

Training

During the course of this award, I have been actively training three (3) PhD students and three (3) post-doctoral fellows. I meet with trainees on a weekly basis to assess project progress. Graduate students have yearly progress meetings with their committees where formal assessment is given on their progress and plans. Post-doctoral mentees are advised on career planning during our weekly meetings and all post-docs currently have timelines for submitting work for review (within 6-12 months) in order that they can be competitive for tenure-track jobs in academia.

I work closely with mentees on all aspects of experimental design, data analysis, and writing. Our weekly meetings serve to address progress in these three areas and to work together to think about data and co-write. I take the training of writing seriously, especially with respect to essay structure and scientific importance. To this end, all three post-docs in the lab have received independent fellowships from the Jane Coffins Childs Foundation, the NIH (NRSA), and the Marie Curie Foundation (Horizons 2020).

This upcoming year, I will begin formal IDPs. This is a new concept to me and one that was not used during my training. However, I am beginning to understand their value as formal assessment and evaluation tools, for both mentor and mentee.

Professional Development

I also encourage mentees in my lab to pursue training and professional development outside the lab. Members of the lab have become active in the Genetics Society of America and their leadership opportunities for early career scientists. Members of the lab have also had the opportunity to teach (as instructor of record) and to receive advanced training in pedagogical development through the University of Virginia.

Members of the lab have presented at the following conferences in the past year:

- Population, Evolution, and Quantitative Genetics Conference (May 2018)
- American Genetics Association
- Drosophila Meeting