My mentoring philosophy is based on guided participation in which both my mentee and I are actively involved in all stages of the research project. My level of involvement varies with each student based on their needs, and varies throughout the project as students gradually become more comfortable as independent researchers. I believe that this is the best approach to mentoring students from diverse backgrounds, including students who may initially be new to research. I am firmly committed to devoting as much time as necessary in the early stages of a project in order to set my students up for success, which involves regularly scheduled meetings, an open door policy, side-by-side work in the field or lab, and feedback on early drafts of papers, reports, and presentations. As students’ skills increase, however, I believe giving them more and more independence fosters a sense of ownership and pride in the work. Ultimately, my primary goal is to see my students grow as scientists and scholars, and as such, I give them the freedom and flexibility to design their own projects, while offering my time, support, and guidance along the way.

 As a mentor, I strive to model responsible, ethical, passionate, and compassionate science. I believe that mentees learn by example, and one of the primary roles of the mentor is to model behavior that is expected and valued in the scientific community. Another primary role of the mentor is to connect mentees to other resources and expand their networks. As much as possible, I provide opportunities for mentees to meet other scientists and academics, showcase their work, and build connections. Finally, I am responsible for creating a supportive lab environment in which mentees can grow. **My lab is committed to working for equality and inclusion and welcomes lab members from all races, sexual orientations, cultures, and backgrounds. We stand against racism, bigotry, and all forms of hate, and actively work to combat inequality and injustice in our field through maintaining a respectful, non-hierarchical community and providing opportunities to students from historically underprivileged backgrounds.**