work, when you are on vs. off campus, etc. In general, I find that spending time in the lab is positive for getting very familiar with lab dynamics, for helping with things as they come up, etc., and so I encourage you to spend some time in the lab, but if you would prefer not to, then you do not have to.
- **How Many Hours You Work:** I do NOT have expectations around how many hours you should be working so long as the work we agreed upon getting done is actually getting done. In general, I would caution you against doing work for more than 30-50 hours a week, as you will be a better, happier, and long-term more productive researcher if you have a work-life balance. At the same time, you should know that a typical research career is unpredictable in the number of hours it takes each week, and if your career goals involve becoming an academic, you should expect a high workload.
- **Taking Time Off:** I strongly encourage you to take time off when appropriate and when you think you need it, but I expect that - if this would conflict with existing meetings or lab duties - that you will let me know that you will be away from email and meetings. If you intend to take time off for longer than a week or more than six weeks in a year (excluding holidays, reading breaks, etc.), I expect that you notify me of this so we can assess how to distribute your work appropriately. If I at any point feel that the amount of time you are taking off is interfering with your progress, we will schedule a meeting to discuss this.
- **Holidays and Weekends:** I do NOT expect you to respond to emails or to do any work during weekends and holidays. The only exception is if you are urgently needed for something, in which case you would receive an email flagged as "URGENT" in the subject line or, if the situation is judged to be extremely urgent, a phone call.
- **Meeting Times:** I do NOT expect us to have meetings that would start or extend past 6:00pm or begin before 9:00am, except in situations where we both agree that such a meeting is necessary. Even then, a meeting starting or ending outside 9am – 6pm should be seen as a failure of our systems, and should be recorded as such and brought up for discussion in the next Weekly or Progress Meeting, to ideally revise systems that led to it happening.

Meetings and Progress

- **Weekly Meetings:** I expect that we will have regularly scheduled weekly, 60 - 90-minute individual meetings, except for holidays, when the lab is closed, or when one of us is unable to be at work. If you need to meet with me about something, I promise to find a time to do so within 24 hours or less including – for urgent matters only – on weekends and holidays.

- **Project Meetings:** If we agree beforehand that a meeting is dedicated to discussing a project, I expect that you will prepare: (a) a reminder of what the project is, it's hypotheses, conditions, and what elements have been pre-registered; (b) a current recruitment breakdown, including the number of exclusions; (c) if sufficient data has been collected, all of the descriptives (group and individual), ideally as graphs; (d) the code (ideally in R) that you used to analyze data should be easily accessible; (e) your interpretation of the data as it currently stands, and any issues you have noted. You can prepare this as a presentation or just have it as a set of notes and links to files. If you need an example of what this looks like, please ask me.
- **Progress Meetings:** I expect that at least three of our weekly meetings – one in September, one in January, and one in April – will be dedicated to discussing your progress in the program, your career goals, our mutual expectations of each other, and a concrete list of research and graduate school goals for the next 4-6 months.
- **Admin Meetings:** I expect that you will join and actively participate in our weekly lab admin meetings with myself, the lab manager, and other graduate students. If you have to miss an admin meeting, I expect you will notify me and the lab manager both and that you will read the meeting minutes and ask any questions about things that were discussed.
- **Rescheduling Meetings:** I expect that we will communicate with each other about rescheduling meetings ideally 12-24 hours beforehand via email or Slack.
- **Receiving Feedback:** I aim to give you explicit positive and negative feedback frequently in both verbal and written format (though I tend to do so in passing). You will also receive an annual progress letter that will contain feedback about your graduate program progress. If you are not getting feedback about something, there is rarely reason to be worried. If my style of giving you feedback is not helpful for your growth as a researcher and student, I encourage you to let me know, as I am willing to try and adjust my feedback style if it would improve your progress.
- **Getting Additional Mentorship:** I believe that you should receive advice and guidance from other faculty and students besides just me, especially given that my own position of power and privilege creates blindspots that might lead to me giving you poor or miscalibrated advice. If you find additional mentors on your own, I do not expect you to notify me, though you are welcome to. However, if you would like help in finding additional mentors, I am very happy to play a role in that process (see also "Networking" below).

Expectations about Communication

- **Knowing your Projects:** I expect you to know or be able to quickly retrieve the ins-and-outs of your projects: paradigms, hypotheses, how data support or do not support specific predictions, age ranges, target subject numbers, anticipated completion dates, etc. If you struggle to keep track of this information, I expect you to bring this to my attention so we can discuss how to improve this skill.
- **Clear and Concrete To-Do Lists:** I expect you to keep some kind of to-do list that we can refer to during any one of our meetings - if I ask you about a list of things that you are working on right now, I expect you to be able to let me know your top 3 priorities (these may be non-research related, including coursework or TA duties).
- **Turnaround Times:** If I have a specific expectation for when I want something returned to me (e.g., a signed form, next draft of manuscript) I will communicate that. In the absence of me communicating it, I expect you to make progress on it on your own time and along your own sets of priorities.
- **Incorporating Feedback:** When you are given feedback, I expect that you will either incorporate it into your future work, or - if you cannot - that you will do your best to communicate to me why you could not or do not want to.
- **External Issues/Concerns:** I do NOT expect us to talk about things outside of the program or the lab that might be preventing you from doing your work. But, if you feel comfortable, you should know that I am always available and willing to speak about this, provide empathy, and, whenever possible, help you find solutions.

Skills I Will Teach You vs. Those You Should Learn Semi-Independently

- **Primary vs. Secondary Role:** I expect that for some skills that you will learn in your time in the lab, I will play the “primary role” and for others I will play a “secondary role”. By primary role, I mean that we will have meetings dedicated to the acquisition and refinement of the given skill, that you should expect regular feedback from me on the progress of that skill, and that – if you ask me about that skill – that I will schedule additional meetings or times to explicitly teach you about it. By “secondary role”, I mean that while I am happy to discuss the skill, provide advice on how to acquire it, and might provide occasional feedback on it, I expect you to acquire it without my direct involvement.
- **Primary Role:** I expect that I will play the primary role in training you on the following skills (in no order of importance):
 - Advanced statistical methods (e.g., psychophysical modelling)
 - Applying for academic jobs
 - Applying for post-doctoral positions
 - Central theories and empirical findings in the literature
 - Data visualization
 - Grant writing
 - Identifying limitations in research
 - Identifying research ideas worth pursuing
 - Project management
 - Research design
 - Research ethics
 - Research presentation (e.g., posters and talks)
 - Scientific participation (e.g., asking questions during talks, journal reviews)
 - Theory and method development
 - Undergraduate mentorship
- **Secondary Role:** I expect that I will play the secondary role in training you on the following skills (in no order of importance):
 - Applying for non-academic jobs
 - Finding Collaborations
 - Identifying sources of additional funding
 - Networking
 - Non-academic writing and science communication
 - Note-taking
 - Programming (I strongly encourage you to acquire this skill in R and Psychopy, and recommend you consider learning MATLAB, too)
 - Reading, evaluating, and remembering research papers
 - Statistical analyses covered during your MA coursework
 - Staying current on the literature related to your research program
 - Subject recruitment
 - TAing
 - Time management
- **Additional Skills:** I expect that if there are additional skills that you want to learn, that you will let me know and that we will discuss the role I should play.

Research Expectations

- **Research Program:** I expect that - when you are not working on course work, TAing, or (minimal) service work - that you are dedicating the rest of your work hours on your research program.
- **Within-Lab Research:** I expect that every research project in our lab is a collaboration with me. For all projects in the lab, I do not expect or want you to carry out projects without my direct involvement.

- **Independent Research Projects:** in an effort to help you gain some independence in your thinking and research design, I do invite you to let me know if you would like to engage in more independent research work. Given the time and resource constraints of developmental psychology, we may have to limit the nature and extent of this project, but – given a clear conversation about our mutual expectations – I can support you in the development of an independent side project.
- **Across-Lab Collaboration:** I strongly encourage you but do NOT expect you seek out collaborations with other members of the Department or at other Universities. Collaborations are integral to doing good science, and to giving you multiple perspectives on difficult theoretical problems and novel methods. Although I do not expect you to engage in collaborations, I am always happy to offer advice on how to do so. I expect that – should you want to start a collaboration – that you notify me of it and estimate how it would impact your in-lab work before agreeing to do it, but after that I do not expect to be involved except if you and all your collaborators want me to be. In cases where I believe that your collaboration is interfering with the work you need to do to complete your degree (which is not the same as all of your work in the lab), I expect that we will discuss it in order to decide on what projects should be given most priority.
- **Research Lines:** I expect that by the time you begin your Ph.D., you will carry multiple research lines (usually 2-3) that might be on distinct topics. Usually, one or maybe two of those lines would be research that would be part of your dissertation, and the others would be additional work for your career. While I do not expect you to only work on topics that the lab is highly familiar with, if you want to pursue research that I judge to be far outside of the lab's expertise, equipment, or ethics, I expect to have the final say in whether the project gets to be run in the lab, or if you should seek it out as a collaboration with somebody else.
- **Number of Projects:** By the end of your MA1 year, I expect you to have 2 - 3 in-lab, first-author projects going on simultaneously at various stages of completion (collaborative projects do not count towards this). However, if I believe that you have taken on too many projects at once – including collaborative projects outside the lab - I expect that we will talk about this and that you will set aside projects that we together deem to be least important.
- **Research Topics:** in your first year in the lab, I expect that you will work on a project that has largely already been developed by me (e.g., as part of a grant proposal), in order to have you quickly gain experience on design and testing. Afterwards, I expect that some research topics you work on might be primarily collaborative and fully novel in design or those that are mine in design. I do NOT have an expectation for your dissertation work to be entirely yours in design, because I believe that such an expectation is untenable in today's research environment and given my personal style of research and mentorship.
- **Research Pipeline:** I expect that you will begin each research project with a small lit review (8 – 10 manuscripts) and that, after talking about what you found, one that might be expanded. I expect that all confirmatory research will be pre-registered and that all our research will aim to post our methods and data openly through places such as OSF. I expect that we will decide which one of us will program the experiment (i.e., I do NOT expect you to program unless we both agree on it, and by default I will assume that it's my responsibility). I do NOT expect you to submit pre-prints, but if you would like you to then you are allowed to.
- **Authorship:** I expect that you will be the first-author on the manuscript of every project that we work on except if we specifically talked at the onset of your involvement that this will not be the case (e.g., on collaborative projects, or if you are joining a project that is already well under way). This means that you will also write the entire first draft, and will then receive feedback on it from me and other co-authors for revisions.
- **Writing Outlines:** I expect that – *prior* to writing a first draft of a manuscript – that you will speak with me about your plan for its structure. Once you begin writing, I am happy to receive requests for comments and edits in batches (e.g., just the Introduction), but you are also welcome to wait and send me the whole manuscript at once if that works better for you.

- **Conferences:** I expect that you will submit your work to conferences - a minimum of one a year, but ideally two a year.
- **Networking:** I do my best to put you in touch with other academics in the field who you should develop networking relationships with, but – especially at conferences – this can be difficult to balance with my own commitments. As such, I expect that if there are any individuals with whom you would like to connect, that you notify me (e.g., during a meeting, or before a conference), and I will then prioritize finding ways of facilitating those connections for you.
- **Presenting to the Area:** I expect that you will present your research to the Developmental Area at least once a year.

Funding Expectations

- **Annual Funding:** I expect that we will discuss your funding levels and whether we can find ways of increasing them every year during our Progress Meeting. Keep in mind that funding levels at UBC can be problematically heterogenous, and most students need to TA to maintain them at a level that allows them to live in Vancouver. I am committed to always helping you find additional sources of funding or – when grants permit this – paying you as an “RA” to provide you with additional funding. Funding at UBC can be a dynamic thing that changes each year, and I expect that we will discuss it regularly and openly to make sure that we are supporting as best as we can for as long as possible.
- **Tuition and Student Fees:** you can expect the lab to pay your tuition and student fees each year that you have tuition and fees to be paid (i.e., except when you are exempt from tuition). This will be paid to you as a one-time “RA” position in September and in June of every year.
- **Conference Funding:** You can expect the lab to pay for your travel expenses (taxi, hotel, flights), research expenses (poster printing), membership fees, and registration fees. Whenever possible I expect that you will share as many lab expenses as possible with other lab members (e.g., sharing hotel rooms, taking taxis together, etc.).
- **Equipment:** In general, the lab is NOT able to cover the purchasing of equipment that you use on a daily basis (e.g., a new computer) and you can always work in the lab if you need specialized equipment. With that in mind, occasionally our grant funding does allow for purchasing of additional lab equipment that you can borrow on an indefinite basis. Please speak with me if you believe that you need better equipment, but know that there is no guarantee that we can purchase it for you.

Graduate Program Expectations

- **Career Goals:** I do NOT expect you to be in graduate school with the sole goal of becoming a research professor. I expect us to talk about your short- and long-term career plans, and optimize your graduate school experience to stay consistent with those.
- **Timeline for Completion:** Consistent with UBC guidelines, I expect that you will finish your MA within two years, and your Ph.D. within four. However, I recognize that, historically, students in our Department have taken longer than this. I therefore expect us to talk about your progress at every Progress Meeting, including what barriers are in your way to prevent you from finishing under that ideal timeline. Keep in mind that with every year past your fourth for your Ph.D., we will need to discuss how to maintain your funding levels, and this might require additional TA work.
- **TAing:** I believe that TAing is important for you for reasons beyond your finances, and I strongly encourage you to TA (at least part-time) throughout your time at UBC. However, if you believe that TAing is interfering with your ability to do the required research work, I expect that you will notify me of this so that we can make sure that – should you stop TAing – that your financial package is still appropriate.
- **Committee Work:** I expect that you will be minimally involved with committee work - most of it is unrewarded in academia, and takes a lot of time from other responsibilities. If you feel that this kind of service work is important to you, I expect us to talk if you plan on taking more than 2 service/administrative roles in an

academic year (and then, I expect you to give me a clear reason for how it might further your career goals, which might be non-academic).

- **Publication Expectations:** I do NOT have expectations that you will publish a specific number of papers per year, because that is outside of your control. But, I expect that every completed experiment should ideally be turned into a manuscript for submission, except in cases where we both decide that the probability of publication is very low (< 10%). I expect that we will spend time at every Progress Meeting evaluating the status of each one of your projects, including how close it is to being written up for submission, and chat about whether our mutual expectations for the rate of submission are being met. If they are not, I expect we will discuss how to remedy that, including by changing your expectations on what a completed manuscript looks like or having me write more of it.

Lab and Area Expectations

- **Being a Role Model:** I expect you to be a role model for other members in the lab in terms of your ethics, mentorship, commitment to research excellence, etc.
- **Having Research Assistants:** I expect that – for every project that is within 2-4 weeks of beginning active recruitment and testing – that you will have at least a single RA recruited and assigned to you for that project. Although I prefer a model in which each RA is assigned to a single project, you do NOT need to follow that model and can train all your RAs on all of your projects. As part of having an RA, I expect you be involved in the recruitment of RAs (for the whole lab), training them on the project, having weekly meetings with them to discuss the projects and guide them through academic readings, and helping them with any submissions they make for the project to conferences, including undergraduate-specific ones.
- **RA Reference Letters:** If RAs request reference letters, I expect that you will pass that request to me, but also provide me with a point-form list of 6-8 things about what the RA projects was involved on, what their responsibilities in the lab were, how they performed in those roles, and if you have any concerns about their performance. In cases where RAs contact me directly, I will do my best to contact you with your thoughts about the RA, even if they were not your RA (I do not expect you to have much to say about them in this case, but I believe it is still useful in case you do).
- **What RAs Should Do:** The relationship between you and your RAs is one of mentorship -- you should pass your skills onto them, and not use them as free labour. Therefore, for every task you give your RAs, I expect you to be able to fully know how to do it yourself, and to do the work when your RAs cannot. I do NOT want you using your RAs as a way of getting work done that you dislike or don't want to learn to do yourself. For example, I do not want you asking your RAs to carry literature reviews in your place (though you can do it collaboratively with them), or for them to program or run paradigms that you do not know how to program or run yourself, etc.
- **Advising Undergraduates:** I expect that you will treat your research assistants with empathy, respect, and recognition that most of them are volunteering their time for our research program. I expect that you understand that RAs are not employees and should not be treated as such. If I observe or am otherwise notified that you are not treating your research assistants consistent with our lab values, we will schedule a meeting to discuss this and help you develop better mentoring skills.
- **Maintaining Lab Norms and Expectations:** I expect that you will participate actively in shaping our lab culture, making our expectations and norms clear, and working towards promoting openness, good science, empathy, and mentorship. I recognize that these expectations are real work and as such, you should always consider working on them as part of your lab hours.
- **Attending Meetings:** I expect you to attend all of our individual meetings, admin meetings, lab meetings, area meetings, and at least half of all scheduled external talks (colloquia, job talks).
- **Being Present in Meetings:** I expect that - when you are in meetings, talks, colloquia, area meetings, etc., - that you will ideally be engaged with the content and not do other work (e.g., answer emails) during the meeting.

- **Asking Questions During Meetings:** I strongly encourage you - but do not expect of you - to ask questions in lab meetings, area meetings, colloquia, job talks, etc. This is a difficult skill to develop, but one that is very important for researchers.

Things I Expect From You (i.e., that you should NOT expect from me)

- **Graduate Program Requirements:** I expect you to keep track of the graduate program requirements and notify me when they are coming up and what needs to be done for them. I will work with you to make a suitable timeline – especially during our Progress Meetings – but I expect you to remind me of things coming up within the next 12-24 months so we can make that timeline.
- **Additional Sources of Funding:** I expect that you will identify additional sources of financial support and speak with me about applying to them. If you need assistance in identifying some, you should speak with me, but I will rarely spontaneously bring them up to you.
- **Conference Submission Deadlines:** I expect us to together identify conferences that you should be applying to, but – once this is done – I expect you to keep track of submission deadlines. If you plan to submit something to a conference, I expect you to notify me at least one month before the submission deadline (sooner is fine, too!).
- **Undergraduate mentoring:** I expect that I will play a role in helping you learn how to best mentor undergraduate students, but I expect you to conduct your meetings with them independently of me and on the schedule that you see as appropriate and consistent with broader lab norms.