

ADVISING STATEMENT: EXPECTATIONS AND RESPONSIBILITIES

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Below trainees/advisees refer to graduate student, postdoctoral fellows, undergraduates, etc.

Open and honest communication is a critical component of a successful graduate training experience. This document outlines the group's advising philosophy, expectations and responsibilities for advisees, myself and others in the group.

Research:

- Expectation is that advisees make a positive impact on the scientific research community by generating new knowledge through research of the highest quality and integrity. Advisees are expected to participate actively in the development of their research topics and the research should lead to peer-reviewed publications in the scientific literature.
- Advisees are encouraged to complete the online iBiology course "[Planning Your Scientific Journey](#)" at the beginning of their PhD training.
- Research is a team activity. Advisees are encouraged to seek out appropriate internal and external colleagues/collaborators.
- All trainees will undergo appropriate lab safety training and follow posted safety guidelines.

Graduate Student Funding:

- Together with the GPN graduate program, I am committed to providing a stipend during the time that advisees are training in the lab. The source of the stipend will vary (research grant, training grant, fellowship, etc.).
- Advisees are expected to write and submit applications for fellowships, e.g. NIH F-award application or a Doctoral Dissertation Fellowship. This is a joint responsibility so I will work with advisees to write and submit the strongest applications possible.
- I have primary responsibility for funding research of advisees in the lab. Yet, I do expect advisees to participate in the development of research proposals, as this is an important component of scientific professional development.

Reading:

- It is critical to have a strong understanding of the current state of knowledge in scientific areas of interest. Advisees are to regularly read peer-reviewed articles and review articles in scientific journals, and to attend a journal club.

Writing:

- Writing is an essential part of the research process and often the most challenging. I view writing as a skill that requires consistent application and practice. Therefore, I expect advisees to develop and stick to a writing routine. I will work with advisees to help them improve scientific writing skills.
- I strongly encourage advisees to participate in grant proposal writing workshops and other mechanisms to improve their writing skills.

Publications

- I expect my advisees to take the initiative in preparing manuscripts for publication. Advisees should generate a first draft of a manuscript that can be used for further editing and re-writing in collaboration with me. An excellent resource is Ian Baldwin's video "[Making scientific writing painless](#)" and companion [paper](#).

- Discussions about authorship on manuscripts should occur early in a research activity that is likely to lead to a publication, particularly research activities that involve collaborations with individuals outside of the lab or University of Minnesota.

Meetings

- Advisees should meet with me in person on a regular basis. The frequency of these one-on-one meetings may vary over time but is typically at least one meeting each week. I am always available by E-mail or telephone, and I promise to respond promptly to any and all communications from my advisees.
- Advisees are expected to attend regularly scheduled lab meetings.
- Advisees are always welcome to come to my office if they feel it is important we talk.

Seminars

- Advisees are expected to attend the Invited NSCI Seminar Series and to seek out opportunities to meet with invited external speakers. This is an outstanding networking opportunity.
- As a member of our scientific community, I expect PhD advisees to attend and present at the GPN colloquium as required by the GPN graduate program.

Independence

- In order to be successful in the lab, advisees must be able to work without daily input or guidance from me. I am always available for consultation and advice. It is the responsibility of the advisee to proactively meet with me as guidance is needed.

Teaching and Mentoring

- I expect my advisees to participate in teaching assignments as required by the graduate program. For advisees who have a strong interest in a teaching career, I will support participation in teaching activities, such as Preparing Future Faculty.
- If interested, I encourage advisees to seek out opportunities to mentor undergraduates interested in obtaining research experience by working in the lab. Advisees interested in mentoring undergraduates will be expected to complete the CTSI online training course "[Optimizing the Practice of Mentoring: An Online Curriculum for the Professional Development of Research Mentors](#)".

Assessments

- Advisees should expect to meet with me at least annually to discuss overall progress and goals. I also expect my advisees to meet with their thesis committee at least every 6-9 months.

Independence

- I will work with trainees to help them become increasingly independent and increasingly responsible as they progress in their thesis research.
- I will be supportive, equitable, accessible, encouraging, and respectful. I expect trainees to recognize that constructive criticism and feedback is intended to improve their work.
- I will be an advocate for trainees during their time in my laboratory and as they continue their specific career pathway.

Professional and Career Development:

- Students can successfully pursue a diversity of career paths upon completion of the PhD. I encourage and support this diversity of career goals for advisees and will work with advisees to help them obtain the experiences and skills needed to successfully achieve their desired career

goal(s). In order to be an effective advisor, it is important that advisees discuss with me the range of career paths of interest to them. I understand that professional and career development may require additional work outside of formal research activities in the lab.

- I strongly encourage advisees to utilize an Individual Development Plan (IDP) to guide their professional and career development. This can be an IDP developed by the advisee's program or the IDP available at the [myIDP](#) website.
- Effective communication is an important competency for success in any career path. I encourage advisees to participate in activities that develop strong communication skills.

Research Conferences and Meetings

- Attendance at research conferences and meetings is essential not only for keeping up with the latest advances in scientific areas of interest, but also for establishing, maintaining and enhancing professional networks. I expect advisees to attend local, regional, and national research meetings and to present their research at these meetings. I will do my best to provide financial support to attend meetings, but also expect my advisees to make efforts to obtain support for attending meetings.

Personal Life and Wellness

- A personal life outside of the lab is important for wellness, and also improves your work productivity and creativity.
- Advisees, be aware of the [mental health and wellness resources](#) available at the University of Minnesota and utilize them as needed.

Professionalism and Ethics:

- Research conducted in the lab should be of the highest quality and integrity. All will maintain ethical standards in research and scholarly work, including compliance with institutional and federal regulations for research, as well as issues of copyright. I expect advisees to complete required training in the Responsible Conduct of Research and to be prepared to engage in discussions with me and other lab members about research ethics, rigor and reproducibility. I support any additional training in this area sought by advisees.
- I expect advisees to maintain an accurate and detailed record of their research. It is critical that these records be accurate and sufficiently detailed so that every experiment could be successfully replicated by another scientist.
- Advisees are to be good laboratory citizens: help train new students, help maintain equipment, and ensure supplies that are jointly used are maintained.
- I expect advisees to meet laboratory as well as program-related deadlines.
- All of your professional correspondence should be conducted as if you are communicating with me, whether you are communicating with undergraduate researchers, laboratory and unit staff, or staff members and advisees in other labs or at other institutions.
- Harassment, discrimination and sexual misconduct will not be tolerated. All University of Minnesota faculty and staff are required to complete the [Preventing and Responding to Sexual Misconduct](#) training.
- We must all contribute to creating an environment that is welcoming, inclusive and respectful for all. We must continually educate ourselves, examine our biases, and work to combat systemic racism and injustice. Any incidents of discrimination, bias or racism will be called out and should be reported to the [Bias Response and Referral Network](#).
- We are fortunate and privileged to be able to conduct biomedical research that leads to discovery and career advancement. Members of the lab should have a commitment to collective

as well as personal success. They should model gracious professionalism, treat themselves and others with respect and grace, be curious and passionate about their work, and contribute to a safe, open and fun environment.

Timeline and Time Management

- The expectation is that PhD advisees will complete their PhD training in 5 years or less, and MD/PhD advisees are expected to complete their PhD training in 4 years or less. In addition to a substantive thesis, completion of PhD training will result in at least one first-authored peer-reviewed publication in a scientific journal. In addition to research, writing and reading that is directly related to thesis research, additional professional and career development activities need to be completed in order to establish a full range of competencies for success in a desired career path. Thus, I expect advisees to work diligently and to develop and utilize effective time management strategies.

Conflict Resolution

- Advisees should speak with me or anyone else if there are concerns about interactions with me or with other members of the lab. If an advisee is uncomfortable speaking with me, please reach out to the graduate program DGS, the Associate Dean for Graduate Education in the Medical School, the department head or the [Student Conflict Resolution Center](#).

Recommended Reading/Viewing

- [7 Habits of Highly Effective People](#) by Stephen R. Covey
- [Crucial Conversations: Tools for Talking When the Stakes are High](#) by Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler
- [The Last Lecture](#) by [Randy Pausch](#)
- [Wait, What? and Life's Other Essential Questions](#) by [James Ryan](#)
- [Equity in Science](#) by Julie Posselt
- [Get comfortable with being uncomfortable](#) by Luvvie Ajayi Jones

Other Resources

- [Student Conflict Resolution Center: The Dignity Project](#)

Commitment to justice, equity, diversity and inclusion

I am committed to creating and sustaining a supportive and inclusive community that values equity and welcomes all backgrounds and perspectives. For the laboratory, I work off of the framework established by Chaudhary and Berhe in "[Ten simple rules for building an antiracist lab](#)". Increasing the diversity of our community in science is not sufficient. I acknowledge that systemic changes are needed in long-established cultural practices that define academia in order to truly create a culture that fosters belonging, celebrates the unique capabilities of each individual, and allows each of us to thrive by being our authentic selves. A true sense of belonging is fundamental to our personal and collective success, and our overall wellbeing. Our efforts take place in the context of a broader society where systemic bias and discrimination exists and must be addressed. The humility mindframe necessary for justice, equity diversity, and inclusion work is one that is not always recognized or rewarded in academia. I recognize and acknowledge that I am not the expert and that my knowledge is partial, I commit to remaining open to others, I will openly and honestly examine and acknowledge my own biases, and I will advocate for others.

This advising statement is current as of 7-2024