

My philosophy in advising is based on building structures of support that allow all students to thrive. Students have different preferences regarding work schedule and flow and I believe everyone should find their own rhythm. Thus, my goal as their advisor is to provide a basic set of scaffolds and collectively build out different routines that match individual student needs. I have three-pronged approach, outlined below.

## 1 Building Community: Weekly Research Group Meetings

A PhD program can be lonely, and despite open-door policies students may feel reluctant to ask questions or perhaps are not sure what questions to ask. Learning from peers both directly and indirectly is a rewarding experience but after classes and qualifying exams that group dynamic can easily be lost. One of the most helpful and enriching experiences I had in grad school was a research group that met weekly to discuss each other's work and ideas, as well as present our own. As soon as I had a critical mass of students, I started my version of this group.

In my group, everyone presents at least once (ideally twice) and presentations can be brand new ideas or more seasoned papers. The group also has a Slack channel where participants can ask each other questions (for example, about methods or data). All my PhD student advisees are part of this group, along with a couple of additional "interested" PhD students, as well as my pre-doc and undergraduate research assistants. This builds community, and seeing papers at all stages (from idea to "ready for public consumption") from folks across all stages of their research careers is particularly helpful.

Open and constructive discussions on how to frame research questions and clarify contributions are useful to engage with or just listen to, especially as we apply them to different topics every week. Also, presenting is a skill that can only be honed by doing it repeatedly. Participating in the group ensures students are presenting at least twice per term, and my experience has been that students incorporate both the feedback they directly get and the feedback they see others receiving.

## 2 Building Rapport: Monthly Check-Ins

Seeing my students weekly in our research group meetings is the best way to keep track of their work and be generally available for quick chats, but I also like to complement these with monthly check-ins about their work. For these check-ins I ask students to put together a short presentation that outlines what they've been working on, what has been going well and where they are stumbling. Presentations can be as short as it is useful, as the practice is meant to serve as an agenda and aid for students to organize their thoughts to make the discussion productive. By having to send this ahead of our meeting, it ensures that they are ready with an update and I have time to think about the issues they want to discuss and have deeper feedback.

My experience has been that having these meetings scheduled ahead of time also give students who need external deadlines a reasonable set of "mile-marks" they aim for during the year. If they cannot meet their goal for some reason, we can reschedule meetings but either way the meeting is more productive because everyone is prepared. Combined with the weekly meetings, this lets me always have a good idea of where my students stand.

### 3 Building Resilience, Encouragement and Support

I encourage my students to treat their PhD like a job, and focus on building their research agenda as well as professional skills. As a PhD program (post qualifying exams) is often made up of largely unstructured time, I encourage students to build a weekly routine that helps them learn the times of the day (and the week) that they are at their best to perform the various tasks that need to be done. For example, when are they best able to absorb new knowledge (reading time)? When are they most creative (writing/thinking time)? When are they least creative (good routine coding time)? Once they have this, I encourage them to try to stick to a schedule as well as possible, making sure to then include self-care in the routine including personal engagements and physical activity (walking, exercise, etc).

I have an open-door policy and students know they can always reach out if they need additional support. I have started building a ‘resources’ page on my website including productivity tools that I have found helpful along with advice from trusted colleagues, and I will continue to build this page as I collect “frequently asked questions” over time.