About the Lab: The Thomas lab is in the Psychology department at Harvard University and is part of the Laboratory for Developmental Studies (LDS). The goal of the lab is to understand how infants and children think about social relationships, social networks, social groups, and related topics. Above all, I value a lab that has a culture of mutual trust and respect for all members, regardless of rank or position.

People in the Lab: At the time of writing, our lab is made up of me (the PI), postdocs, graduate students, post-bacc research assistants, lab managers, and undergraduate research assistants. The lab also hosts interns from Bath University who work full-time in the lab for a year and then complete a thesis under my supervision, and usually one of the senior members of the lab. We occasionally have outside members as collaborators as well. We have participated in the LDS summer internship program for the past 2 years, which runs for 9 weeks.

Work in the lab: Each of the senior members in the lab is in charge of a project or projects. I work with trainees to develop projects at the intersection of our interests. I am deeply involved in these projects from conception to experimental design, to analysis, and writing. I don't usually assign people ideas that are fully formed, nor do I expect trainees to come to the lab with fully formed ideas. I like brainstorming in meetings, but I also like to use writing to think through ideas. This writing can come in the form of diagrams, outlines, drafts, planning documents, etc. While other members of the lab might be involved in the projects, the lead author of a project is meant to serve as the project manager: they manage the project's workflow, including organizing data collection, processing, storage, analysis, and familiarity with relevant background literature. The primary interests of people in the lab may overlap, but I work hard to address issues where

substantial overlap may arise. I am open to creative solutions to issues that arise when there is substantial overlap. However, the goal of my lab is a 'junior colleague model' where individual members of the lab are working to create independent research programs.

My role as the PI is to set the direction and tone of the lab. I am responsible for our collaborations or relationships with other scientists, community organizations, and funding agencies. I work hard to obtain funding that supports members of the lab and their work. I am also responsible for coordinating with the other PIs (Jesse Snedeker, Elika Bergelson, and Elizabeth Spelke) in LDS to make decisions that affect all four labs. Our goal across labs is to have policies that maximize our ability to share resources and support one another's research.

My goal as an advisor is to train people who will conduct rigorous research in cognitive science. I aim to foster independence in my trainees by creating an environment of mutual trust. This looks different depending on the researcher's experience and their preferences. My goal for graduate students (especially if they want to stay in academia) is to develop their own research agenda by the time they leave the lab. For postdocs, my goal is to support and help them expand their existing research program. My goal for post-baccs who want to stay in academia is to help them become competitive as PhD candidates, often by developing and deepening their research interests. While these goals focus on success in academia, I also support trainees who want to leave academia or take alternative academic career paths. This might mean shifting priorities during their time training with me. The more people are open and honest with me about their goals the better I can support them. I like to get to know people, including what is going on with

them, their interests, etc. outside of academia, but I also respect that people have different privacy preferences.

Safe & Inclusive Environment. Science is a social activity. A top priority is to create a welcoming, inclusive, and supportive environment. I believe that this is essential for the creativity, rigor, and knowledge base that are essential for meaningful scientific contributions. We thrive when we get and give feedback on all parts of the scientific process. More broadly, I expect all lab members to teach and learn from one another. This can come in many different forms – learning skills from one another, learning about lab-specific practices, or learning about lived experiences that differ from our own.

Roles and Responsibilities in the Lab and LDS

LDS is a group of four labs that share resources and coordinate actions. The extent of this collaboration is more than other areas in the Psychology department. This is because of the extra difficulty and labor of testing infants and children. The interdependence also provides an excellent intellectual community and more feedback from one another, including PIs, other graduate students, postdocs, and undergraduates, than is typical in PhD programs. All members of LDS are required to attend one outreach event per semester. All members of LDS are required to follow protocols that allow us to maintain a shared database which has been in existence for decades. Changes to these procedures and protocols are not up to individual labs but are decided on collectively by the three PIs which must follow IRB protocols.

Specific Roles in the lab:

Lab managers work hard with me to create systems that keep our lab to the highest standards of academic integrity, rigor, and organization. The lab manager's job requires them to juggle many moving parts including, coordinating with the other LDS lab managers, recruitment protocols, data storage and organization, personnel hiring and managing, IRB protocols, and research assistant training. Part of their job is also to report to me about what is working well in the lab and what is not working well so that I can make informed decisions about policies. At the same time, the lab management position is meant to be a stepping stone to PhD programs, so that the more research experience they gain, the more competitive they become. When other lab members make their lives eairer, the more time they will have for research activities. This includes: responding to lab managers' messages or requests for information in a timely manner, doing the tasks that are outlined in the researcher manual, including following protocols for recruiting subjects, logging testing sessions, paying participants, and ensuring that their studies follow IRB guidelines. I prefer people to bring feedback on lab protocols directly to me, but you should expect lab managers to share feedback they have received with me unless we explicitly agree that they will not.

Graduate Students: Most graduate students in the lab will primarily focus on taking classes and doing research for their first two years, and then will TF and do research for the remaining 3 to 4 years. My goal for graduate students is to become confident, independent researchers and mentors, and good community members. During the time in the lab, graduate students will gain experience in mentoring undergraduates through various means, including undergraduates who take our lab course, bath interns, summer interns etc. It is helpful and appreciated when graduate students provide mentorship to lab managers or other more junior scholars who are not their direct mentees.

Postdocs: Postdocs typically do not take classes or teach (though if you want to I am open to it, and this will depend on your role and how you are getting paid etc.). The responsibilities of postdocs are the same as graduate students. Occasionally, postdocs will provide mentorship to graduate students, lab managers, or other more junior scholars who are not their direct mentees.

Addressing Historical Injustice in Science: The lab strives to give opportunities to people from groups who have been left out of science. Black, Hispanic/Latine, and Indigenous US Americans are underrepresented in science at all levels. Moreover, because the United States (for now) and Europe are major funders of science, and because scientific publications are almost exclusively written in English (over 90%), the Thomas Lab also strives to give people from countries with fewer scientific resources opportunities to gain research experience. This is both a way to address injustice and to improve our science by including people with different lived experiences in work that has historically been done by a relatively homogeneous group. Future goals of the Thomas lab are, to expand the demographics of our participants, both by better recruitment techniques and by better integrating our lab into local communities.

Open Science: Our lab is committed to open science principles. All projects in the lab should follow best practices in open science. This includes pre-registering studies, posting pre-prints, and making data and stimuli accessible and easy to use for other researchers. The goal is that someone could replicate our work without contacting us.

Expectations about Lab Events and Working in Person: I expect all current lab members, who are able, to be in person at lab events during the week, including social events such as labapalooza or lab lunches. Outside of these scheduled events or 1:1 meetings, I do not have

strong opinions about where and when people work. I often work on the weekends or evenings and may send messages or emails during these times, but I don't expect people to respond right away. I also sometimes am very unavailable because of childcare responsibilities (having two young kids means there is a lot of illness in my house).
If I feel that you are being less productive than what is conducive to your goals, we can talk and brainstorm about whether it makes sense to add more structure to your work schedule. The exception to these expectations is during the 9-week summer internship program (see below).

Vacation and other travel: When you plan to travel for fun or work and will be unreachable, please let me and your other collaborators know. In general, I appreciate knowing when people are traveling so I can adjust expectations for response time. I do my best to communicate my travel plans to the lab.

Illness, Mental Health, Family Leaves: I am supportive of people resting or taking time off when they need to. This at least includes taking time off because you are sick, need a mental health rebalance, or need to support family members. At the very least, I expect people to inform me of their days off. The extent to which you share details is a personal choice. I am happy to know details as it can help me support, but I also respect people's privacy. If your mental or physical health needs require a substantial break from lab activities, please be in contact with me, and we can make plans to support your needs.

Summer Internship Program: The Thomas Lab was fortunate to inherit a truly special summer internship program, started over 20 years ago by Susan Carey. This is a nine-week program. This

is an optional program both for the lab as a whole and for individual members. It requires significant coordination and additional effort from the PIs and lab staff. The policy, as of writin,g is that we expect people who participate in this program to be in person for at least 7 out of the 9 weeks. Absences can not occur during the first or last week of the internship. Ideally, people are not gone for more than one conference, but we realize that this is not always possible. I expect people to work in person during regular working hours during the internship, as the mentees are expected to be in from 9 am to 5 pm. Of course for projects that require weekend or evening testing, this can be adjusted as long as there is clear communication about it with me, your mentee etc.

Feedback: I am very new at being a PI and know I have a lot to learn. I value and appreciate open and honest feedback. I especially appreciate receiving feedback that is specific and personal, as I feel it is most actionable, but this doesn't mean that it has to be entirely well thought out before it is expressed. I am available for meeting time outside of our science meeting hours for this feedback, but am also happy to discuss it in 1:1 meetings. This feedback can be about my communication style, lab policies, lab culture and environment, or areas where mentees need more support. I am also committed to regularly providing feedback to senior members of the lab, focusing on professional development and community membership.

1:1 Meetings: At the time of this writing, I meet with every senior lab member once per week, three out of four weeks during the semesters, and during the summer internship. If senior members prefer, I am happy to switch to 'as needed' meetings, but these may be harder to book as my schedule tends to fill up.

Getting Feedback on writing, posters, talks from me: In general, I strive to give feedback on manuscripts, posters, presentations, and pre-registrations within 1 week. There are exceptions to this rule. For example, in times when the lab is submitting many things at once (e.g., cog sci conference papers) I need documents at least two weeks in advance. For talks on projects for which I am a senior author, expect to have a draft of your talk ready at least two weeks before the talk is due, to give ample time for feedback from me and the lab. If you are giving more informal discussions, say at a lab meeting, I do not need to provide feedback, though I like to be invited so I can hear the feedback you are getting from others.