Intro Music ([00:00](https://www.rev.com/transcript-editor/shared/fv_Qqvcg4pctLpz_D_3l0_KACzh0hP2VJ5kbaUJQceJL_QPHlmjxsJfh7an3LZbW2OGMEfnG1OBgkbBXw4wLyVAtP7k?loadFrom=DocumentDeeplink&ts=0.21)):

5, 6, 7, discover, connect, engage, become, discover, connect, engage, become, discover, connect, engage, become.

Lauren (Host) ([00:16](https://www.rev.com/transcript-editor/shared/U1Avxfo9oGbU7E1zAcjzWin_wf91yIGqrvnOXy7qGnvQByvT3_XdKy6G-5I9t54Zml3Db2uDUNtI5ks3hfMDBPESG1c?loadFrom=DocumentDeeplink&ts=16.17)):

Hello and welcome to another episode of the CURN Cast. I'm your host and research friend, Lauren Okano, and I'm very excited to share today's episode with you. It's all about networking and research. And our special guest, Dr. Kingsley [00:00:30] Donkor from TRU Chemistry has a lot to share. Let's get into it. I would like to acknowledge that the CURN cast is being recorded and created on the traditional and unceded territory of the Tk'emlúps te Secwépemc within Secwepemcúl’ecw.. I'm very grateful to be able to learn, play, and create on these beautiful lands. Welcome to our special guest of the day. On the CURN Cast, we have [00:01:00] Dr. Kingsley Donkor, who is a professor of chemistry at T R U, uh, and also a research supervisor in analytical chemistry. I've had the pleasure of working in Kingsley's Research Group for several years now, and I have seen and been able to learn so much from you. So I'm so excited to have this conversation today. Welcome.

Kingsley (Guest) ([01:27](https://www.rev.com/transcript-editor/shared/Xf488M8SYJVPV6CMqdYy9vfyDW0kETlTGUVUOUUje8gZirGcyWg4iwKsJOJrCabfYLaXEo1mO-Xwzy2GqjiKzla2lzA?loadFrom=DocumentDeeplink&ts=87.09)):

Thank you, Lauren.

Lauren (Host) ([01:28](https://www.rev.com/transcript-editor/shared/eFu0gnXzhzmG14iyK80H27U01qW6bR_Q62CErDwINM1cvEnGnphxVDHKQh41yGjkWN24_JZGn-LxtsHT_bkDEI8tl9k?loadFrom=DocumentDeeplink&ts=88.28)):

And so to get started, [00:01:30] I want to start with a fun lightning round of questions. So, how this is gonna work is I'm going to read a question. You're going to think of the first thing that comes to mind, and then give a short answer of what you'd like to say. So, are you ready to get started?

Kingsley (Guest) ([01:51](https://www.rev.com/transcript-editor/shared/pFZd3uC0QJna1cjPfYr4zpvy2v5AP4kKVbjnLbebYeFYrMGcRQagzoPm0FfKo-cmHFIYOIXxQv_6WFqA0nDtpOdrXIU?loadFrom=DocumentDeeplink&ts=111.28)):

Yes, I am. Okay. <laugh>. It's my pleasure. Yeah, <laugh>.

Lauren (Host) ([01:54](https://www.rev.com/transcript-editor/shared/WCV-KBDjaQo1WLveTlcVw5o9WTH2pvxR1xqFdc0VNoFS_9n7TowwWPvvpsqaJ-nUGHoGqiWmvZ6Vb-zfFjXDmBsXDqo?loadFrom=DocumentDeeplink&ts=114.54)):

Great. So the first question is, what was the last thing that you researched?

Kingsley (Guest) ([01:59](https://www.rev.com/transcript-editor/shared/fPrxO2WPrIwCFdjauFWGsM-70l6pojj8b6tmfUxDpjH1yVPtvI9RM0lprFFS2Vr-NKmuR4YEpvoqRtPRDeAU6BM9HTk?loadFrom=DocumentDeeplink&ts=119.2)):

Um, cannabinoids.

Lauren (Host) ([02:00](https://www.rev.com/transcript-editor/shared/EQLZxtziarXklVdsuHB9X7ywOnQ79joqlxoqAJWIHyod6qSmr7TPI1c8O9zldQyPMseJ6zlqKHVxro-i3WIsHOBgkKQ?loadFrom=DocumentDeeplink&ts=120)):

[00:02:00] Ah, yeah, that's a great one. <laugh>, what is a current research interest of yours?

Kingsley (Guest) ([02:07](https://www.rev.com/transcript-editor/shared/NYIlFTxc0EReW6jgWZlKKAWbVChTiK7lUNYIQObBoLfxhgt8xM4MUdSQ1RIIpeYImyM3WNVpdmDR6nqan95O-iuUmYY?loadFrom=DocumentDeeplink&ts=127.77)):

Also, it's still cannabinoids

Lauren (Host) ([02:09](https://www.rev.com/transcript-editor/shared/MfO4DeyowCZH-0gz78hBaZKwmCZ1aBsDdxJ3DqukrQeUVdE3amsLbtAqT3fTKJuI59vaSnzgcRap2pVO-E3cf5qBuBQ?loadFrom=DocumentDeeplink&ts=129.6)):

So much to research there. It's a very hot topic right now. Mm-hmm. <affirmative>. Um, what inspires you to do research?

Kingsley (Guest) ([02:16](https://www.rev.com/transcript-editor/shared/cON0tBzzoUIkweEseNnkVxpkkGoD3Eab7e12cwZMmRUnB_MuPFMZbyIjrgQIFZe_lsEwnxUBqsSSZGy3K4iSuYn_y7k?loadFrom=DocumentDeeplink&ts=136.35)):

Oh, actually, I would say just the, the people I'm working with. The students that I'm working with. Yeah. To be honest. Yeah. My inspiration.

Lauren (Host) ([02:26](https://www.rev.com/transcript-editor/shared/pdNPxPO8hkYEnMfXK0dIRWec0WuiK1UcXCD47JxQab8osNZloR381LoR7NFAFudRlHXcQAH0NaQM1k-WqwD3zvzIyJM?loadFrom=DocumentDeeplink&ts=146.4)):

What is your research superpower?

Kingsley (Guest) ([02:29](https://www.rev.com/transcript-editor/shared/rT6CLdOwa8xUY6q1muEtFrBzKTbO4TPW_aFr6TEesfC2UMnJnHF--NoX2tFdtHfP3HadZj7PS7eerONVVnL0GOOed8A?loadFrom=DocumentDeeplink&ts=149.97)):

My [00:02:30] research superpower is the energy from the students.

Lauren (Host) ([02:36](https://www.rev.com/transcript-editor/shared/A32uLTyu7wI895fQWGpcakSvOq2CrdidcRZ3EVXj7BqLoRj2LpbU1exPcdm5bkQzchuscRrypgEJQFbA66ali0PimIo?loadFrom=DocumentDeeplink&ts=156.09)):

<laugh>, all about students. Very student centered. I love.

Kingsley (Guest) ([02:38](https://www.rev.com/transcript-editor/shared/XRza5GQIjunUBJtQBrela4-wAiNP9Gb4k46JnXU81g-bEeDsnmJU9JdWT7s94Sk90kSXd1pRPJgthocQvvUXDokEa2g?loadFrom=DocumentDeeplink&ts=158.43)):

Exactly. Right. Very centered. Okay. Not about me.

Lauren (Host) ([02:42](https://www.rev.com/transcript-editor/shared/gV-ib1zsoZO5snvFqdiUDH6DQ_PmnFAG9Mumy8YSfRqAsk477aCQvll5l5zE0epqvVdG37W21SLa2Nzzx6fT-VqfMqI?loadFrom=DocumentDeeplink&ts=162.6)):

Next question is, what do you wish more people knew about research?

Kingsley (Guest) ([02:46](https://www.rev.com/transcript-editor/shared/SCy7Sw2RNPqOSMV_jgVE3GlX4fJUx5kFBVDgXIkZ-d9-BypAkq-YGRjgzX6ThJdVIxM6oBEMCzYDXzE9qVuH6PRtj_E?loadFrom=DocumentDeeplink&ts=166.8)):

Um, I just feel people show actually, um, try to engage in it. And I guess much of it comes from the fact that people don't really know what research is all about.

Lauren (Host) ([02:58](https://www.rev.com/transcript-editor/shared/7MagPojrZmLV-UeY7ZIkUCupYvNNcbJ0gKmZgOlpWVzRgEWIYMi9ILuY6G644eDO8L32j7mMEf2wJUviA6kFtuZh2s4?loadFrom=DocumentDeeplink&ts=178.41)):

Yeah. Right. There's often misconceptions [00:03:00] about how difficult or mm-hmm. <affirmative>, uh, what kind of person you need to be to do research. So I really like that answer. And that's part of what we are trying to do on the CURN Cast, is introduce people to research in a friendly way. Mm-hmm. <affirmative>. And then the last question for the lightning round is, what other message would you like to share with future t r u student researchers?

Kingsley (Guest) ([03:25](https://www.rev.com/transcript-editor/shared/5BDG3yOe9AL2jKIQJgr-dpraRYXNsgKxxfU36Aw0pia1TSCUNHcFSEd4-zgovSG6cLJCzC5ZUEVEG8Le_sEDNMdA-y8?loadFrom=DocumentDeeplink&ts=205.08)):

I would really like to encourage them to explore, to do research. And [00:03:30] I would really like to let them know that research is fun, research is not intimidating, and it's something that actually will bring about some sort of, you know, dimension to their learning process. So my advice will be, they should just give it a try. It's worth it.

Lauren (Host) ([03:59](https://www.rev.com/transcript-editor/shared/aMtLpxqKEtlR6jVzVxHD4Yb9XBQtKNpl5AAiGYjdU7hthjspzckBqm9Nwu2wIQcOxaxyi6z029ecS5l2PQTHggczyTk?loadFrom=DocumentDeeplink&ts=239.53)):

To jump [00:04:00] into the actual interview, what I really wanted to talk about today was networking and research. And as a student who has been through several research projects, now looking back on, on some of the most important things that I learned was how to talk with different people and how to make connections in research, because that's a really huge part of it, and it helps you, uh, touching on what we spoke about before, those opportunities and [00:04:30] benefits that research has to offer. But first of all, I want to know a little bit about your personal research journey and how you started out in research, and then how you ended up down the path that you are on now.

Kingsley (Guest) ([04:45](https://www.rev.com/transcript-editor/shared/6eBPwtNQhGP1MeFQD4nYTfVtfREZZQU1HBrdGY5_6mSsAM4_2PqefmIqjCHm2Z02904MhvVi-_5IVY11HPD2WM6ctZs?loadFrom=DocumentDeeplink&ts=285.01)):

Thank you, Lauren. For this question, this is a very important question actually to me. My research journey started in my final year of undergraduate studies. When one day, one of [00:05:00] my profs talked about his research in class. So after the class, I contacted him and I indicated my desire to learn more about research. So after the meeting with him, I knew that research is something that I would like to participate in on participating in it. I really love the curiosity aspect of trying to find something that no one has done right. In fact, that curiosity drove me to learn a lot. [00:05:30] And so after this first experience in my undergraduate, uh, education, it generated a passion for researching me. And I clearly knew I would end up, uh, doing research during my career.

Lauren (Host) ([05:41](https://www.rev.com/transcript-editor/shared/DNz19HXZHO7wn-5KqEwu167Rqo2eDng7EsRXAXc3MCFuvlQv0P8G_G2h4OtaxYyI08sKRBrt0DK8S4N_vCyFdM1QxkI?loadFrom=DocumentDeeplink&ts=341.71)):

I really like that. And it sounds like you didn't always know that you would end up in research, and it was that, was it a, a course in a professor in your undergraduate that, uh, inspired you to, to try research and check it out?

Kingsley (Guest) ([05:54](https://www.rev.com/transcript-editor/shared/MwbyfYr3ked9vR7d2dzklPCKxqysjQoe9j8AVImc7UE4bXwrsOmQ0Ft_nzTA0XEG9cRsxLIId2DrUz90Oz-l47T_tKA?loadFrom=DocumentDeeplink&ts=354.61)):

Definitely. That's exactly how, how it turned out just by the professor mentioned in class. And [00:06:00] I didn't know anything about research. I was an undergraduate. Right. So basically my mindset was you go to class, you learn the subject, and then you take exams, and then you move on, right? You pass and keep moving on till finally you end up getting your degree. But, so I had no clue about what research is all about. The professor sort of mentioned it, like incorporated in his, in his lectures, right? So that's where it began. <laugh>.

Lauren (Host) ([06:30](https://www.rev.com/transcript-editor/shared/klIs8RfbF0jb67Epc5N1gY4hn5YbH_ADvOxcfHQHSBuUaNe4C-E3fNfVzu--sCsfxXSP1RMw03JDPqK7dj74RPu5_aU?loadFrom=DocumentDeeplink&ts=390)):

[00:06:30] So you mentioned a first connection in your undergraduate with a faculty mentor. What other, and who else did you find yourself networking with to get you started in research?

Kingsley (Guest) ([06:42](https://www.rev.com/transcript-editor/shared/i6EZdVfFSb7ismnK6DoqclfDT9VkvHSXGoEdZH636ibS38eYXuB6G84qtYX55tMEWNRNRUSxuZYJLcNJncv6T-BZlz8?loadFrom=DocumentDeeplink&ts=402.65)):

Um, so basically it was the undergraduate prof, right? But when I moved on into graduate studies, I must say all the professors have played a role right? In getting me to where I am [00:07:00] right now. But most importantly, the person who played the greatest role in getting me to where I am right now is my MSc. And PhD supervisor. He was the one who nurtured me in research. And he taught me a lot of things. In fact, I learned a lot of research skills from him. All my success in research, [00:07:30] I attributed to his guidance and mentorship, and in some ways, the way I mentor right. Derives from the way he mentored me in some way. Yeah, I mean, his guidance, his approach to mentorship and so on, I picked some of these skills from him. And that's what I've actually used for myself as a researcher.

Hit the Streets Segment ([08:00](https://www.rev.com/transcript-editor/shared/645yUhhx4tOaygCMnLW3oZS1A92n5dpFDes6sxjkWKZIw-zaP45uHk0Jh83sQhxU91EYlrxqfiQntglN7dEgIlGfXJg?loadFrom=DocumentDeeplink&ts=480)):

[00:08:00] Welcome to Hi the Streets. I'm Hannah, and I'm Julianne. This is a segment where we ask strangers weirdly specific questions about research. Now let's hear from our first victim. What do you find easy about networking and what do you find challenging about networking?

Speaker 4 ([08:20](https://www.rev.com/transcript-editor/shared/mMbKNIDP36mYADrjLNILTGPpUJPv1Gp0JNLuTqqjc0rboLTdmLd_X0hFIkt-mbhcH4wkYzTjwfj5I18lfCCGngB1RmI?loadFrom=DocumentDeeplink&ts=500.66)):

I think, uh, maybe the difficult part, especially if you want to network with a particular person, is the accessibility. Sometimes, uh, if they [00:08:30] got a lot on the go, um, the easy part, I think I'd probably say the similar thing is kind of carrying the conversation.

Speaker 5 ([08:40](https://www.rev.com/transcript-editor/shared/rInHL4Hi1DZn-WTcCSPecg96TjFznmatw9C9Nd-1z_PpnQ7xvNyEHloNJKaa0QmPgD6usKWqyKbXGzHlC9pq5GQ15dA?loadFrom=DocumentDeeplink&ts=520.04)):

I think the hardest thing about networking is finding the right people to network with. Um, a lot of the time when you just like approach strangers, they're not obviously gonna be in like the area field that you wanna network about. So that's one of the struggles. Uh, obviously with like the internet and online social media and stuff, it makes networking a bit easier, but in person, it, [00:09:00] it's a little bit harder to get that connection.

Speaker 6 ([09:02](https://www.rev.com/transcript-editor/shared/6X21mvm1wxVHFWysqadegOgcG0DyP3POZD2Y8Mpv9y8bCnwgIgGO9ETEzUftzsvfJ0VSVnkruLZEWSRgPY3kLiEnzZk?loadFrom=DocumentDeeplink&ts=542.67)):

The easiest thing about networking that I think is the getting started. 'cause if you're in a group and you're trying to interact, you, you just start the conversation and it goes, I think the hardest part about networking for me is knowing when to cut it off and define the next steps.

Speaker 7 ([09:17](https://www.rev.com/transcript-editor/shared/JSn3vwtkO4go0WCkHNSB_9fy-vgJ8l-oTPLFU5QrzMMSlRGCmGFVTpJAmfE_iSbOAfW4IBv2JDwQ__UZHo_dguMU53g?loadFrom=DocumentDeeplink&ts=557.79)):

So networking, um, like what's easy about it is that you can do it with literally anyone. So every person that you meet is an opportunity for networking. And something that's difficult about it is, um, [00:09:30] being yourself really. Like, you feel a lot of stigma and pressure when you're networking that you have to be professional and be a certain way. But I think that takes away a lot of the, uh, authenticity of what networking is.

Speaker 8 ([09:49](https://www.rev.com/transcript-editor/shared/wHgryxTe4QKtd_VQPv9OFG4vEJYRQHB-LsKSiSGGPUPgUiulvue7L9KDwHE6rS8dVV3ZoT85ZS3dpn8sNRfgXNmRQvo?loadFrom=DocumentDeeplink&ts=589.38)):

For me, I think what I find easy in networking is, um, just meeting people that are cheerful willing, that are approachable, that [00:10:00] when you ask questions, they're willing to talk to you. Again, it could go the other way. You could meet some people and then they're not also willing to respond. Or maybe they could not, they could be in a bad mood. They don't just feel like talking. Yeah. So I think it depends on the people, the group you are interacting with and their state of mind, because it contributes a whole lot. The kind of response will give you if it would be positive or negative.

Speaker 9 ([10:28](https://www.rev.com/transcript-editor/shared/k98XBWOOs_79-xOVqkkxFddeshEk8TVeh4B2pzUqiYaNg83JP1mez1i7vx_soccma9u3E3d-QVQd0Y4PCFeqz8D1_Ug?loadFrom=DocumentDeeplink&ts=628.2)):

What I find easy about networking [00:10:30] is the flow of information, because once you are able to interact with someone, you get insider's knowledge. And what I find as a challenge is, uh, approaching a stranger,

Speaker 10 ([10:39](https://www.rev.com/transcript-editor/shared/QUGECalRUL2YxwPFvKBQBYnYuFt30b5__2LUqMVOtZ3x4t_bW9m5XEvr26Zsqhah4nbSfWllRQ2jPI0P5_cy6E_NnWo?loadFrom=DocumentDeeplink&ts=639.9)):

Maybe like maybe the language, like I'm not very fluent in English since it's my second language. So basically I can say that like, it's sometimes difficult to understand some words. So yeah, language can be a challenge.

Hannah (Segment Host)([10:54](https://www.rev.com/transcript-editor/shared/czsJY2SZAxO1HHAOERC1tFmBUwP4020EaeX4sEwIRH4xexvjgMlyN1Ll3AYVQUNHlUsbj5JcB4gu4YphYHqVNRlQhW0?loadFrom=DocumentDeeplink&ts=654.12)):

And that's it for question one. Now, back to our regularly scheduled programming. [00:11:00]

Lauren (Host): So what I'm hearing is that having a a good research supervisor is very important. And you need to seek out someone who not only has similar interests to you, but is someone you can work well with. And do you mind sharing a few of the key qualities that you admired in your mentor that you try and implement when you are mentoring students now?

Kingsley (Guest) ([11:27](https://www.rev.com/transcript-editor/shared/zws_rqAQy4N_78a208IIHOe_hnhEDZFYkMNcMSyYUe2dayMrGAWPYaTD0cryieXuzw4PCCq0hSLoRK5QEY3PqFqbjQ4?loadFrom=DocumentDeeplink&ts=687.8099999)):

Right. Um, so you, you [00:11:30] said it as Z, right? Um, having a good mentor in research is very important. Having a mentor who will be dedicated to the research that he or she is doing with the students, having a, who has the time for the students, right? [00:12:00] Having a mentor who actually invest in the, in seeing the growth of the students, right? And having a mentor who is kind and willing to help, right? These are all good attributes that I, like my previous mentor, I mean, my graduate school mentor passed on. I observed [00:12:30] that, those attributes, and I picked them because I realized that those attributes were the attributes which actually guided me to success. And also having a mentor who actually puts the students first.

Lauren (Host) ([12:46](https://www.rev.com/transcript-editor/shared/zssM5Weo7FTr9ELdGqvmLb0trTc5rn2xInerkRAMQo320cixOwTmcqZ9-Vr7Zz1xFfN_MPu8Ajx-acFXq8y5K76ncz0?loadFrom=DocumentDeeplink&ts=766.57)):

Mm-hmm. <affirmative>

Kingsley (Guest) ([12:47](https://www.rev.com/transcript-editor/shared/EUnmpI7MIcCB5Lt4uGlqXq_qH_ecmnG0xznpC0zTLYm8IJcz_kZbqkd9RjESCgoYNufZga-dvAexSR_1REyw0DJuqLQ?loadFrom=DocumentDeeplink&ts=767.89)):

Right. Is very important.

Lauren (Host) ([12:49](https://www.rev.com/transcript-editor/shared/8mho8UaVwWUIXiqYslc9Jv53l2XzYb_bxyYU27WtOZUajBP8i6LnkcwPIIepEdhf7UmN5f5EWQ-lpuHaMu2Cjzh0KpM?loadFrom=DocumentDeeplink&ts=769.7)):

Definitely. And, if I can comment on that, having worked with you, you're doing an excellent job. Taking those skills that you've just mentioned from your mentor and [00:13:00] implementing them in your research program, that those are all things that I have noticed. And, in addition, another one that I want to add is patience. Um, as a, as a supervisor, <laugh>, you have to have a lot of patience, both with, with your, yourself and with your students. I think that's something that I admire. And you also teach your students about, you teach us to, to be patient and to learn that research takes time and good work takes time. [00:13:30] And it's about sticking with the process. So <laugh>,

Kingsley (Guest) ([13:34](https://www.rev.com/transcript-editor/shared/SpyUvxyZuvALmYdukv3RAe4cQ3m_CPGbjIUhQB88Jxf4-mAxxZxq9shk3uhsoZivkf8Tcf2CUeidE3X-al03gP-5U3c?loadFrom=DocumentDeeplink&ts=814.36)):

Correct. Yeah, I remember, yeah. Perseverance, right? And patience. Yes. Yeah. I mean, those two other attributes, but those are also another, the key attributes to having a successful research program. Uh, because, when students are introducing to research, they've only been familiar with, say, doing labs or Right. [00:14:00] And doing projects where they are made to work all the time. But research, I normally call research as wading into uncharted waters, right? So you don't know what you're gonna get along the way, but then when they come, you have to have the perseverance and the patience to overcome them. And that is what makes a good researcher.

Lauren (Host) ([14:29](https://www.rev.com/transcript-editor/shared/-nbOKBOZWo_GpAyJ_PxRggMCf16kTu_hG3OlxggpfGmG0GvgKYR-mEobdgj8uaw422gRekJ05VRQroKHfjpvvwK9cRU?loadFrom=DocumentDeeplink&ts=869.71)):

Relating [00:14:30] to your old mentor and some of the contacts that you made, both as a student as in your grad school, and then then now as a professor and working with students and working with other faculty members, do you still keep in contact with some of your old connections and research? And, what does that look like for you?

Kingsley (Guest) ([14:53](https://www.rev.com/transcript-editor/shared/AYX0K3XLnb66X4xYg0x66cB86hsXVYmX_GH5gm-4a676pE7Nz-M4E8tPTNoVHV_nHRGzZK2lojdI_x-GlcOfzHjC4MY?loadFrom=DocumentDeeplink&ts=893.21)):

Yeah. I very much do keep in touch with my contacts, actually my old contacts in research. And [00:15:00] usually, you know, periodically I'm sending emails back and forth, right? Um, let's say some of these contacts notice, let's say a topic that is worth discussing or a project and so on, right? They will send it my way. And, you know, if I also notice something that I find it interesting, I also send it that way. And by, so do we communicate sometimes through email and in [00:15:30] rare cases. It could be through the phone, right? But the biggest one is when we meet at conferences, so like the yearly conferences, that's when we all are under the same roof, right? So we get a chance to interact personally. And so we can chat over some coffee break or we can chat at dinner or lunch or in a small social relaxed [00:16:00] setting at the conference. And, many a time we do exchange good ideas that way.

Lauren (Host) ([16:07](https://www.rev.com/transcript-editor/shared/zHE20v4ymVXsQw-_lPEsm2NkMR6ZOwsoJewRddXOpFCuGvTc9WkKkkAzx67g3768l81-_Nf0SCCFQXRDvvrQF4HfWtQ?loadFrom=DocumentDeeplink&ts=967.73)):

And then also now when you bring research students to the conferences, you can introduce them to other contacts too. And then that helps with the network building. It helps, for me, it gave me an awareness of what's going on outside of T R U. So that's a really great tip. Uh, and what about at T R U? Who would you say are [00:16:30] your main, or not, not even at T R U, but just in your, in your role now, are there community members? Are there other faculty for sure is probably one and students are one? Can you elaborate a little bit on that?

Kingsley (Guest) ([16:43](https://www.rev.com/transcript-editor/shared/5q_apUuEqN1xbg7EvtSxTfmgE5ZXs-WHfNN6ZAn81Cbu1V17u3C31Hrms02OBz8hQzr2f9v0JB-U-uG2Goe_NkOKmIc?loadFrom=DocumentDeeplink&ts=1003.94)):

Yeah, definitely. Yeah. I was, earlier when I was basically focusing on, like external to T R U, right? But, at T R U I do network with a number of other faculty members. I've done research projects with, [00:17:00] biology, profs, mostly biology profs. I've done projects with professors in NRS, right? Um, I've done, actually, I've even done project with professors who are in Arts <laugh>. Not that many, but in the past I've had some collaborations with, [00:17:30] a few of arts professors. Mm-hmm. <affirmative>. So I've networked with and collaborated with a whole number of other people at TRU. In addition to that, I've done a lot of work with the community.

Kingsley (Guest) ([17:50](https://www.rev.com/transcript-editor/shared/3YRbMDqwedX6VHbD4ZBEk12RKYJ4Tw1tVne-n7uA-BlOtBQzQkmMcNAPiXgt5TCIKL_RGKBbTrOkivOmR7RnrOC0bqE?loadFrom=DocumentDeeplink&ts=1070.85)):

I've, done a lot of collaborations with the mines. I've done work with the Indigenous communities quite a bit in the past. I've done work [00:18:00] with people in the wine industry. And also, I've worked as, you know, I've networked a lot with the students here. And I must also add that there are times when even the students have come up with their own projects, right? Another project, which is coming from me. And so they have had some interest in a project they would like to pursue. And basically I've guided them [00:18:30] to work through those projects as well. So, yeah, on the whole, I've networked with all of these people.

Lauren (Host) ([18:40](https://www.rev.com/transcript-editor/shared/qwQ6L2wJXyjkqOtNBgCXkgFRfhyCyh9qr3SshGdEKz0DejM4qqYP6MonYY4vvKBIEOpNZyaJ7ltvt1qz0-YjzClvkl8?loadFrom=DocumentDeeplink&ts=1120.98)):

And so, how do you think that networking with these different groups helps you as a researcher? What do, what do you think is the value in having a rich and diverse networking pool?

Kingsley (Guest) ([18:52](https://www.rev.com/transcript-editor/shared/G5Be0h9YngSD3IS88N05PUk2BQ_mfP_WRecxkM2WQ-SeJi7Haz74-bIWR0v9TxLB-AlCeS85HtXsJagfro5219aaPx0?loadFrom=DocumentDeeplink&ts=1132.77)):

Really helpful? Because sometimes, uh, one doesn't realize that you, one gets even [00:19:00] ideas, new ideas, it opens new research avenues, right? Um, we might start with a project with, let's say a biology prof, and then it might end up leading to something else, right? Mm-hmm. <affirmative>, because we have an interplay of two disciplines coming in, right? And say, the biology might be able to come up with an, another idea from the biological standpoint, and then I ask a chemist, or to be precise, [00:19:30] chemist would then see the value in that, and then that opens up a new door for me, right. To explore and pursue it. Yeah. So it's very beneficial.

Lauren (Host) ([19:42](https://www.rev.com/transcript-editor/shared/lojNYUnq5dyD-BAbjNRLy1_Pt-cx2etJC69hSOmDeCE09qIt_w-TPGCtNMrLCMXGIw1qEBy1115V7LfHSMIna0RdWRE?loadFrom=DocumentDeeplink&ts=1182.09)):

Yeah. Those, those interdisciplinary connections and looking at problems through multiple lenses is always helpful. And when you have multiple experts and even working with students, I'm sure that you, you consider things sometimes and new ideas are sparked just through conversation. Yes. And [00:20:00] I think that's a really valuable part of it.

Kingsley (Guest) ([20:04](https://www.rev.com/transcript-editor/shared/e_GEfSy0CJspzaxEdT2YsmwhXQ79m7CP17rlGiHP5eRgM-KHx-Yv3w0qb7ozYfAk56oPkOR8MZxagZfaULKjq_UBXTU?loadFrom=DocumentDeeplink&ts=1204.08)):

And, and if I may add, yeah, there are times I've actually learned from my research students mm-hmm. <affirmative>, like I've actually learned from them. So in some ways it's a two way street. <laugh>. Yeah. I've learned from my students many times, many times. There are indirect ways they've taught me things. They're in indirect ways. They've taught me how to do [00:20:30] my job better mm-hmm. <affirmative> or how to do the mentorship better, right? And there are things that, you know, because I've been in the field for a while, I take them for granted. There are times, I mean, from the students' lens, I've been able to see another way, right? That I should you know, tackle this. So I'm very thankful, thankful to my research students. I've learned a lot from them. They actually helped me to grow [00:21:00] my research as well.

Julye-Anne (Segment Host) ([21:04](https://www.rev.com/transcript-editor/shared/gRUEx8JV0RxCHvZpGbFvNlERfuTqWKV5beqDgw8Brjx83bqZ3MXs1gTpJI2s1Fk5OvD4rqfAMG9SAvJkmh1D9z6HYo8?loadFrom=DocumentDeeplink&ts=1264.1199999)):

Hey, welcome back to Hit the Streets. Hear that Funky Music Beat? Let's hear from question two now.

Speaker 4 ([21:09](https://www.rev.com/transcript-editor/shared/Ea4-ylcWIATGGkNghsyIRhUU0m5PjUwqMLoC14qvqthLq1r5M7w5QGKiwkL1DjZ1KCbvHeUVCQ92jHLYUXnuaCvdumg?loadFrom=DocumentDeeplink&ts=1269.91)):

So I think the easy part about networking is actually just meeting someone. Um, some people may disagree with that, uh, but I find the more difficult part of networking is actually finding common ground, or to find something to talk about that we both know about.

Speaker 11 ([21:27](https://www.rev.com/transcript-editor/shared/fQjfwBKVVPE1yQgE_31nv9U8chtxHVjdYEx9fkkXfLS-2oWBofFriLYR9qE6gChgamEbOJF96hfQoimQeGf3RayQOwM?loadFrom=DocumentDeeplink&ts=1287.28)):

I find easy about networking, just networking [00:21:30] with my friends. 'cause those are people I can trust to tell things. And I find it difficult to expand to people that I've never talked to before.

Speaker 12 ([21:39](https://www.rev.com/transcript-editor/shared/PteiBk_X3y6T9IZrc63lrxk8YzRZ4ZCR1ZgLs3RYk5VxTRlEFHqYkwHatqeKrghnMRvcdb6RY2YxEvqxwSOvHJSNAqE?loadFrom=DocumentDeeplink&ts=1299.3699999)):

I think that it can definitely be intimidating when you're reaching out to somebody who doesn't know you in a different profession or something, and you want to make a jump into a field that you don't know a ton about. Um, I think that just the, the chance that they'll shut you down or, um, you know, that feeling where you're not quite sure what they're gonna think of you is, is hard at first. But, um, I think once you [00:22:00] do make that jump, you realize that sometimes it's not as bad as you might think.

Speaker 13 ([22:04](https://www.rev.com/transcript-editor/shared/gmX62viDAI9EBAbxsf3CCGKQo1IAo0UX4zbZhREpb2jy_YuLSR36VyJBK1mJ5cubemT4LCa2Pko9oRCAm4a8C5EStHU?loadFrom=DocumentDeeplink&ts=1324.1199999)):

The easiest part of networking is the end, because you're like, oh, we definitely have to do this again, and I'm glad to meet you. And the hardest part is the start, which is like, oh my gosh, I don't know anyone. I don't know what to say. I don't know anything.

Speaker 14 ([22:18](https://www.rev.com/transcript-editor/shared/mFqoMFctiovyDGCxkSlQP7DQSgsoLaneu8vO7RHZajiFTJWvuv2cM0-JHgQ3SPl3L7Vj0jfof0vOJhxG6FNqSrFN9UU?loadFrom=DocumentDeeplink&ts=1338.22)):

The thing I find easy about networking is making connections with people and kind of learn, like talking about ideas. And then the thing I find challenging about networking is thinking, making the first [00:22:30] move and trying to ask a good question to introduce yourself.

Hannah (Segment Host) ([22:33](https://www.rev.com/transcript-editor/shared/KqTTyX1a00YXuv8FMcAmQW0dUVvnFEbU_6MjGwwySaYTywLxXlnP8OnmpG-5Yr1AW2zCr-l5ZwcjLrksvEGVxWwpPdE?loadFrom=DocumentDeeplink&ts=1353.04)):

Well, that's it for question two. See you next time on Hit the Streets, folks.

Lauren (Host): So now I wanna turn to a little bit on if students haven't started research and they want to get involved, what advice do you have? How do you start building a research network?

Kingsley (Guest) ([22:51](https://www.rev.com/transcript-editor/shared/GikuCNKaX6LfiYBIQFnLyWNtkSPRDZcdqE9Lf_M3rF947XF3cqvX8e-Ks_FALfS2tCEAFZS7Nq1coHiSkBNMLyhKyLQ?loadFrom=DocumentDeeplink&ts=1371.34)):

So the first thing I'll, I'll mention is, um, students should not be intimidated to engage in research, right? Over [00:23:00] the many years I've, I've mentored students have sometimes come across men who were initially right, um, hesitant to even get themselves involved in research. So I would say students should not be intimidated to engage in research. And also if they are unsure, they can try it out on a volunteer basis and see if that is something that interests them. Um, [00:23:30] also students wishing to do research should view it as something that will add an additional dimension to their learning, right? And also to engage in it from, or engage in it with fun, right? And not engage with it as something which is too, uh, intimidating.

Lauren (Host) ([23:51](https://www.rev.com/transcript-editor/shared/uAzGlYrfE3MpII8u16Yxpaww_ueAiU2KbYUHyiRIiTfZqIqIua3mQHDuH1jojEat5hh2MjijryjV7wVh7CLh-BkVC44?loadFrom=DocumentDeeplink&ts=1431.29)):

Is there anything you've noticed that students have done in the past that you were like, oh, this student maybe did their homework, or This student seems really passionate, [00:24:00] I want to work with them. Is there any tips that you have on that?

Kingsley (Guest) ([24:04](https://www.rev.com/transcript-editor/shared/cA13Bn3rQ0MzoclmgsHtea_AzUJqVDMKzaWRYUKiLm6k1p4RqEn-KfuNKIAr5YlJSFVDQw13l_0DO8L2CDOELx-g9V4?loadFrom=DocumentDeeplink&ts=1444.13)):

Yeah, I have several tips that I can share here. The first is the students should have an, the students who want to do research should have an idea of their career goals, what they plan to do, right? When, uh, when they graduate, say from TRU. Um, the reason being that this will enable the faculty supervisor that they want to work with, right? To advise [00:24:30] them on the type of project that, that will be beneficial to them. Like a case in point is, let's say if a student wants to go into medical school, if that's the career goal of the student, it's nice for the project to be tailored towards something which has, um, say, medical or pharmaceutical implications, right? Rather than, say having a student do say a project which is say, environmental, [00:25:00] right? Because, uh, that is not what the student's career goal is.

Kingsley (Guest) ([25:05](https://www.rev.com/transcript-editor/shared/vFbm6917ZLg47W2AeARRYe5MgnHKSmgro_j347wiWGKmFgLAfG__NwHlHlS1Mj6poTc5yInlMh3tmJacgMRH0DdPrto?loadFrom=DocumentDeeplink&ts=1505.15)):

Um, the second thing is students should always plan to pursue a research in an area that they are passionate in. And I'd like to emphasize the word passionate because, I see that usually the passion is actually, it actually plays a key role and a big contributing factor to a successful research. [00:25:30] Because when one is passionate, that person has the itch, right? To work on the, on the project and do a good job. So passion is very important. Uh, the student should try to have or be passionate about the research that they would like to do. And then when the student eventually gets a chance to make an appointment, say with their potential faculty supervisor, they should be able to ask a lot of [00:26:00] questions. It's very important they ask questions, right? So that the potential faculty supervisor can address all those questions, allay any fears or any hesitations or reservations that they have, right? That is very important. I mean, they should be able to ask questions. And then finally, the student who would like to do the research should show enthusiasm when they come to see the supervisor [00:26:30] and keen to do research, right? Because then in that case the faculty supervisor will then see that, okay, this person is genuinely willing and ready to pursue research.

Lauren (Host) ([26:54](https://www.rev.com/transcript-editor/shared/V0U0nn0pBjsL9UcDLCQ4Gx1vA2sATQHYen2-8dm8hkz6XiVqzI20D5S1jJJVgUZ9fRqpSVURUGjiQXQ4qIqyzIy9ook?loadFrom=DocumentDeeplink&ts=1614.93))

Those are all excellent tips. And I echo everything [00:27:00] that you've said. I think that having done a little bit of research <laugh> beforehand about the topics that you're interested in and the type of work and the direction that you wanna go is always very useful. So highly encourage students to, to get involved in research, is what I'm hearing. And yeah, is there anything else that you would like to share about networking or about students who are getting involved in research?

Kingsley (Guest) ([27:28](https://www.rev.com/transcript-editor/shared/OMjdr4qBdkmvrorJuQas6iCmdTz7TmhzSVJHSLaTLfbxg0voaBbcDnH4eSWcdyos-A_dtKn0o52eujzKOTO5Qr-KUWs?loadFrom=DocumentDeeplink&ts=1648.05)):

Um, I would just, and by saying [00:27:30] that research is fun, they will really enjoy it. It actually, like I said earlier, would actually add, adds another dimension to their learning. And I should believe it or not, they also gain some certain human skills. They gain patience, like we talked about earlier on. They gain, um, time management skills. [00:28:00] They gain problem solving and critical thinking skills because there are times the students will have to be independent and they have to think about, uh, resourceful ways to conduct the research. And so, so many human skills. And then they gain the attribute of being able to work with others. And then communication as you add communication. Because when the students have to describe their research to other people, [00:28:30] either in a relaxed way to friends, to family, or in, in conferences, right? They are always improving their communication skills. Writing reports, right? Or writing manuscripts for publications. These are all media through with the students. Uh, communication skills can improve.

Lauren (Host) ([28:54](https://www.rev.com/transcript-editor/shared/x3PgR1ro3byiCxi4p1s0Lh2C6TrF4gM1Tdo3BB8l2TcMsIPL_1rP5TGgWNlHpHC5QKOQeKedzV588dImojhN4yyEHBk?loadFrom=DocumentDeeplink&ts=1734.33)):

That is a great last piece, but also pieces, multiple reasons [00:29:00] for wanting to do research, reasons for why students should get involved. And I wanna thank you so much for spending time to, to chat about these things today, Kingsley. And I hope that students won't feel shy to get involved in research now that we've touched on some of those points. So thank you again, and yeah, it was great to have you.

Kingsley (Guest) ([29:24](https://www.rev.com/transcript-editor/shared/OZRt-uS8xuyE2fmWKhuoeHwk1cZp9jTaK28vDWs21-BBkj8YLGEZKfi9707QcNaPjSXJDN8QTFJlZejySASWzs4J8EY?loadFrom=DocumentDeeplink&ts=1764.36)):

Thank you so much Lauren, and thank you for having me, uh, to be able to engage in this discussion with [00:29:30] you. And I'm really pleased I had a chance to do that.

Lauren (Host) ([29:36](https://www.rev.com/transcript-editor/shared/f8-XEeuGNLISvaeXecu35-iB9BZtOctmMUIkcbouxWFiM6N-cWokxtGiTTnrp78bwzoo-MXuciGNMDHyxoGUE-n33GA?loadFrom=DocumentDeeplink&ts=1776.48)):

Thanks again for tuning in to the CURN Cast. I hope you learned something and are feeling inspired to start creating your research network. Join us for our next episode where we'll continue to debunk research myths and break down research barriers. See you soon.