It is encouraged that the student and major professor discuss expectations before joining the lab. This document aims to guide communication between faculty mentors and graduate student mentees. The Integrative Genetics and Genomics (IGG) Graduate Program expects mentors and students to read, discuss and agree to the expectations outlined in Part 1. These expectations are in accordance with guidelines from The National Academy of Sciences [Committee on Effective Mentoring](https://www.nationalacademies.org/our-work/the-science-of-effective-mentoring-in-stemm), UC Davis Graduate Studies [Mentoring Guidelines](https://grad.ucdavis.edu/sites/default/files/upload/files/grad-council/mentoring.pdf), and UC Davis [Principles of Community](https://diversity.ucdavis.edu/principles-community). In Part 2 mentors and students should check the box for each discussed item. Please email a copy of the agreement to Najwa Marrush ([nmmarrush@ucdavis.edu](mailto:nmmarrush@ucdavis.edu)).

**Part 1: Expectations of the IGG Graduate Program**

Expectations of Faculty Mentors

1. Provide tailored mentorship and guidance to the student as they progress in their PhD.
2. Help set reasonable productivity goals that are mutually agreed upon and adjustable.
3. Provide training opportunities for all necessary laboratory procedures.
4. Ensure that the student performs their thesis in a safe laboratory environment.
5. Engage with the student at regular intervals to discuss progress, including through lab meetings and one on one meetings. Maintain respectful and constructive communication in all meetings and electronic communications. Respond to communications in a timely manner.
6. Respect and value mentees’ cultural backgrounds and social identities.
7. Create an inclusive mentoring and work environment that encompasses personal wellness.
8. Support student’s career development goals and advocate for student.
9. Participate regularly in mentorship [training](https://grad.ucdavis.edu/resources-mentors).

Expectations of Graduate Student Mentees

1. Follow safety guidelines and other guidance provided to you by your supervisor.
2. Work diligently and professionally to accomplish mutually agreed goals within established timelines.
3. Understand and clearly articulate your own mentoring needs. Communicate issues clearly and in a timely manner. Maintain respectful communication in all meetings and electronic communication. Respond to communications in a timely manner.
4. Respect your mentor’s identity and your mentor’s responsibilities and time commitments.
5. Maintain good records of all data collection and analyses.
6. Be prepared for meetings with updates on research and other relevant activities.
7. Be responsible for understanding university and program guidelines and requirements.
8. Seek information, explore career options, fellowship opportunities, and develop clear career goals.
9. Participate in mentee-ship [training](https://grad.ucdavis.edu/mentoring-resources-mentees).

We hope that this document will help to mitigate potential differences in expectations between the student and PI.  In cases where the conflict cannot be resolved, we can suggest one of many resources within IGG an on campus. The IGG co-Chairs (Sean Burgess and David Segal), Program Coordinator (Najwa Marrush, [nmmarrush@ucdavis.edu](mailto:nmmarrush@ucdavis.edu)), Master Advisor (Anne Britt, [abbritt@ucdavis.edu](mailto:abbritt@ucdavis.edu)), and your academic advisor can provide advice and suggest possible solutions to conflicts. The UC Davis Ombuds ([ombuds@ucdavis.edu](mailto:ombuds@ucdavis.edu)) is a confidential, independent and informal conflict management resource for all members of the UC Davis.  Grad Studies has many resources listed on their [Help and Support](https://gradstudies.ucdavis.edu/problems-and-dispute-resolution) page with answers to common questions and [Mentoring Resources for Mentees](https://gradstudies.sf.ucdavis.edu/mentoring-resources-mentees). Matters related to racism, discrimination or another diversity issue, Diversity Officers in Graduate Studies or the Harassment and Discrimination Protection Program (HDAPP) can help. If the major professor is concerned about the well-being of a distressed or nonresponsive student, they may contact the OSSJA office for assistance or 911 in an emergency.

**Part 2: To Be Discussed by Faculty Mentor and Graduate Student Mentee**

* Funding: Should the student expect to TA on a regular basis? Discuss expected impact on lab productivity
* How often will you meet together? Weekly or bi-weekly one-on-one meetings are encouraged in addition to other group meetings.
* What are acceptable forms of communication (phone/text/other forms of electronic communication)? Is communication outside of normal work hours acceptable and how will this be handled? What happens if there is an accident or emergency in the laboratory or on campus?
* (i) Mentoring approach: Discuss mentoring approach and expectations: Specifically, is the faculty mentor focused primarily on the big picture or will the mentor work with the student on details of experiments? Most mentors do both so how will the balance change based on the career stage of the graduate student? (ii) Mentoring structure: For more junior graduate students, will more experienced lab members be involved with training? For more senior graduate students, is training of more junior graduate students expected?
* Is the faculty mentor focused primarily on the big picture or will the mentor work with the student on details of experiments? For more junior graduate students, will more experienced lab members be involved with training? For more senior graduate students, is training of more junior graduate students expected?
* Laboratory authorship policy. What are the criteria for being first author on a paper? What are the criteria for being a co-author?
* What is the lab policy towards structured community building activities (clubs, outreach, service on graduate group committees)?
* What is the lab policy towards career development activities (workshop attendance, career networking opportunities, internships) and conference attendance (frequency, funding)?
* What is the lab policy towards personal wellness, mental health, and life-work balance?
* What is the lab policy towards remote work, especially in the context of campus disruptions (COVID/bad air quality)?
* How will a conflict between lab members be handled by the mentor?
* What is the lab policy on work hours, sick time, and vacation, including inter-quarter breaks and summer? If an international student, discuss time to acquire visas and travel to visit family.
* What is the lab policy towards planned parental leave and time flexibility for graduate students with families?

We have discussed every point raised above:

Student Name and signature:

Faculty Name and signature:

Email a copy to: IGG program coordinator Najwa Marrush ([nmmarrush@ucdavis.edu](mailto:nmmarrush@ucdavis.edu))