MACPHERSON LAB HANDBOOK

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1. ABOUT THE MACPHERSON LAB

In the MacPherson lab we embrace a learning mindset. A learning mindset is a practice and not a rule. It is something to strive for; in short, we can have a learning mindset about our own approach to graduate school and science!

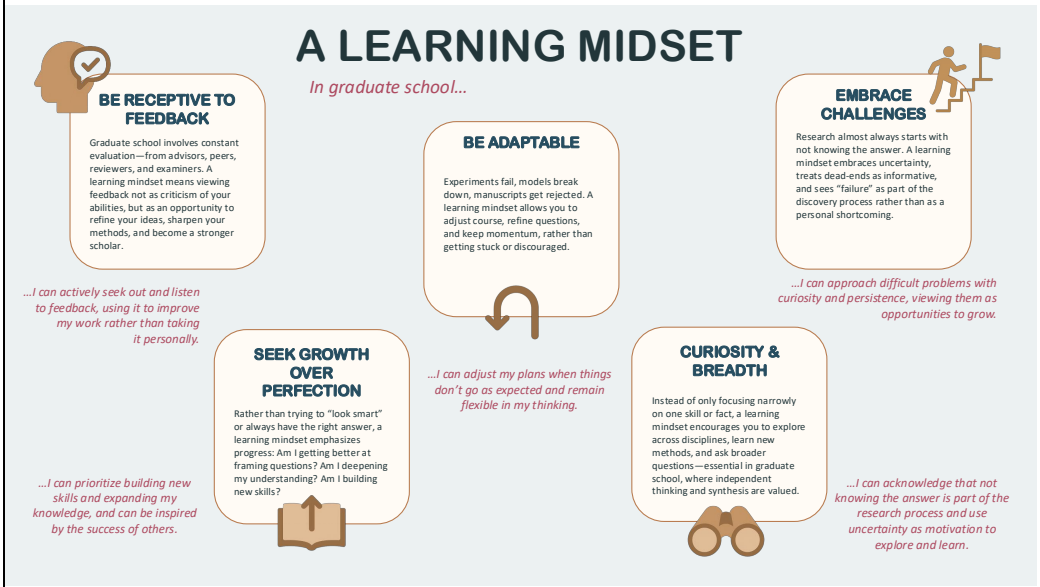

Figure 1: A learning mindset in graduate school. The five pillars of a learning mindset and how we can put them into action in our academic life.

GS Responsibility: *Behave respectfully with peers and colleagues, contribute to a safe workplace, and respond respectfully to advice and criticism from you or committee members.*

In the MacPherson lab we embrace collaboration. As an interdisciplinary research group, we know that science is a group effort. We follow our curiosity, but doing so effectively requires learning from others. Collaboration also means we help each other by providing each other with constructive, non-critical, and non-judgmental feedback. We learn by teaching and learn from those who are teaching.

In the MacPherson lab we participate in and strengthen our academic committee. For us to learn from others we have to show up for others; as such we prioritize attending group meetings, journal clubs, and seminars. We recognize that we are stronger as a community and we do our part to strengthen that communities through organizing, asking thoughtful questions, celebrating successes, and supporting each other through challenges.

In the MacPherson lab everyone is welcome. Science has the extraordinary ability to introduce us to diverse people, enables us to experience new cultures and customs, and see and be in new places. We recognize that each person and experience is an opportunity to learn and grow. As such we welcome everyone treating them with empathy, respect, and dignity. We do not tolerate bigotry, abuse, or harassment. **In the MacPherson lab we strive to be both good people and good scientists.**

In the MacPherson lab we advance science through honesty and reproducible science. As scientists our work builds on that of others. We acknowledge the work of others and we help others build on our work by striving to create reproducible science. We know that we will make mistakes; when we do, we will do so honestly, we will acknowledge them, and we will strive to correct them to the best of our abilities. If there is one thing that science reminds us, it is how often we are wrong.

2. EXPECTATIONS

A. AUTHORSHIP AGREEMENT

*GS **Responsibility**: Take ownership of my research project(s), while following the advice and direction of my coauthors.*

- You earn first authorship if you do most of the modelling/data collection, analysis, and writing. The first author is usually the person who made the largest intellectual and practical contribution to the project—often leading the study design, data collection, analysis, and writing of the manuscript. Being first author generally signals primary ownership of the work. Your thesis chapters (except in rare cases) should be first authorship works.
- The corresponding author, typically but not always the first author, is responsible for ensuring that all coauthors have approved the manuscript and any responses before (re)submission, they are responsible for monitoring and communicating with the journal about deadlines and following up in cases where reviews are missing, inappropriate, or delayed. In the MacPherson lab, I prioritize HQP being first and corresponding authors whenever possible on publications. This reflects the ownership of these publications. However, in the case of corresponding author, I am always happy to serve in the role in the event that the first author is unable to.
- You earn co-first-authorship if you and someone else either did equal amounts of work or each contributed most of different stages (e.g. analysis, writing).
  You earn co-authorship if you contribute essential effort to getting a substantial portion of the modelling, data, analysis, or writing of the paper.
- You earn co-authorship if you develop a methods contribution (e.g. a coding scheme or analysis) that you are happy to share, and have not yet published with yourself.
- You earn last authorship if you are serving as the primary principal investigator on the project. This can include any/or all of the following: mentorship, funding, project development and guidance. As the senior/last author you are obligated to ensure the integrity of the work.

- To be a co-author on a publication you must read, understand, and approve any paper you are co-author on. We will make sure that everyone who has collected a substantial portion of the data has the opportunity to do so.
- Acknowledgements are an important part of the academic process. We acknowledge anyone and everyone who as contributed to the work either in a role in which they are unable to be a coauthor, as a friendly reviewer or through discussions, or with any technical help.

In some instances, it is required to assign collaboration roles and percentages to co-authors. Doing so is inherently subjective. Multiple coauthors may contribute in similar ways (e.g., multiple editors) and individual coauthors may have multiple roles. When estimating collaboration percentages, it is important to note that the total percentage of all co-authors may not add up to 100%. Indeed, by the nature of have co-authors there are new tasks (e.g., research coordination, mentorship, or synthesis of contributions) that would not be tasks present in a single-author paper and as such the total perceived contribution can easily exceed 100%. In general, I strive to be generous with authorship. The acknowledgement that total contributions can exceed 100% reflects the fact that inviting a coauthor to contribute does not detract from our own contributions.

B. MY COMMITMENT TO YOU AS YOUR SUPERVISOR

1. Academic and Research Guidance
    a. Demonstrate commitment to your education by offering respectful support, constructive criticism, and consistent encouragement.
    b. Assist with identifying a suitable and manageable research topic.
    c. Help plan your research program, set a timeline, and support adherence to the schedule.
    d. Provide guidance in the ethical conduct of research and model research integrity.
    e. Support you in preparing your thesis, related examinations, and eventual completion of the program, including encouragement to finish when appropriate.
    f. Submit recommendations for examiners and acknowledge your contributions appropriately in publications and presentations.
    g. Encourage you to present your research results within and outside the University.
    h. Provide mentoring in academic writing, professional development, and professional scholarly practice.
2. Meetings, Communication, and Accessibility
    a. Be accessible for consultation and discussion of your academic progress, with regular meetings (on average weekly).
    b. Provide clear expectations about preparation for meetings and inform you of my availability.
    c. Institute a supervisory committee (with your input) and ensure regular meetings (at least annually) to review progress.
    d. Clarify my preferred communication style and expectations for professional behaviour, independence, and response to constructive criticism.

e. Respond thoroughly and in a timely manner to submitted written work with constructive feedback.
f. Make arrangements for adequate supervision if I am absent for extended periods.

3. Research Environment and Culture
    a. Promote a research environment that is safe, inclusive, and free from harassment.
    b. Assist you in overcoming cultural difficulties with norms and expectations.
    c. Assist in managing conflict or differences among supervisory committee members.
4. Financial and Administrative Support
    a. Discuss financial support issues and assist with scholarship applications, funding opportunities, or academic employment options.
    b. Provide reasonable expectations about work schedules and vacation time, consistent with University policies.
    c. Minimize expectations for work unrelated to your thesis, and discuss the implications of any additional activities.
5. Career Development and Mentorship
    a. Provide advice and mentorship regarding career opportunities, including skills development, resources, and professional growth.
    b. Acknowledge that completion of thesis work or program is not always in your best interest. In this case, discuss avenues and their implications for your career and, when necessary, the impact on other members of the research group.

C. YOUR COMMITMENTS AS A TRAINEE

1. Academic Progress and Degree Completion
    a. Take responsibility for my progress toward degree completion, including meeting program milestones (e.g., comprehensive exam, proposal, thesis defense) and completing coursework within specified timelines.
    b. Develop, in conjunction with you, a plan and timetable for each stage of my thesis project and adhere to agreed-upon schedules and deadlines.
    c. Report regularly on my progress and results, and inform you promptly of any circumstances that may negatively affect my progress.
    d. Conform to all University, departmental, and program requirements, and maintain registration, permits, or authorizations as required.
2. Research Integrity and Professional Standards
    a. Demonstrate research integrity and conduct my work ethically, in accordance with Simon Fraser University policies and the requirements of funding organizations.
    b. Keep orderly records of my research activities, return borrowed materials when requested or upon completion, and finish and clear up my workspace at the end of the program.
    c. Disseminate your scientific research effectively and efficiently by attending local scientific meetings when at allpossible, national meetings when appropriate, and international meetings when resources and circumstances allow.

d. Develop a clear understanding of ownership of intellectual property, scholarly integrity, and appropriate use of AI tools, computers, and equipment.
e. Take required training programs as discussed and agreed.

3. Work Habits and Professionalism
    a. Take ownership of my research project(s), showing commitment and dedication in building the necessary knowledge and skills.
    b. Work at least standard workday hours on my research after coursework is completed.
    c. Be thoughtful and frugal in using resources.
    d. Behave respectfully with peers and colleagues, contribute to a safe workplace, and respond respectfully to advice and criticism from you or committee members.
4. Communication and Meetings
    a. Meet and correspond with you within agreed timeframes, including regular meetings with my supervisory committee (at least annually), and prepare appropriately for these meetings.
    b. Inform you of my preferred modes of communication and clarify when expectations are unclear.
    c. Keep you and Graduate Studies informed of my current contact information.
    d. Inform you in advance about planned vacation time, presentations, and other commitments relevant to my progress.
5. Funding and Administrative Responsibilities
    a. Take responsibility for my financial relationship with the University, including paying required fees.
    b. Apply for scholarships, grants, or other funding as applicable, and meet the standards and deadlines of funding organizations.
    c. Keep my immigration status up to date and incompliance with university, provincial, and national requirements.
    d. Discuss Teaching Assistant positions with you and apply for them on time.
6. Career and Professional Development
    a. Discuss my career plans and professional development goals with you and my committee.
    b. Prepare for, attend, and contribute to scholarly activities such as lab group, journal club, and MAGPIE meetings (when possible) and other academic events.
    c. Provide at least two weeks' notice when requesting references or other supporting materials from you.

D. DATA ARCHIVING AND SHARING

To be added…

E. GRADUATE FUNDING

***Helpful Reference**: Graduate Funding Plan in [Math] and [Biology].*

1. Financial Support:

Graduate funding the MacPherson lab depends on the department, program, year, and term you are admitted into. In general funding for graduate students comes from a combination of four places: 1) Research Assistantships, 2) Teaching Assistantships, 3) Internal Scholarships

and Awards, and 4) External Scholarships and Awards (e.g., NSERC). As a result, each student has a unique funding schedule as impacted by whether a student is co-advised, has an external grant or other external funding, donor and entrance awards, and additional special commitments to the lab group or the department. As a graduate student, unless explicitly stated otherwise, research assistantships are provided to support you in pursuing **your** thesis research and as such are considered scholarships and not employment.

Your guaranteed funding, including (minimum) TA hours, is outlined in your offer letter. At any point you may ask me to review and send you your current funding plan. In line with SFU Math department requirements, we will discuss your planned funding plan annually (typically in August). If you have any questions about your expected RA payments/term or how many TA base units you should apply for in a given term please discuss this with me asap.

Unless otherwise stated, students are expected to TA a minimum of 5.17 BUs in two of three terms. Your TA load in any one year/term may vary but typically you will TA in two of the three academic terms or have a light TA load in one of the terms. You may apply to TA more than this minimum but you are not guaranteed the appointment. If you want to TA more than the 5.17x2 BUs in a given year double-check with me so we can make sure that your research progress is met.

***GS Responsibility**: Discuss TA applications with your primary advisor, apply for, and accept the TA appointments on time.*

2. Consumables:

While as a "theory lab" or primary research expense is salaries and stipends as a graduate student, my research funds can also provide necessary lab "consumables". This includes but is not limited to:

- A personal computer: Let me know if you are in need of a laptop of desktop computer to effectively complete your work. If so, we can discuss what computational abilities you need. Be aware that any research-purchased computer is ultimately university property. At any point, I or the university may request that you return the laptop. Ultimately though, lap tops get old, break or are lost and may need replaced. *Please ask for the resources you need!!* Your computer should not be a limitation to your work. In the event that you are purchasing your own PC, **make sure to ask for an academic discount!**
- Tablets: It is now quite common to use a tablet for note taking, teaching, facilitating meetings, and other research uses. If you need a tablet to be effective let me know.
- Software Licences: Many of us use Mathematica for our research. While extraordinary powerful this is not a free software and if you use this you will need a student licence. Student licences last for 1-year (renewable) and require submission of a picture of your student ID to obtain. This is a necessary expense, so ask for it if you need it!
- Office supplies: If you are in need of any office supplies please check first with the math/biology office. If they do not have or cannot order the necessary supplies, let me know and we can order them directly.
- Reference texts: If you are need of a reference text begin by checking the library. You can also request that the library purchase a book (they welcome these suggestions although it can be slow). If you need a reference text that is not otherwise available to you we can purchase it or discuss other options (such as writing to the author or borrowing from other labs).

3. Conference Travel, Accommodation, and Registration Fees

The third major arm of research funds is to provide travel and conferences, accommodation and per diem during the conference period, and registration fees for conferences. To receive research funds for attending a conference, as an HQP you must present your work in some form at the conference (talk, poster). For a workshop you must be a registered attendee and you are expected to provide a report to the lab group about your learning experience upon returning. Because of the limited research funds and carbon impacts we prioritize attending local conferences! We also support Canadian science by attending national research meetings and organizing symposia when possible. As a graduate student you are expected to attend local research meetings whenever possible.

GS Responsibility: *attend local scientific meetings when possible, national meetings when appropriate, and international meetings when resources and circumstances allow.*

4. External and Supplementary Funding

GS Responsibility: *Be thoughtful and frugal in using resources.*

Unfortunately, there are limited funds in science. This means that it is all our responsibility to be thoughtful and reasonably frugal with lab resources. This also means applying for supplementary funds whenever possible! Here are some funding types you may consider applying for:

Award Name	What it's for	Link
Donor Awards	These supplementary awards have individual eligibility requirements but can support your graduate training, for example, by supplementing ore replacing TAships.	https://www.sfu.ca/gradstudies/awards-funding/internal-donor-funded.html
Godfrey Hewitt Mobility Award	Mobility award for travelling to and working in other research labs.	https://eseb.org/prizes-funding/godfrey-hewitt-mobility-award/
Departmental travel awards (TARA)	Departmental funds to support travel to research conferences.	https://www.sfu.ca/gradstudies/awards-funding/internal-donor-funded/math.html#grad-travel-research
Meeting specific and society travel awards	Funds from individual societies and conferences to support HQP travel to meetings.	https://eseb.org/prizes-funding/conference-travel-award/ https://www.evolutionsociety.org/content/society-awards-and-prizes/travel-awards.html
Maud Menten Institute	Funds to complete collaborative internship projects with industrial or governmental partners with a particular focus on mathematical biology.	https://maudmenteninstitute.org/

F. COMMITTEE MEETINGS AND THESIS PROPOSALS

There are few hard deadlines in graduate school. Some of the few that exist are committee meetings, thesis proposals, and thesis defences. Meeting these deadlines is essential and a focal responsibility of a graduate student. In practicality, this can mean asking for input on progress and next steps. Writing and editing drafts of proposals in a timely manner. Filing out and submitting forms. And scheduling!!

GS Responsibility: *progress towards degree completion including submitting forms and scheduling meetings.*

Scheduling committee meeting and defences can be challenging! A few tips to doing so effectively are to schedule early. It turns out that one of the best **scheduling tools** is the most basic, try out when2meet. This is a free software that allows folks to directly compare to their calendar. Other tips for successful scheduling include giving deadlines on when to respond to scheduling polls (if you wait too long, people we have scheduled other meetings). Follow up with folks over email or in person as necessary. Finally, send a **calendar invite.** Calendar invites are increasingly necessary as we work with folks over zoom and in different time zones. These invites typically correct for any time zone differences. They can also include zoom links or even attachments that folks need to review for the meeting. If you are organizing a zoom meeting send a zoom link with the invite!

Useful Reference: *when2meet scheduling software: https://www.when2meet.com/*

Tips on having a successful committee meeting:

GS Responsibility: *Meet and correspond with you within agreed timeframes, including regular meetings with my supervisory committee (at least annually), and prepare appropriately for these meetings.*

First, what does it mean to have a successful committee meeting. Committee meetings are all about learning so in this sense it is useful to revisit the tenets of a learning mindset. A successful committee meeting is one in which you receive productive and constructive feedback. It is one where you evaluate what you have learned and what you still need to learn (think breadth and curiosity). A committee meeting is also a moment to acknowledge challenges and reach out for support in addressing those challenges. Finally, sometimes committee meetings require evaluating your research trajectory and being adaptable in your future research directions. To have a successful committee meeting then:

- Before the meeting provide your committee members with a written summary of your work. This can be brief or more extensive in the case of a thesis proposal. In this summary include questions you have about your research direction, next steps, and progress.

- Carefully prepare your presentation. This is almost all the information your committee members have about your research, so make sure that it is accurate, complete, and highlights any concerns or questions you have about your research.

- Provide a projection of your academic program completion. This will help the committee provide feedback on feasibility and assist in you completing your program on time and/or as efficiently and effectively as possible.

- (Optional) Include a summary of your current career goals. Keeping in mind where you would like to go in the future is helpful in designing an effective research program for accomplishing these aims. E.g., if you want to teach, then emphasizing TAing and academic projects focused on pedagogy should be prioritized.

GS Responsibility: *Discuss my career plans and professional development goals with you and my committee.*

3. PROFESSIONAL DEVELOPMENT

A. KEEPING A LAB NOTEBOOK

Keeping a lab notebook is essential for creating reproducible, accurate, and efficient science. Even though we do not have "experiments" or "laboratory protocols" per se, keeping a lab notebook in a theory/computational lab is equally as important as in a wet lab. For a helpful reference on keeping a lab notebook in computational biology

In our lab I *strongly* encourage you to keep a digital lab notebook. While initially this can be cumbersome, learning to type mathematics and document code is central learning outcome of graduate school. Given the mathematical nature of our research, an ideal lab notebook platform is one in which it is easy to type derivations (e.g., has latex-like functionality). While latex and overleaf can be great resources for writing mathematics they have some major downsides when it comes to their use as a lab notebook; most notably they are cumbersome for inputting tables and figures. Markdown is a great alternative to latex for this purpose and I recommend using a markdown editor for this purpose.

Helpful Reference
Schnell 2015: Ten Simple Rules for a Computational Biologist's Laboratory Notebook

Many markdown editors have Katex usability as well as the ability to common link to reference managers. There are many (free) options out there and you should find what works for you. I personally use **Joplin** which is an open-source markdown editor. Some of the key features I appreciate about Joplin is 1) you can drag-and-drop images. 2) you can add links to references and create reference lists from **zotero**. 3) Notes can be organized in a file structure. 4) You can export and share notes in many file formats both individually and in batches. 5) Has a high-quality search feature. Above all you want your lab notebook to be something that you will use.

You should write in your lab notebook (nearly) every research day. Keeping a lab notebook is a practice not a task. Your notes do not have to be perfect; remember imperfect notes are far better than non-existent notes. In fact, you do not want your notes to be perfect as this level of perfectionism would be inefficient. As in many aspects of science we are aiming for the 80-90% quality level here. We want them to be good enough that they help us and are understandable but not so perfect that we spend all our time writing them.

What should you put in your lab notebook? There are many non-mutually exclusive options of what you can put into your lab notebook. You can use your lab notebook as a research journal; documenting your daily tasks and progress. You can include summaries of papers, talks, and discussions. You can include your own mathematical derivations. You can write yourself "mini-lectures" summarizing new techniques or derivations that you find interesting. You can include outstanding questions, a working manuscript draft, figures and tables that you have produced, and to do lists and brainstorming of next steps and projects.

GS Responsibility: *Keep orderly records of my research activities, return borrowed materials when requested or upon completion, and finish and clear up my workspace at the end of the program.*

Finally, make sure to review your lab notebook before coming to our research meetings.

B. READING SCIENTIFIC ARTICLES AND REFERENCE MANAGERS

To be added…

C. SCIENCE DISSEMINATION

To be added…

GS Responsibility: *Disseminate your scientific research effectively and efficiently.*

D. YOUR CV AND WEBSITE AND ONLINE PRESENCE

1. **Make Scholar Profiles.**
   Once you have a publication/submission there are a few profiles that are widely used that you will want. Namely a google scholar profile and an ORCID (Open Researcher and Contributor ID). This is a 16-digit ID number that is used to track your publications and other scholarly activity. The aim is to link publications to you regardless of name and affiliation changes. Similarly, your google scholar profile is the new standard for listing your publications.

2. **Your CV:**
   a. **Personal Information**:
      - Include your name as you use on scientific publications. You can also indicate any nicknames that you use colloquially.
      - Include your email address (for your current academic position *not* gmail)
      - Include the address of your institution.
      - (optional) link to your academic webpage.

   b. **Education/Positions**
      - Indicate the **title** (PhD, MSc, BA) and **degree**, **institution,** and **dates** of each academic position. When applicable you can indicate thesis or additional titles received.
      - Extended leaves. You can include any extended leaves in this section as well (parental leave, sick leave, etc.)

   c. Publications
      - **Peer-reviewed publications**. List all accepted or published peer-reviewed publications in reverse chronological order (newest first). Use a standard reference style including journal and year of publication. Clearly indicate your contribution. (Optional) Include a summary of your contribution. You may wish to number the publications for reference in grant applications. You can also include doi's, preprint links etc.
      - **(Optional) Pre-prints:** you can include incomplete references to submitted pre-prints. When possible indicate whether the pre-print is currently in review (this gives an indication about quality and possible future completion).
      - **Books and non-peer reviewed publications.** In the case that you have non-peer reviewed works (books, news articles etc.) you can include them here.

   d. Funding and awards:
      - List academic or research funding awards. You can include declined awards. Indicate the financial contribution and currency.

   e. Research Dissemination
      - **Talks:** Include the talk title, date, conference, and indicate whether the talks are invited or not. Clearly indicate that your contribution was a talk.
      - **Posters:** As a graduate student many of your research dissemination actives will be in the form of posters. Clearly indicate that your contribution was a poster.

   f. Teaching

- **Appointments**: List teaching assistantships including the course and year(s) covered. Indicate any extraordinary contributions (course development, head TAships, etc.)

g. Professional Activities

- **Outreach**:
- **Community Service:**
- **Media**
- **Conference organization**
- **Peer reviews**

3. **Your Web site:**
   - **a. Choosing a platform and domain name.** There are two general approaches you can take, you can either use an advanced website editor (Wix, Squarespace, etc.), use a basic HTML based web-server (github), or you can build your own HTML site. Each has their advantages and disadvantages. Some of the primary things to consider are 1) ease of building the website, 2) graphic design quality, and 3) ease of maintenance. Personally, I have chosen to go with the basic HTML-based web server option hosting my personal website on github. For me this is a good middle of the road option on all these fronts; not the best at any of them but particularly easy to maintain and edit.
   - b. **Write a brief research statement**. This research statement can be used as an introduction on your website.
   - c. **Content:** Keep it simple! Maintaining a website is a lot of work. Items to include a list of publications and/or research themes, any outreach or teaching materials, your google scholar link, a link to your CV.

E. ACADEMIC WRITING

To be added…

F. MENTORING AND COLLABORATION

To be added…

G. MEMBERSHIP IN SCIENTIFIC SOCIETIES

To be added…

H. REVIEWING ARTICLES

To be added…

I. APPLYING FOR GRANTS

Applying for and managing grants comes with deadlines.

GS Responsibility: *Meet standards and deadlines of the funding organization for a scholarship or grant.*

4. RESOURCES

A. REFERENCE TEXTS

B. COMPUTATIONAL RESOURCES

C. ACADEMIC ACTIVITIES

SFU and Vancouver Academic Groups:

Name	About	When it meets
Evolution and Ecology rEEding group*	https://www.sfu.ca/biology2/rEEding/	Weekly
Biology Seminar	https://www.sfu.ca/biology/biology-events/seminars.html	Weekly on Mondays.
MAGPIE meeting*	See MAGPIE Slack channel	Monthly.
MacPherson lab meetings*	https://amacp.github.io/LabMeeting.html	(Bi)weekly
Vancouver Evolution Group (VEG)	https://www.zoology.ubc.ca/veg/ * join the mailing list	Monthly
Les Ecologies	https://www.sfu.ca/biology/biology-events/les-ecologistes.html	Weekly Thursdays 12:30-13:30

Mathematics Colloquium	https://www.sfu.ca/math/events/colloquium.html	Monthly

Conferences/Workshops/Retreats:

Name	About	When it meets
Eco-Evo Retreat*	https://biodiversity.ubc.ca/events/eco-evo-retreat-2025-10-12-november	Held every fall. British Colombia. **November 10-12 2025 Loon Lake BC**
Canadian Society of Ecology and Evolution Annual Meeting	https://csee-scee.ca/event/2026-annual-conference-of-the-canadian-society-for-ecology-and-evolution/	Annual. Canada. **May 11-14th 2026 University of Toronto.**
Evolution (Tri-Society Meeting)	https://www.evolutionmeetings.org/past--future-meetings.html	Annual. USA. **June 20-24 2026 in Cleveland, OH**
American Naturalist Stand-alone meeting	https://www.amnat.org/meetings/mee-coming.html	Biennial. USA. **January 8–10, 2027; location to be announced**
Evo-WIBO	Meeting of evolutionary biologists from Washington, Idaho, British Columbia, and Oregon.	Biennial. Washington State. **April 2nd- April 4th 2027**!
MMI HQP Summit		Annually. Canada

D. TO DO LIST FOR NEW STUDENTS

- Academic Integrity Training
- Obtain your student ID, computer ID and email, and multi-factor authentication.

- ☐ Join Slack (MacPherson Lab, MAGPIE group)
- ☐ Install a reference manager and set up your reference library
- ☐ Claim your SFU Zoom account
- ☐ Create and/or link to your SFU Overleaf account
- ☐ Find your desk and let me know where it is ☺
- ☐ Decide on lab notebook medium and install any necessary software
- ☐ Join journal club listservs
- ☐ Sign NSERC consent form
- ☐ Ask for a personal computer if needed.
- ☐ Install and programs that focal programs (Mathematica, R, Python).
- ☐ Review your TA appointment and contact the instructor/coordinator as necessary.

E. SFU RESOURCES

5. FORMS

A. SUPERVISOR-ADVISEE AGREEMENT

B. NSERC HQP CONSENT FORM

https://www.nserc-crsng.gc.ca/onlineservices-servicesenligne/forms-formulaires_eng.asp