

## Module Two Overview

Module 2 centers around Jayna Bell, one of the postdocs from Module One, starting her own lab. She has secured a faculty position at an unnamed university and is working through her start-up phase. As the module begins, she has already moved and found a place to live, though is still learning her way around the community and the university.

Jayna's start is rocky: the previous department head "volunteers" her for a DEI committee assignment, despite her start-up commitment for release from service requirements. Jayna discovers that her start-up package is significantly less beneficial in several key dimensions than that of a White male colleague hired from the same search. Her assigned department mentor matches neither Jayna's needs nor her values. Her early efforts to establish mentoring relationships with students do not go smoothly.

Over the course of the module, Jayna develops skill and knowledge for a strong start to her career. The leadership of her department and college grapple with the racial and gender inequities revealed in her start-up package, raising issues in institutional approaches to central DEI issues.

Topics addressed in the module include:

- ❖ Establishing a lab
  - Recruiting and managing graduate students and staff
  - Dealing with a "gifted" lab technician (civil service bumping or from a retired faculty member's lab, or the like) who persists in microaggressions, doesn't approve of her being there; Jayna must learn to deal with these as the authority figure, especially in dealing with someone who has established networks in the department when she does not
  - Creating and sustaining a lab culture, expectations, and practices matching her values and aspirations
  - Learning effective time management
- ❖ Becoming an authority figure: learning to supervise people in her lab who are closer to her in age than her faculty colleagues are
  - She acquires her first grad students through assignment by the department and, as the semester progresses, through the rotation process because she was not present during the recruiting season. The students she gets would not have been her first choices, but she learns that the word on the street was that she was both unproven (new) and potentially risky (Black). Her lab has no departmental website presence, while that of her male colleague was up and running courtesy of departmental IT staff, at the request of his departmental mentor.
  - Learning to provide effective and constructive feedback
- ❖ Figuring out who to ask/trust for advice
  - Developing a mentoring network to meet her specific needs, and on her timeline
  - Getting and giving advice through peer-to-peer networks
  - Establishing relationships with her new chair and the members of her division and in her department, as well as building relationships outside the department
- ❖ Managing the ethical dimensions of the lab
  - Establishing data management protocols she learned through painful experience in her postdoc
  - Responding to data falsification by a grad student that she catches through her data management practices
  - Negotiating boundaries and authorship with a grad school mentor when she receives his blessing to pick up a discontinued line of work from her time in his lab
  - Articulating and implementing authorship criteria in her lab and collaborations
- ❖ Navigating difficult conversations
  - Discussing the inequities in her start-up package with her department chair and others
  - Addressing microaggressions
  - Giving and receiving feedback