

## Advising Statement

### My working view on being an advisor

I see an advisor as someone who you have a bidirectional working relationship with where knowledge, expertise, and experiences are shared by both individuals. Advising is functional for academic, career, and psychosocial development. Together, we will have opportunities for exploring career goals as well as developing a sense of competence, self-identity as a scientist, and membership within the many layers of professional communities you will maintain. Advising relationships can take several forms, which can depend on what the mentee needs or is looking for. Additionally, the relationship will depend on what the advisor can offer at particular times in a mentee's personal, professional, and academic development. My goal is to support and provide opportunities for academic, professional, and possibly personal growth based on the individual's own goals & expectations. This will take the form of supporting your independent scholarship, meeting departmental (as well as College & University) graduate training requirements, and extending your activity to relevant professional societies. I acknowledge that each student comes with their own set of experiences, skills, and goals. I expect students will take ownership and leadership in developing their goals as they progress through their graduate training. Goals, expectations, and interests will shift as a result of learning through experiences. In this bidirectional working relationship, I will work toward learning about your goals while sharing knowledge based on my own experiences.

**Availability for co-advising.** Expectations regarding time spent advising, project activity, funding, and authorship, are all critically important to discuss at the onset of co-advising. Consider co-advising as an opportunity to form collaborations, gain skills across research context, bodies of literature, and methodology. It is particularly exciting for me when students initiate co-advising with a particular research question or project in mind.

### Additional roles I, as an ICD faculty member, can hold for you

- **Advocate** – Someone who has your back. Who acts & speaks up for you publically even when you are not in the room. This person is familiar with your goals, skills, and interests and will support your name in the context of career development. This person does not specifically have to hold any sort of social or professional power, an advocate could be found in a colleague, a student in your class, a faculty or staff member.
- **Sponsor** – Someone who holds a position of social or professional influence and/or authority. Their actions and words are used to empower you and to advance your career. This person is also someone who has your back, but also holds a bit of “oomph” to go along with it. (Concepts adapted from “How to Be a Strong Sponsor and Advocate for Faculty,” [National Center for Faculty Development & Diversity](#))

*\*\*All members of the Child, Brain & Perception (CBP) lab are **strongly** encouraged to seek out additional mentors, advocates, and sponsors within the Institute of Child Development, College of Education and Human Development, and the University of Minnesota. One person will not and cannot be your single, all-encompassing advisor, advocate, and sponsor. Just as your experiences are diverse and changing so must your support network.*

## Learning Objectives

- Independent & critical thinker.
- Conducts theory grounded, ethical, and meaningful science within a chosen profession.
- Formulate a working understanding and incorporation of diversity science principles.
- Develop skills transferable to your desired career path.

## Lab culture

- Get excited about developmental science! My aim is to have and support a lab space that is motivated by, enthusiastic about, and celebrates the challenges of conducting, reading, writing, and thinking about developmental science.
- Members of the CBP lab strive to create space which offers respect & support for personal, academic, and professional growth for all members, regardless of your position.
- Science cannot happen completely on its own. Create opportunities for new ideas and learning from communication and community building, our lab is but one of many communities you will be building during your time at ICD.
- All CBP lab members are expected to participate collaboratively as well as independently.
- Students are supported and encouraged to initiate collaborations within and outside of the CBP lab. Students may also join ongoing collaborations that I am leading.
- All members are expected to spend some of their lab hours mentoring with as well as training other members of the lab. There will be opportunities for more senior members to support, supervise and train more junior members, while simultaneously there will be opportunities for junior members to teach and introduce new skills and perspectives to senior members of the team. That is, regardless of your role in the lab, each member is expected to participate in collective work where we learn from one another.
- Graduate students are specifically expected to participate in mentorship of fellow graduate students as well as undergraduate research assistants.

## Meetings

- CBP lab members will attend weekly group meetings, with expectation of periodically leading discussions, presenting a paper or data.
- One-on-one biweekly meetings (regularity of meetings is flexible)
  - Open space for checking in on personal-academic dynamics
  - Come to meetings prepared with specific questions, concerns, accomplishments, & musings
  - End meetings with action items for you and myself
- Open-door policy – if my door is open so am I. Stop by for a quick question, hello, or chat
- Attend diversity-science related meeting (e.g., departmental or lab specific DE&I meetings, Diversity Science reading group)
- Communication – frequent, open, respectful and honest.
  - Anticipate using different platforms for communication – in-person, email, Slack, phone, Zoom, even text messages.
  - Depending on the type and content of communication, allow up to a week for a response

## Academic, Programmatic, Scientific Expectations

- Maintain good standing with the department
  - Display clear evidence of making systematic and consistent progress toward each required milestone and the expected deadline. The point is *NOT* to be a graduate student forever.
  - Hitting milestones take many different pathways, have variable timing, and are dynamically related to individual differences, context, as well as experience. **BUT** understanding and achieving milestones is necessary to make progress of any kind.
  - Seek out assistance & resources to achieve milestones and deadlines.
- Participation in Science: Reading, Writing, Thinking, & Doing
  - Reading - Maintain contact with new publications – create publication alerts
    - Sign-up for various professional society listserv (e.g., SRCD, ICIS, CDS, VSS), Join/create a reading group
  - Writing – abstract submissions, manuscripts, grant applications
    - Writing is a skill. Work on it **every day** for at least 15 – 30 minutes per day
    - Writing pipeline – You will likely have more than one writing project or assignment going at a time, create strategic pipelines for getting work done
  - Thinking – Maintain an ideas log or journal, what are your research ideas big and small?
    - Keep track of any and all research questions and thoughts that come to mind
    - Join a discussion group outside of your specific area
  - Doing – be active in every aspect of conducting research
    - IRB protocols, participant recruitment, data collection, processing & analysis
    - Submit to, attend, and/or present at professional meetings 1 – 2 times a year
    - Communicating science – achieved through guest lecturing, teaching, non-academic presentations and non-academic writing, academic Twitter
    - Seek out opportunities for new or additional training, especially analytical and methodological
    - Make use of the University of Minnesota’s membership to the [National Center for Faculty Development & Diversity](#)
- Funding – Dr. Pickron aims to support students’ research based on available grants
  - Students should seek out additional funding through internal and/or external grants
  - Funding may take the form of a research assistant or teaching assistant
  - Summer funding may be found through ICD and/or Dr. Pickron

## Expectations for activities engaging as a scientist

- Honesty, cultural humility, integrity, sense of self and growth
- Maintain physical, emotional, psychological, academic health and wellbeing
- Create boundaries for time spent between personal and academic and/or professional activities
- Contributing to your community(ies) or seek an opportunity to participate in service
- Hobbies outside of research
- *Maintain awareness of how your activities impact your academic time, your personal time, and the priorities you hold for yourself, held by Dr. Pickron, and ICD.*