Mentorship and Advising Statement for Graduate Students

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Therefore, I do not use numerical screening criteria or cutoffs (e.g., GPA thresholds). In accord with the holistic review process, reporting GREs is not

into this role. Therefore, I do not simply serve as a cheerleader who uniformly showers students with endless praise. My philosophy is that investment and effort in students as a mentor requires balancing the communication of the strengths of their work with suggestions for further improving their scientific and writing skills. Therefore, students who find my mentoring philosophy to be a good fit with their attributes tend to be open, receptive to feedback, persistent, and ego-resilient.

What you can expect from me in my mentoring practices

My general philosophy

5. **Transparency**: I strive to be as open, direct, and constructive in my communications with students regarding my expectations, their performance, and professional issues (e.g., work/life balance, autonomy, ways to impose structure in unstructured environments, career paths). As part of this communication approach, I discuss and seek input from students on opportunities they have for becoming involved as authors on collaborative papers and presentations. During this reciprocal, collaborative process, we work together to determine a mutually acceptable authorship order based on well-defined roles and responsibilities on the project. In cases where roles on a paper change substantially over the course of the project, we continue to have collaborative and open conversations around if and how to flexibly and fairly adjust authorship order to correspond with the changing responsibilities.

6. **Flexibility**: Each student has their own unique experiences, talents, challenges, and personal lives. Therefore, whenever possible, I also aim to flexibly tailor my mentorship style and practices to fit best support each student and their individual circumstances.

7. **Accountability**: I strive to be accountable for my actions as a mentor. If I fall short of any of these aims and practices, I am committed to correcting and adjusting my advising practices.

8. **Funding:** Students are guaranteed a stipend for five years contingent on satisfactory progress in the lab and program. Students who are on paid research assistantships (RA) are expected to work approximately 20 hours per week on the team project. Whenever possible, I try to provide students with options of RA activities that best fit their interests. Students on teaching assistantships (TA) generally spend an average of 13 hours per week on teaching activities and are also expected to spend 8 to 10 hours per week on lab activities. Lab activities for TAships and RAships vary but may include running family visits, devising or implementing coding systems for observational or interview tasks, preparing protocols and procedures for data collection, conducting literature searches, running statistical analyses, or assisting with grant applications or scientific manuscripts. Finally, students who receive their support through fellowships are also expected to be engaged in the lab, but generally have full latitude to decide how they want to allocate their time. Students in my lab have received fellowships from the federal government (e.g., National Research Service Award from the National Institutes of Health) and private foundations (e.g., International Society for Human Ethology). I also provide advisement, feedback, and support for students who plan to submit fellowship applications. Beyond the academic year stipend, paid summer RAships are also typically available in the lab; though they are contingent on lab funding and cannot be guaranteed.

9. **Scholarly Opportunities**: As a mentor, I provide students with numerous opportunities for conducting and publishing research. As a case in point, my students have wide access to multiple data sets derived from large multi-method and longitudinal studies on topics related to developmental psychopathology. More specifically, our lab is a primary home for 9 large federally funded projects. So, in the context of our lab (i.e., 2 to 4 students in any given year), there are ample opportunities for students to test a wide array of research questions without having to be concerned about competing for resources with other students or faculty.

What I expect from my students:

1. **Intrinsic Motivation**: I expect my students to get their nerd on and be passionate about conducting research on the topics examined in the lab. Science, in my opinion, is a calling and not a job. Students in the lab do not punch a clock 9-5 Monday through Friday. Because the time commitment is more extensive than a typical job, intrinsic interest, and commitment to training in developmental science is a key part of success in graduate school.

2. **Active Engagement**: I expect my students to be actively engaged in learning opportunities and scholarly activities in the lab,

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