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This document explains my advising style, commitments, and expectations for students. I take a growth mindset in the advisor-advisee relationship, meaning that I hope it is a mutual learning experience. I am excited about adding more thoughts to this document over time by learning from my advisees.

Communication

I believe that *open and honest* communication is key. This means that I try to be as clear as I can about my expectations for work and for students. Meanwhile, I keep an open mind and would like to revise and *customize* expectations for each individual student based on students' needs. Thus, I would appreciate if students could communicate with me about their needs and questions in time. I understand that there are *ups and downs* in graduate school, and so I do not expect students' communication would be positive all the time—it is okay to feel bad and we can still talk through it. I try to do my best to solicit feedback and questions from students, but it also would be very helpful if students could try to take the *initiative* to report progress in work, ask questions and give feedback. I promise my advisees fast response to their emails (in 24 hours on weekdays if not on vacation). With that said, I realize the inbox explosion issue that we all experience as faculty members and some emails may simply be lost on track, and thus if advisees do not hear back from me in an expected timeline, it is totally okay and appreciated if they can nudge me again.

Feedback

I give *timely and constructive* feedback. I like to work with students to figure out how we can improve on the work instead of giving mere criticisms. Meanwhile, I hope students could keep my feedback *documented and often reviewed* so that same issues would not appear repeatedly. For paper writing, I like to give feedback with a combination of track changes and comments. If students receive a document with extensive track changes, that does not mean I think the work is bad, instead, that just means we may have different approaches in writing and thinking. I hope the students would not simply accept track changes but go through the changes carefully and reflect on them *thoroughly*—and I am always happy to discuss. Also, how much feedback I can give would to some extent depend on how in advance the document is sent (so that I can have enough time to work on it). Thus, for tasks and documents that are time sensitive (e.g., with a due date), I hope the students can communicate with me in advance and figure out a *timeline* for initial draft, feedback, revisions, and final draft and that usually means we would need multiple internal deadlines.

Research Activities

For the training purpose, I like to involve each student into a variety of research activities, including (but not limited to) IRB material preparation and revision, literature review, participant recruitment, data collection, data management, data analysis, presentations,

manuscript writing and editing, collaborations, reviews for papers and conferences. I believe any student/researcher would find some activities more fun and engaging than others, but I still think it is important to get familiar with as many different activities as we can in graduate training. For my research assistants, it would be helpful if you can *keep track of* the amount of time spent on each research task and report to me weekly. However, we can figure out a *flexible* plan for hours— I understand that we all have things going on in our life so it would be okay to fulfill fewer or more hours in some weeks than others.

Learning Opportunities

I encourage students to learn new knowledge and skills in a *variety* of ways, such as by taking classes on campus, attending online workshops, reading books and technical blogs. Students who work with me usually would be expected to take some training (on campus, online, or by books/blogs) outside the department about *programming and computational methods*. I like to support this training along the way. I also encourage students to have a *product-driven* approach for taking elective classes and workshops/seminars. For example, it would be helpful if a student can think of a paper that they would write and publish using the knowledge learned when starting a class project or taking an online seminar about a method.

Publications

I expect each student to have a couple of *first-authored and co-authored* papers published by the time when they are on the job market. An ideal situation is that starting from the first publication, each student at any time would have at least one first-authored paper in preparation (i.e., at the stage of pre-registration, data analysis, or writing), at least one first-authored paper under review, and at least one first-authored paper in press—a continuous pipeline. For students to whom I am the primary advisor, I am happy to help them navigate through different collaboration opportunities, but I hope they can *inform* me about any prospective or ongoing collaborations.

Professional Development

I encourage students to explore and choose the career paths that work the best for them. Trained as PhDs, many students would want to pursue an academic career path. For students who are most excited about working in a research institution, I highlight independence in their training goals. That would mean that I would like to help these students to have the skillset and confidence in being an independent researcher after graduating. For students who are most passionate about teaching, I would like to help students to explore opportunities for building up their teaching portfolio.

It is also very common nowadays for PhD students to pursue a non-academic path, and I also fully support that if that is what an advisee is most passionate about. Examples for non-academic paths include positions (and usually research positions) in government, NGOs, and industry (such as the technology industry). I am happy to connect motivated students with colleagues and friends in these fields who I think can be good role models or even provide referrals.

Personal Life

As a developmental scientist, I care about students' growth not only as researchers/teachers but also well-rounded persons. I consider self-care and mental health extremely important to students, especially given that graduate school can be a challenging experience (we've all been there!). In addition, as an international scholar who got graduate training in the U.S., I deeply understand how many additional challenges international students can have in all aspects of life, including some aspects that are taken for granted. I am happy to help students navigate through these challenges.