

Agreement for research in UBC Baby Learning Lab Honours Project and Directed Study Students

Part I. Welcome to the Lab! and What you can expect from Dr. Emberson (Lauren).

- My role as the Principal Investigator (PI) of the lab. I have a unique role in the lab and that means that I have a different set of responsibilities from other researchers in the lab (e.g., graduate students, postdocs, staff members, undergraduates). In general, I conceive of my role as being the person who is responsible for the lab as a whole and who determines the direction of the lab. My personal analogy is that I am the host of our research party. I decide on the invite list, I am responsible for the overall theme (perception, learning, development, the infant brain!), I try to make sure the party has everything it needs (snacks! decorations! Or maybe grant funding, a new lab coordinator, more undergraduate RAs). I am responsible if we get too loud, and the neighbours complain. If a guest is problematic, I am also responsible for showing them the door. But, the party is for all of us. **We are here to push the boundaries of human knowledge through research, to learn and grow as individuals, to share what we find and what we do with others through outreach and education, and to have fun (in our geeky/nerdy ways!). Welcome to the research party!**
- I will work hard for the good of the lab. The success of each member of our group and the lab as a whole is my top priority. This work involves supporting individual members, the whole community as well as individuals that we are connected to outside of the lab (colleagues/collaborators at our institution, at other institutions, granting agencies). Another key part of my role is building and maintaining the financial and administrative infrastructure of the lab, as well as connecting you to opportunities outside of the lab (e.g., in the department and in the field).
- Feel free to call me Lauren. For undergraduates that I interact with outside of the lab, I prefer for them to call me Dr. Emberson (Dr. E) or Prof Emberson (Prof E) but, once you are a member of the lab, we have a different relationship, and I will be very comfortable and even prefer if you call me by my first name: Lauren. That's what the graduate students, postdocs, lab staff et al will call me, so you can too. Relatedly, properly pronouncing everyone's name in the lab is a high priority for me. I may ask you to teach me how to say your name (likely more than once, this isn't my strength but I am working on it).

Being a helpful and supportive mentor

- I will be available for regular meetings. We will generally interact in three types of meetings: Project meetings (e.g., sprint meetings), one-on-one meetings and larger group meetings (e.g., lab meetings). At our scheduled project meetings (e.g., sprint meetings), we can address anything related to your research projects. Your research advisors will attend these meetings as well. It is a time for all of us to work on our research projects collectively. To share our recent work, receive feedback and make a collective plan moving forward. In addition, you are also welcome to schedule one-on-one meetings with me to discuss anything in your work life. **It is my responsibility to help you succeed**, and I can do that best if I know what's going on in your life. It is a great time to discuss new research ideas, bring up your questions or concerns also to discuss your future career goals and how your time in the lab can help you get there (including things I can do like connect you with other folks, write letters, shift your role in the lab). There are a myriad of uses to these one-on-one meetings, and please try to use them well. We will also interact during larger group meetings like lab meeting. Often for these meetings, it is an opportunity for group discussion on a variety of topics from the practical to the theoretical. I welcome and encourage you to contribute your perspectives to these meetings (but I know at times it can be hard to do so!). **I prefer for you to come prepared to each meeting** (e.g., with an agenda or at least a specific idea of what you want to talk about, with updates prepared on your research progress including examples, graphs, results, when applicable, having done the readings and with thoughts/questions prepared, etc). When relevant, feel free to share materials or data with me ahead of time via email, and I will do my best to look at them in preparation. Meetings are the main venue by which our working relationship will thrive and the best form of communication for us (i.e., long form! and in person or "in person"). Also, feel free to stop by my office if the door is open for unscheduled meetings or more informal chats. If I'm busy and not available for an unscheduled chat (e.g., writing), I will close my door. If you have a meeting scheduled and my door is closed, please knock. You are on my calendar and thus are my priority! ☺

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- Feel free to complement our meetings with other forms of communication. Email is a great way to communicate with me especially about smaller items (e.g., follow ups from our meeting, short questions) but expect a lag time. I try to keep my email up to date within a day or two, but I often fall behind and particularly in busy times (e.g., when I have a grant due, I'm traveling or have a lot of family obligations). I don't respond very quickly to emails on evening or weekends, because I spend this time with my family and doing non-work activities. You can call or text if something is urgent and other methods of communication haven't worked (e.g., you are concerned that I won't submit a recommendation letter on time and it is due today) or if I give you the ok to communicate with me this way (e.g., I am traveling but we are urgently working on something and I know I won't be very up to date by email). We haven't started using Teams yet but that might be a way to get more of a text-like reply.
- Personal life boundaries. One goal I have as your PI is to see you as a whole person. You have a life outside of the lab and so do I! These lives are extremely important. However, I also want to have boundaries regarding our personal lives. I view these boundaries as being important part of our functional professional relationship and maintaining lab harmony. To provide an example, one frequent problem regarding bias in labs is when a PI plays 'favourites.' Playing favourites often happens when the PI makes stronger personal connections with one member of the lab than others (often with someone that they share identity characteristics with), and this often bleeds over to giving that personally-preferred person different professional opportunities. Who you are as a person outside of your research/academic identity should never affect how you are treated professionally, the professional opportunities that you have etc. For this reason, I try to maintain some personal boundaries from the folks in the lab. The logic here is that it is natural to connect with some people more than other (we are human) but I don't want those people who I connect more easily with to become preferred professionally (e.g., to have better access to me). However, this doesn't mean that I am not interested in you as a person. For example, we might have personal interests in common (some of mine: plants, cooking, backcountry hiking, crafts, dogs, traveling, the Indigenous history of North America, activism, raising kids). I am open to discussing these shared interests with you and will enjoy that greatly. However, I want to make sure that these discussions don't overtake what the main purpose of relationship is (to do great research, learn, grow, get you where you want to go in your life!) and to head us into this world of playing favourites.
- However, communicating about personal lives at times is important particularly if it gives context about what you need in your work life. This is part of goal to see you as a whole person. Are you having stressful time because of something personal? Do you need more structure and accountability to help you through this time? How do your personal goals influence your professional priorities at the moment (e.g., coordinating your professional goals and the professional goals of your partner)? You don't need to communicate details to me if you don't want to (unless I need to know for some reason and then I will try to be as respectful as possible), or you can communicate details if you feel like it is important to you that I know. I will do the same. The lab was one of the first groups of people that I told when I was pregnant (when I was ready for it to be public information).
- If a boundary is crossed. If I cross a boundary in these or any other communications, please let me know in whatever way you are able (I prefer direct but respectful ways but will do my best to look for indirect ways). If you cross a boundary (e.g., asking about something too personal), I try to simply say that I don't want to discuss that but sometimes use more subtle communication (e.g., changing the topic, backing off). In general, I view it as my responsibility to communicate my boundaries clearly to you if you are crossing them. If you are able to communicate re: your boundaries with me, I will appreciate that and welcome it but, as your PI, I see it as my responsibility to try to be disproportionately sensitive re: boundary crossing as I recognize that it is hard to communicate this to those in authority.
- Everyone in the lab is important. One negative aspect of a hierarchical structure that we actively work against is the perception that folks in certain positions (e.g., more admin positions or more junior or entry-level positions) are less important or should be less valued than others. That is not the case and please let me know if you are made to feel this way. I started my research career as a volunteer undergraduate research assistant (at UBC in Kenny in fact!). You being in your position and me being in my position is largely a quirk of history (I was born before you! And have been doing this longer and made this the focus of my working life) and not because I am inherently better or different than you. As you will see below, in

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many ways, undergraduate researchers are THE MOST important folks in the lab.

- Everyone's voice will be heard vis a vis decision making. Decision making for the lab largely happens behind closed doors, so to speak. I have regular meetings with lab staff (e.g., the lab coordinator) and this is where major decisions regarding recruitment, lab direction, undergraduate RAs etc are made. I see this lab staff as representing both their views and also those who they work with. I trust them to be the eyes and ears of the lab. If you have an idea or think we should do something differently, and feel comfortable doing so, please talk to those who you work with (i.e., your supervisors) and they can represent that in meetings with me. **If you don't feel comfortable communicating it with them, we have the equivalent of a comment box for anonymous comments.** You are also welcome to bring it up with me directly if you feel comfortable.
- I will listen. At each meeting, tell me what you want to discuss, what you've been thinking about, and what's on your mind. I know how important it is for an advisor to listen. I will do my best to hear you out and have informed discussions about research, the lab, your career goals, etc. Note that I will push back on your ideas or decisions if I feel there's validity to my perspective. **I will push my ideas as if I'm right and listen as if I'm wrong. This is my training as an academic and a scientist.**
- I will strive to be supportive, equitable, accessible, encouraging, and respectful to you and everyone in the lab. If I am not acting in this way, I welcome for you to communicate that to me, respectfully but directly if possible. If that feels uncomfortable (and I entirely understand that), please find another way to let me know. Either through communicating with someone else in the lab who can share it with me (they can do that anonymously) or through the comment card (see above).
- Assist in managing conflict or differences among members of the lab.

A positive, healthy lab culture.

- I have worked to create a lab that's full of generous people. My hope is that you will benefit from and contribute to this culture during your time in the lab.
- I will be a human shield and protect you from external forces that would negatively impact your research.
- I will provide a work environment that is safe and free of harassment. If you have experienced anything that has substantially upset you and that you think is harassment (of any form), there are many ways to reach out to me (see above), and you should reach out in the way that feels best to you. If you don't feel comfortable reaching out to me directly, you can also reach out to your direct supervisor or someone else that you trust in the lab and they can reach out to me on your behalf. We also have the anonymous comment box but just know that doesn't just go to me, it goes to a number of the research staff. There are also options for reporting at UBC but my preference would be for you to report to me first and we can decide the best route forward (including elevating the issue beyond the lab and to the department or UBC). You can also feel free to approach me about other problems of this nature that you may have experienced or witnessed outside of the lab.
- I will actively prevent and avoid unnecessary drama, because it reduces your quality of life both inside and outside of work. Drama affects everyone's ability to be at their best. Note that harassment and other negative treatment is not drama. I consider drama to be non-productively dealt with conflict or folks engaging in negative behaviour for attention, entertainment, etc.. Ideally, conflict and disagreement don't happen often, but they are natural and can be dealt with respectfully and productively. If you don't know how to do that in your current situation, please reach out to supervisors, trusted people, myself etc. If in doubt (is something drama or not), reach out!
- I will try to help everyone - including myself - learn from mistakes.
- I will promote open science.
- I will provide a work environment that is intellectually stimulating and emotionally supportive.
- You will receive recognition for your work (authorship). Most undergraduates join the lab to get some research experience to help them decide what they want to do with their careers or to add to their resumes. Often, undergraduates (particularly undergraduate volunteers) don't receive authorship on research projects they are involved in. This is usually because their involvement/responsibilities are at a different level than the other researchers involved (e.g., family recruitment rather than experimental

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design). However, as an honours student or directed studies student, this can be different. As a member of the research team, you have an opportunity to get heavily involved in the project, take on a leadership role in the project and contribute in a way that would be recognized with authorship. So, if authorship is something you are interested in, I encourage you to take a proactive approach to it. If you are willing to give the time and take on the responsibilities that that entails, please let your advisors know. If you think you are contributing substantially to the project and authorship has not been brought up with you, feel free to initiate conversations about this with your supervisor and/or with me, particularly after you've had a bit of time to be involved in the project and determine how you will contribute.

Help with requirements and professional milestones.

- I will help guide you through your program requirements, etc. However, I will rely on your own monitoring of deadlines and requirements and communication to me of what you need and when.
- I will support you in your path toward academic and non-academic careers. You can always count on me to cheer you on for research and/or teaching positions at universities, higher ed admin, industry, data science, government, nonprofits, education, and more. In my opinion, the best outcome of your time in the lab is that it facilitates the next step on your professional path. If your next step is not academia, I will happily support you in that next step (and beyond).
- I will make every attempt to help you land your next position. Broadly, I will help you meet relevant people, I will connect you with opportunities and help you make the transition to your next position (and beyond). It is never too early to start talking about and thinking of next steps so you can focus your time in the lab to get you where you want to go! Don't worry that this conversation will offend me. In my view, part of being an undergraduate is exploring your options. For example, if you are interested in working in another lab after working in mine, let me know and I can help you successfully make that transition!
- I will provide honest letters of evaluation for you whenever you request them. Writing letters is an important part of my job as it supports you and your career development. Since I rarely work with undergraduates directly, I may write it in combination with others in the lab who you worked with. So when you ask for me to write a letter, please remind me who those individuals would be. Letter writing can be unnecessarily burdensome on faculty members because of the time involved. I have many people to write letters for (I am still writing letters for folks that I advised at the University of Rochester back in the early 2010s!). Moreover, there are seasons of letter writing where I have many, many due each week from many different people. So, please give me as much advanced warning as possible (it honestly can't be too early! I'll just put it in my plan and on my calendar) and include all the information you think I might need. Please also be organized with a list if you have multiple letters that includes deadlines, any particularities of each letter, how they will be submitted (email, URL request). I will submit all the letters at once as it is easiest for me. So do your best to not make additional requests after the fact and have all the requests waiting. I will write you when I've submitted so you know. I try not to leave them to the last minute as I know it can be stressful (I remember refreshing the page every day to see if my recommenders submitted!), but I am also juggling a lot so this might not always be possible. If it is urgent and you've already emailed to remind me and not heard back, get in contact with the lab manager/coordinator (they will text me) or text me if I've given you my cell phone number. If you are stressed, feel free to communicate that to me and remind me. I've only once had a student remind me too much (and I just told them what was happening and everything was fine!).
- I am committed to mentoring you, even after you leave my lab. I will gladly advise and guide your career development – to the extent you wish – long after you leave. I will happily write you letters as long as they are useful to you. Never hesitate to contact me any time in the future for help. If you want to maintain contact with me after you've left the lab, please do. I like staying in touch. Often through sporadic emails. However, don't feel obligated and if it doesn't feel genuine, don't sweat it. You can always ask me out of the blue to do something to help you out even years down the road. There is no need to maintain contact to ask me for further support. Recent example, two undergraduates that I mentored in 2013-2015, wrote me this year to ask for letters of recommendation as they wanted to apply for graduate school in research and didn't have any letters in the interim period from an academic mentor. I was happy to write them letter (or update ones from the past). No need to keep in touch just to ask for support (that you are

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entitled to) in the future.

- I will help you in your career goals. One of the most important things about undergrad is that it is a time for you to explore your interests and find your path. As an undergraduate, I worked in several different labs before finding my research niche (and even then I kept exploring). This position is meant to contribute to your career trajectory and goals. So please, communicate to myself and your supervisors/advisors as these are unfolding. Don't worry if that goal is not staying in our lab for your entire career. We are happy to connect you to opportunities outside the lab (even in other labs). For example, "I've loved my time in the lab, but, for next year, I'd like to do more social psychology work as I'm very interested not just in learning but in social learning. I've looked into some of the social labs and I could use your advice on XYZ." A positive outcome of your time in the lab is you gaining more experience and understanding of your interest in research (even if that is knowing that research isn't your thing) and gaining skills to take you where you want to go.
- I will lead by example and facilitate your training in the skills necessary to be a successful scientist.

Part II. Here's what to expect from our supervisors/direct mentors

- We work together as a team but more than likely, you will be directly supervised by someone other than me. Because I have a different role in the lab and are not involved in the day-to-day of research (e.g., data collection, analysis), you will likely be advised by a graduate student, postdoc or full-time staff member who can help you with the specifics of what you need to do.
- Consistent support. Your supervisor will be communicating with you regularly through various avenues (meetings, emails, messages on Teams) to communicate expectations, and being present to provide support to you when needed (e.g., answering questions).
- Supervisors will set expectations for your projects. This will be in tandem and coordinated with the plans that are set out in our broader project meetings.
- Supervisors will deliver feedback. This feedback will be respectful, helpful and constructive.
- Renewable perspective taking. Your supervisor will be open to feedback on how they are supervising you and what you need. They understand that they have an imperfect understanding of how they are as a supervisor/mentor and are open to constructive (and respectful) feedback to improve.
- Understanding that you are a whole person. You are much more than a person who works in this lab. While we want you to focus on this professional opportunity and be highly professional, your supervisor will be open to understanding how this position relates to your goals (career and otherwise), your priorities in life, as well as how personal struggles may at times impact your work (e.g., if you're having a hard time outside of the lab and need extra support or accountability or need a break from these responsibilities).
- Treat you with respect. And show appreciation for your important and unique role in the lab. Giving you credit for your contributions to the lab and their research projects both in the moment and after the fact.
- Assist you to overcome any cultural difficulties with norms and expectations. This lab is at the intersection of many cultures and you might experience or encounter cultural differences at any or all of these levels: Vancouver (North American West Coast), Canada, academia, research, psychology, this lab culture and also interactions with families in the Greater Vancouver Region. These are topics that your supervisor will be open to discussing with you at any time.
- Assist in prioritizing your responsibilities given your limited time. Always feel free to communicate to your supervisor if you feel like you have too much on your plate. They can help you to make a plan and determine what to prioritize (and what might be able to be given to someone else to do).

Part III. Here's what I/we expect from you

Take ownership of your time and your responsibilities in the lab.

- Acknowledge that you have the primary responsibility for your success. This success hinges on your

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commitment to your work. You should maintain a high level of professionalism, self-motivation, engagement, scientific curiosity, and ethical standards.

- Ensure that you meet regularly with your supervisor, attend the project meetings and other meetings you are invited to. At these meetings, be sure to provide everyone with updates on the progress and results of your activities and experiments. Make sure to also use this time to communicate new ideas about your work and challenges that you are facing. Remember: We cannot address or advise on issues that you do not bring to our attention. We also know very well how hard research can be at times, bringing up these challenges is the best way to get help and support to move through them rather than hiding the challenges.
- Follow through on what you say you are going to do, in a timely fashion. Once a decision has been made (e.g., that you will do X and someone else will do Y), you will be largely responsible for making that happen. This is part of the independent spirit of academia. So please step up to this trust that we have placed in you and follow through on your commitments and do so in a timely fashion. If you can't (for whatever reason), please communicate that to your supervisors as soon as possible.
- Become comfortable with not knowing. A big part of research is not knowing. In fact, if you get deeper into research, you will start doing work with less and less certainty. This is how we push the edge of human knowledge: by getting outside our comfort zones and doing something no one has done before! So it is ok to not know. But you need to ask questions, learn, figure out what to do. Part of doing that successfully is admitting and feeling ok about not knowing. That is ok in this world. It is part of what we do!
- Be honest when you make mistakes. There's no need to feel embarrassed or worried. We have all made mistakes. We can address **any** mistake in a productive way, and it is best if it is done as quickly as possible. **No one will never shame you for bringing mistakes to their attention.** In fact, I try to congratulate folks for finding the mistake (often not easy to do! and shows that you are being diligent) and your bravery in correcting it.
- Take initiative – as you become more familiar with the lab and with the research, you'll become more familiar with the routine of the lab. If there's something you're interested in learning more about or getting more involved in, reach out to me or another lab member! If there's something that you know needs to get done in the lab and you know how to do it, feel free to do it! If you have free time, ask if you can help with something.
- Be knowledgeable of the policies, lab procedures, etc. relevant to you. If you need further training, please let your supervisor know.
- Ask questions – we want you to understand everything that you are doing and why you are doing it. We also want to hear your voice when we discuss research. Questions (asking and answering) is one of the most important things that we do as academics. So please feel free to ask yours! In your training, if you ask questions, you will be less likely to make errors and you will be more likely to help us modify and improve our procedures! We want this to be a valuable research experience for you. It may seem like there is a lot to learn, but you will pick it up quickly. You will pick it up much quicker if you ask questions when you don't understand something! We've all been there and we'd much rather you let us know that you're confused so we can explain the concept to you in a better way! Do not hesitate to ask if we can review something for the 100th time. It's always better to ask!
- Understand that there will be cyclical highs and lows. This job (i.e., being a researcher) is hard. Some days things feel unbearably slow and other days when you have a breakthrough can be thrilling. We have all been there. Feel free to communicate about both these highs and lows with the folks you are working with (including those that are mentoring/supervising you). Remember to always be respectful but it is ok to say "Man. I am finding this video coding so tedious right now. I'll get it done but I wanted to let you know how I'm feeling." And I anticipate that you will find an empathetic ear to listen and support you through this. ☺

Be generous. Be a team player.

- Attend and actively participate in all trainings, lab meetings, seminars, and talks. Participation in lab

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meetings does not mean only presenting your own work but providing support to others in the lab. Asking questions is just as valuable as giving presentations! If there is a reading for a meeting, read it and come prepared with things to say. If someone is presenting or giving you some training, pay attention and give all the feedback that you can. If you feel shy in group contexts, you can email (I often start an email to someone during the talk and use that to take notes and then send it to them afterwards). We can also brainstorm ways that can help you to more actively participate in these contexts.

- Strive to be the very best lab citizen. Take part in shared lab responsibilities and use lab resources carefully and frugally. Maintain a safe and clean lab space where data and research participant confidentiality are protected. Respect individual differences in values, personalities, work styles, and theoretical perspectives. If you treat a colleague with disrespect, or if you talk down to someone in an egregious way (regardless of your respective ranks or roles), we will have a problem.
- Try to spend your time in the lab. There is no better way to contribute to the lab and to maximize learning than actually being there. If you have some time between classes, feel free to come to the lab and hang out in the common areas. Be respectful of those who are working but you are welcome here even when you are not working. Casual conversations in the hallway can be extremely helpful. Note that this is a moving target with Covid procedures. But when given the opportunity and it is consistent with your feelings of risk and safety, please try to spend time in the lab physically. If you can't do that, please do your best to interact with the lab digitally (email, messaging, online meetings).
- Help others learn whatever precious knowledge you possess! Help mentor and train other more junior undergraduates – it's a crucial part of your professional development.

Develop strong research skills.

- Take advantage of your opportunity to work at a world-class university by developing and refining stellar research skills. There's high-quality science happening all around you. We will share opportunities with you, but please reach out if you're looking for more ways to get involved or if you want to expand your skills or interests in a different direction, even within the lab! The more we know about what you want to do, the more we can work to make that happen.
- Maintain detailed, organized, and accurate lab records. Be aware that your notes, records and all tangible research data are my property as the PI. When you leave the lab, a full set of all data must stay on the lab server, with appropriate and accessible documentation. You may also take a copy of the data when you go. If you want to do something with the data in the future, talk to me and we'll figure out the best way forward. **Keep the server up to date with data, analytic code, etc. If possible, work from the server so this is never an issue.** Don't wait to do it all around the wrap up dates for your part in the project (e.g., end of semester) or when you are leaving the lab. See the lab manual for more specifics on what I mean here and how this relates to open science.
- If you have a lab computer, make sure it is being backed up. It is super important that your computer be backed up. If you are not sure if this is happening, see me and we can sort it out. I am responsible for making sure that the server and the lab computers are getting backed up.
- Be responsive to advice and constructive criticism. The feedback you get is intended to improve your work. Sometimes it can be hard to get this feedback but do your best to not take it personally. However, if you sense unfair treatment from anybody and to anybody, please tell your advisors, myself (Lauren) or communicate it some other way.

Work to meet deadlines.

- Strive to make and meet deadlines: this is the only way to manage your progress. Deadlines can be managed in a number of ways, but I expect you to work your best to maintain these goals. We will establish mutually agreed upon deadlines for each phase of your work. Treat these respectfully like they are externally determined deadlines (within reason, sometimes we don't anticipate how hard something might be e.g.,). You should find a balance between your different obligations (e.g., research, teaching, mentoring, taking classes, administrative responsibilities). If you are unsure how to weight these things, please talk to me. As long as you are meeting expectations (i.e., hitting these goals), you can largely set your own schedule. It is your responsibility to talk with me if you are having difficulty completing your work

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necessary to meet these deadlines. I will consider your progress unsatisfactory if I need to follow up with you about completion of your lab work or you are consistently not meeting these deadlines.

- Be mindful of the constraints on my time and your supervisor's time. When we set a deadline, I often block off time to read and respond to your work. If I do not receive your materials, I will move your project to the end of my queue. Allow a minimum of one week prior to submission deadlines for me to read and respond to short materials such conference abstracts and two weeks or more for me to work on manuscripts or grant proposals. Please do not assume I can read materials within a day or two without prior agreement. I will always try to be as efficient and responsive as I can, but I have a myriad of other work and non-work constraints on my time.

Communicate clearly.

- Let me know the style of communication that you prefer. If there is something about my mentoring style that is proving difficult for you, please tell me so that you give me an opportunity to find an approach that works for you. No single style works for everyone; no single style is expected to work all the time.
- Do not cancel or not show up to meeting if you feel that you have not made adequate progress on your research. These might be the most critical times to meet with a mentor. Meetings are best if they are about both challenges as well as progress!
- Learn the value of having a lively exchange of ideas with others.
- Be prompt but also know that email isn't your #1 responsibility. Please respond promptly to emails from me, other professors, or anyone in our lab group, and show up prepared and on time for meetings. Here is what I mean by prompt: I don't mean within seconds. I try to respond to emails within a day or two. I expect you to do the same and ideally a bit more quickly as you have many fewer emails (I get 100s a day. It was a big increase when I became a professor!). However, we all must find a balance between being on email, doing our non-email work, and living our lives. I don't expect you to email back in the evenings, on weekends, when you are taking holidays (I encourage you to take a break from email and work during these times!!). If you need time to gather information and something is urgent, a good strategy is to acknowledge receipt of the message and indicate when you will be able to provide the requested information. However, if something is not urgent, feel free to wait to respond until you get the information necessary. **Generally, I prefer fewer more informative emails if possible.**
- Discuss work hours, sick leave, and juggling other responsibilities directly. Consult with me and notify fellow lab members if you are unable to make your work hours or research obligations because of personal/health challenges or other obligations (e.g., exams). We understand that you are juggling a lot and also want you to prioritize your mental and physical health. But please be strategic and smart in how you balance research and course demands. Research cannot always come second and it will be frustrating to your co-workers on your research if you consistently drop your research obligations, so try to plan ahead.
- Discuss any projects with me before you start them, to ensure that we're in agreement. **All research in the lab needs to be approved by me before it starts.** See the lab manual for more specifics on what I mean here and how this relates to open science.
- Openly talk to me about my effectiveness as an advisor. Regularly (e.g., the start of every semester or academic year), we will discuss your goals and take a moment to check in. Part of this check in is giving me feedback about how our advisor-advisee relationship is going for you. We can discuss ways to improve it, and I am excited about the possibility of doing so. I will also tell you if I am satisfied with the progress you're making. Throughout the year, if you feel uncertain, overwhelmed, or want additional/different support, please let me know. **I welcome open communication and consider supporting you to be an important part of my job.**
- Let me know, even if it is (possibly) negative. As a person, a scholar and an advisor, I value direct communication. Please communicate directly to me even if that could be negative. To give an example, say you are working on a research project and you are not finding it interesting or engaging. Feel free to let me know. There are times in research projects where it feels like a grind and I can certainly help support you when that is the case. But it is also possible we can shift to have you involved in a different

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part of the project, or, when the opportunity arises, get you involved in a different project. If I don't know how you are feeling, it is hard for me to help you find a better fit if it is needed. So this is an example where direct, even if on the surface negative, communication would be welcomed! ☺

Your position as a researcher in the lab

- Be professional and kind, always. Don't panic under pressure. Always stay cool and calm. If something goes wrong, that's okay. We aren't performing brain surgery. First, is the family happy? Second, is there any way that we can collect the data for this study or another study?
- Always communicate to families how thankful we are to them and how happy we are to see them. Make small talk with them. If they are not willing to participate, we cannot do our research. PERIOD. Moreover, their lives are incredibly busy (with little kiddos!), and they are making the time to come and volunteer their time. This needs to be treated with the utmost respect and gratitude. Always make the families feel appreciated and heard, sometimes you'll get new, interesting perspectives!
- Please don't use your phone when you are in the lab with families and be aware of being on your phone other times. Parents are aware of the behavior that is being modeled in front of their children so we don't want to model a behaviour that may be inconsistent with their views on phone use. It's also not respectful of their time. **Families are your #1 priority. If you cannot prioritize the families during your shift, this will be an issue for us to address together.**
- Dress appropriately for the activities you will be partaking in during your lab time. You will often be playing with children on the floor, so it's helpful to be comfortable and casual. We also need to make sure everyone is comfortable including all the lab members, the families and the children who visit (e.g., no graphics on clothing that are not child-friendly or very intense political messages that might not be shared by our families, no physically revealing or highly sexual clothing). You don't have to look professional the way you would in certain positions (e.g., semi-formal wear). It is also important to us that you are able to expressing your personal style and cultural norms in the lab. To make it concrete, bright green hair and cool hair cut totally ok! Pieces of clothing specific to your culture (even if it's not the dominant culture in Canada), absolutely ok and very welcomed! T-shirt with swearing or very strong political statements, alas not. Very revealing clothing, also not permitted. As with all of these, when in doubt or if any of this is concerning to you, please engage us in conversation. We will come to a respectful agreement of how to proceed, and we want everyone to be comfortable.
- Be aware of how you share information with others – we are responsible for keeping participant information confidential. We do not talk about babies with any identifiable information outside of the lab. For example, if you are talking with a non-lab member, you can say something like, "There was the cutest baby in lab today!" It would be inappropriate to say, "This adorable baby girl named Katie was in lab today!" When in doubt, don't talk about babies outside of lab.
- If there is a conflict between you and someone at the lab, please work with your supervisors to resolve it. I (Lauren) am always here to assist as well. During resolution conversations, please maintain a professional manner. While it is my responsibility to ensure the lab is a productive and respectful environment for everyone, you can do your part in this effort by communicating directly and asking for support when you feel you need it. **If you are consistently not contributing to this positive lab culture, you will be asked to leave.** You will receive feedback and given opportunities for change before this point, when appropriate. If you or anyone else ever seriously oversteps boundaries (e.g., engage in harassing behaviours), you will both be asked to leave, and I will get outside advice as to whether there are further consequences for these actions at the university level. I am not saying this to threaten you but to show you how seriously I take issues of inter-individual respect and lab culture.

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For us to add, items that are specific to our working relationship and your/my expectations/goals for our time working together:

1)

2)

Thanks, and I look forward to working with you.

Lauren Emberson

Date

Supervisor:

Date

Student:

Date