the graduate - orientation 2009

Choosing an Advisor and Labs By Yibo Ling and Mimi Zhang

Things to Think About When Picking an Advisor

| | Pros | Cons |
|-----------------------------|--|--|
| Seniority: Established | Lots of mentoring experi- | May be disconnected from |
| Faculty | ence, a large network of ac- | the day-to-day activities |
| | cessible collaborators, stable | of the lab. May not be as |
| | labs (no question of tenure, | 'available' as you'd like. |
| | etc). | |
| Seniority: Junior Faculty | Typically very driven and | Can be too driven and ex- |
| | very accessible to students. | pect too much from you. If |
| | May be willing to invest | he/she is not tenured, there |
| | more time in actual advising. | is the possibility that he/she |
| Advising Style: Hands On | Vour recearch may go more | may not get it. |
| Advising Style: Hands On | Your research may go more quickly and your efficiency | Less freedom to pursue your interests in the way you |
| | and yield may be higher. | want to pursue them. |
| Advising Style: Hands Off | Freedom to decide how to | Slower progress as you try |
| Advising Style. Hands Off | | to figure out what's useful |
| | tackle your problems. | or not. |
| Famous | Association with a big name | PI may be spread too thin |
| 1 amous | may be helpful to your fu- | to pay much attention to |
| | ture career, having industry/ | your research. In extreme |
| | academic contacts, getting | cases he/she may have no |
| | fellowships/grants. | idea what you're doing. |
| Expertise in Your Interests | Can talk to you and advise | May have preconceptions |
| Emperado in Toda interesto | you regarding exactly what | about what is important and |
| | you're working on. | which avenues of pursuit |
| | Journal of the state of the sta | are promising and thereby |
| | | restrict your desire to pursue |
| | | 'out of the box' ideas. |
| High Expectations | Typically leads to higher | You might be working day |
| | output and greater efficien- | and night, weekends, holi- |
| | cy. This is of course, not | days, etc. |
| | always true for everyone. | |
| Low Expectations | Less pressure to produce | You have to motivate your- |
| | means you have greater dis- | self, which is hard to do. |
| | cretion over your own time | This may lead to a longer |
| | and how it's spent. | stay in grad school. |

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| Lab Characteristics to Consider | | |
|---------------------------------|--|--|
| Demographics | A lab might consist of anywhere from 2 to 150 members and while some labs are heavy on graduate students others are mostly filled with Postdocs. Typically, a large lab means you'll probably have very little contact with the PI while in a small lab you can likely count on more personal time. In larger labs with many Postdocs you might get more of your 'advising' from the Postdocs than the PI. | |
| Publication Record | This should give you an idea of the quality of research coming from a lab as well as the expectations that an advisor might have for his or her students vis a vis graduation. | |
| Graduation Time | Some advisors push students through very quickly while others may like to keep you around when, after 3 years of learning, you finally start becoming productive. | |
| Competitive vs. Collaborative | You might be surprised by how much this varies from lab to lab. Of course it is not necessarily bad for a lab to be competitive—some people work more efficiently as a result of competition (the fundamental assumption of a Capitalist society). On the other hand, a friendly and collaborative environment may prove more fertile for others. | |
| Social Environment | Do you enjoy being around the other members of this lab? Do you want to be friends with lab mates? Or would you prefer to keep friends & work in separate compartments? | |

| Structure | Most MIT labs consist of a single PI with students/postdocs / |
|------------------|---|
| | technicians working under him or her. Other labs (say at Harvard |
| | Medical School) might be headed by a 'director' with associate and |
| | assistant professors under him/her, and students/Postdocs/techni- |
| | cians under them. This is important because it will dictate who you |
| | will mostly interact with. |
| Where People End | Some PI's have a great record of placing their students in academia |
| Up | while others have extensive industry connections or experience with |
| | startups. Something to think about if you have a good idea of the |
| | career path you'd like to pursue ask the PI for the contact info |
| | of previous graduates who might be able to give you good informa- |
| | tion about that particular lab versus the real world. |
| Work Hours | In most labs there is an established work culture—if everyone in |
| | your lab works 24/7 but you like to work 9-4 Mon-Thurs it's a safe |
| | bet that the lab will change you rather than the other way around. |
| | |