



From the Rep

Happy Summer!

Summer is here, and the influx of undergraduates to my lab and campus has started. This seasonal transition has got me thinking about undergraduate research experiences: what I wish I had known back then, and what the students I meet now might need from me. One thing that seems to be really important is to clearly outline expectations—both in terms of work hours and output, and also with regards to authorship. As an undergraduate, I was handed a project that was a huge opportunity, but was also a completely unreasonable project to complete in one summer. My advisor did not expect me to finish it in 10 weeks...but I didn't know that, and I thought I was doing a terrible job.

Another thing I try to keep fresh in my mind is how overwhelming it was to start learning oceanography "on the job." A newly arrived undergraduate was asking me questions about a paper we were reading for lab meeting, and it was a good reminder that I shouldn't assume anyone comes in with oceanography knowledge. It was also really good practice in explaining basic concepts clearly and, importantly, without condescension. I've got to keep working on that.

So, if you're a student embarking upon a new research experience, please know that lots of the people you consider successful were also, at some point, scared and overwhelmed and wondered if they were any good at their now-favorite technique. And if you're a mentor to more junior students, try to think back on some of your early times in labs, and tap into that empathy!

— Chrissy



TOS Student Highlight

KELLY LUIS. In the summer of 2015, I participated in the Woods Hole Partnership Education Program (PEP), a 10-week program dedicated to increasing diversity in the Woods Hole, Massachusetts, science community. Despite receiving my BA in environmental science prior to the program, I was unsure about my pathway in oceanography. As a Native Hawaiian, I sorely missed my homeland; yet, my homeland motivated my passion in oceanography and inspired me to follow this passion wherever it led. Lacking research direction, I asked the PEP coordinators if they could help me build computational skills during the program, and so they placed me in a computational biogeochemical group. The growing pains of learning to code and learning about satellite oceanography was met with large family-style meals and rich discussions about diversity in research with my fellow PEPsters. PEP showed me that my journey as a Native Hawaiian oceanographer didn't have to feel so lonely.

Now, I'm a third-year PhD student in the marine science and technology program at the University of Massachusetts-Boston. My dissertation involves developing remote-sensing algorithms for coastal waters. I've had the opportunity to conduct remote-sensing research along the coral reefs of my homeland.

As PEP prepares to celebrate its tenth anniversary at the ending of this month, I would like to dedicate this spotlight to PEP, the program that launched my research interests in satellite oceanography and gave me an oceanography ohana. You can learn more about PEP here: <http://www.woodsholediversity.org/pep/>.

Communicating with Mentors

MANAGING YOUR ADVISOR The Most Helpful Habits to Develop in Working with Your Advisor

In this blog post from GradHacker, author Katie Shives talks about the concept of "managing up" your advisor.

Managing up is essentially a way of advancing your graduate education by understanding your advisor's goals and actively looking for opportunities to work in a mutually beneficial manner... The better you understand your advisor, what questions they believe are important, and how they work, the better off you will be in your own graduate program.

Three of the most helpful habits in working with your advisor:

- » Open communication
- » Have clearly defined goals
- » Be proactive in the relationship

The posting also provides tips if you have a micromanaging advisor and how to deal with the absentee advisor.

Read the full blog post at:
<https://www.insidehighered.com/blogs/gradhacker/managing-your-advisor>

Other Mentoring Resources

Graduate Students: Working with Your Faculty Adviser

<https://education.uw.edu/my-coe/current-students/advising/graduate/working-with-your-faculty-advisor>

How to Get the Mentoring You Want: A Guide for Graduate Students

<https://rackham.umich.edu/wp-content/uploads/2018/11/mentoring.pdf>

How to Obtain the Mentoring You Need: A Guide for Graduate Students

<http://grad.uw.edu/for-students-and-post-docs/core-programs/mentoring/mentoring-guides-for-students/>

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By Paul J. Durack

<https://doi.org/10.5670/oceanog.2015.03>