

**Paula Ludewig Advising Statement
Medical School Rehabilitation Science Graduate Program
University of Minnesota**

I believe my role as a PhD advisor is to advance my trainees' career and launch their development of scientific thinking and expertise through direct engagement that facilitates guidance, and sharing experience and expertise. It is my goal in this advising statement to set clear expectations and responsibilities and help support my trainees professional and career goals. In general, I will help foster a sense of professional responsibility and continuous professional development, assist in building a mentorship team, and ensure continual movement towards successful completion of the PhD degree.

Research Goals

- I want to foster my trainees academic and career growth. I expect my trainees to develop concrete short term and long term research goals, to take ownership of these goals, as well as setting timeframes for reaching these goals.
- I expect my trainees to submit and publish peer-reviewed first author publications and contribute to middle authored publications as opportunities arise.
- PhD training involves development of specific scientific expertise. I expect my trainees to keep up with the literature. Generally, trainees should set aside time for reading the primary literature every day.
- I will read and respond to all work submitted to me in a timely manner, within the constraints of my other responsibilities which include the Physical Therapy Division Administration. I will strive to return all materials at least within two weeks of submission to me if we have agreed upon timelines for progression of the work. Submission deadlines for grants, abstracts and presentations will be the highest priority. When submitting manuscripts without specific submission timelines pre-established, please ensure we have a mutually agreed return time for feedback on the work.
- I expect my trainees to present their research findings at meetings at least once a year, starting no later than year 3. I will help facilitate the presentation of your research at meetings, both internal and external, and I will work with you so that your presentations effectively communicate your research.

Graduate Stipend and Funding

- I have the primary responsibility to provide for adequate funding of both the research and stipend for my trainees as set forth by the Rehabilitation Science PhD Program. This is my commitment to you. However, the direction of the dissertation may be impacted by the funding needed to conduct the work (e.g. funding for MR imaging). We will discuss these constraints as your dissertation project evolves. For occasional part-time students, stipend will be reduced or will not be provided.
 - I expect my trainees to be willing to help support themselves through teaching assistantships when those opportunities are available.
 - I expect my trainees to participate in the writing of grant proposals, including contributions to the non-scientific submission components and writing their own fellowship proposals.
 - I expect full time funded students to defer any clinical or non-University work within the traditional work week unless we have mutually agreed to alternate arrangements.
 - I expect my trainees to assist with lab data processing or experimental work starting in year 1, to the extent not funded by teaching assistantships.
 - The Rehabilitation Science Program will assist with support to present your work at scientific meetings.
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Meetings

- I will meet regularly with my trainees at a mutually agreed upon interval, and expect that trainees will also be available to meet with me. I recognize that this interval will vary with my trainee's needs overall and at specific times during the course of training. This includes both regular meetings and informal conversations. The primary weekly mechanism for formal meetings is the lab meeting. Formal individual meetings will also occur with the junior scientist in the lab generally on a weekly basis. Formal individual meetings with me will occur as needed and should be scheduled 1-2 weeks in advance through calendar invites.
- I expect my trainees to participate in all laboratory group meetings, as well as the seminars and programs related specifically to my trainee's research focus and graduate program. This includes all Rehabilitation Science seminars. Participation includes reporting on projects or activities in which you are involved, reporting on progress towards goals, and asking questions at meetings and seminars. Time conflicts may occur with classes in the first two years of the program and are automatically excused. Any other conflicts should be discussed with me in advance.
- I expect my trainees to meet with their thesis committees at least annually once the committee is established, and to participate in required annual progress meetings.

Professionalism

- I expect my trainees to be a good laboratory citizen: help train new students, demonstrate their work to visitors, contribute to "open houses", help maintain equipment, and ensure supplies that are jointly used are maintained. Lab safety and maintenance training will occur in the first semester after enrollment.
- I expect my trainees to maintain an accurate and detailed digital laboratory notebook. This is the legal record of research, and belongs to the laboratory and university, not to the trainee or me. It is critical it be accurate and sufficiently detailed that every experiment could be replicated by another individual and would yield a similar result.
- I expect my trainees to meet laboratory as well as program-related deadlines.
- I will set specific guidelines on work hours, sick leave, and vacation time, and these should be discussed and approved by me. I will help trainees recognize that the amount of time put into research will be directly reflected in the overall time to completion of the PhD. In general, completion within four years is possible with full time studies averaging 60 hours/week including off campus study, writing, and reading time.
- I expect my trainees to behave professionally and treat all others with respect.
- Trainees should speak to me if there are concerns about interactions with other lab members. If there are concerns about interactions with me, please reach out to the graduate program DGS or other program leaders. The [Student Conflict Resolution Center](#) is a helpful resource.

Ethical Behavior

- I will maintain ethical standards in my research and scholarly work, including compliance with institutional and federal regulations for research, as well as issues of copyright.
- I expect my trainees to complete all required training and maintain ethical standards for their research and scholarly work.

Independence

- I will work with my 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 my trainees to recognize that constructive criticism and feedback is intended to improve their work. A large amount of feedback will be provided through editing of written materials. This editing is typically provided concisely and directly, focused on implementation of improvements. The PI of the work is responsible for the final decision on text for grants, manuscripts, and presentations. You will contribute as part of a team to work for which you are not always the PI.
- I will be an advocate for my trainees during their tenure in my laboratory but also as they continue their specific career pathway.

Professional and Career Development

- I will support the professional development goals of my trainees, and work with them to help define what those will be and how to best achieve them.
- I recognize that we all need mentor teams. I will help my trainees identify and seek out external resources that will help them reach those goals if they are not part of the laboratory expertise or graduate program training.
- I expect my trainees to complete the annually required IDP Progress Report and use this as a tool to guide their professional development.

Teaching

- I support the teaching experience that is part of graduate program training.
- I will adjust expectations of my trainees during their semesters of teaching assistantships.
- I encourage participation of trainees in the Graduate School “Preparing Future Faculty” Program.

Personal Life and Wellness:

- I expect my trainees to take time for themselves, in order to ensure physical, psychological, and social well-being.
- I understand family or personal issues may arise which require schedule adjustments and I will support those as able.
- While there is no official vacation benefit for students, scheduling of vacation time and potential need to make up hours are dependent on the funding mechanism and should be discussed with me in advance.
- In case of illness, take the necessary steps to get well as a first priority. Please notify me as soon as reasonably possible of needed absence for illness or recovery.
- Trainees should be aware of the [mental health and wellness resources](#) at UMN.

Timeline and Hours

- I expect my full time PhD trainees to complete their PhD training in 5 years or less. Any adjustments to this timeline should be mutually agreed upon. Funding is not guaranteed if training extends beyond 5 years.
- This timeline typically includes completion of coursework in the first two years, completion of preliminary examinations in the third year, and completion of the dissertation work in years 4 and 5.
- I generally expect trainees to be present in the lab 8-5 all days the University is open, unless they are on or off campus in another training related activity, or we have a mutually agreed upon prior schedule arrangement.
- Because of my other duties, I often send emails or feedback in evening or weekend hours. I do not expect a response during those “off hours”, but a timely response during regular University hours is expected.
- I expect my trainees to have at least one first-authored, peer-reviewed research publication prior to completion of the PhD degree. This manuscript is typically initiated with the peer-review and publication course from existing data. Typically, additional opportunities for first-authored or middle-authored publication are available during the course of training.

We have discussed this advising statement and understand the expectations and responsibilities that come with entering into this advising relationship for PhD training.

Student Date: _____

Advisor Date: _____