**Kennedy Lab Graduate Student/Post-Doc-Advisor Expectations**

Below, I have laid out my expectations for the graduate students/post-docs in my lab, and what I expect to do in return. While formatted in the context of dual expectations, I hope that this document also gives a general sense of my advising strategy. My overall goal is to facilitate the success of each student/post-doc in the lab, both professionally and personally.

**My Expectations for Graduate Students and Postdocs**

I expect that as a graduate student/post-doc in my lab, you will:

1. Demonstrate initiative and independence in developing research ideas.
2. Seek out opportunities to gain career-relevant skills aside from research (e.g. teaching and mentoring).
3. Be deliberate about setting short-term goals for research and training (e.g., both by semester and annually) that are communicated to me (and to your committee as a student).
4. Participate in regular one-on-one meetings with me (typically on a weekly basis). Be on time and communicate if you can’t make it well in advance.
5. Attend and participate in lab meetings as well as in departmental, graduate program, college, and university communities (e.g. departmental seminars and events).
6. Prioritize communication with members of the lab – ideally responding to emails from our group within 24 hours.
7. Learn from, teach, and work with other members of the lab, in the lab and/or field.
8. Seek and provide support to other members of the PMB and EEB graduate programs and departments, as well affiliated professional societies (e.g. MSA and ESA).
9. Keep a detailed lab notebook that can be shared with myself and other members of the lab when needed.
10. Use the lab shared Google folder to access and contribute to lab protocols. Use the UMN server as a long-term file repository, using the organization guidelines laid out in lab document “KennedyLab\_DataOrganization”.
11. Clean up communal lab spaces as well as shared offices regularly.
12. Apply for funding, both for fellowships and for research funds, as well as conference travel funding.
13. Start writing manuscripts as soon as possible. Graduate students: Plan to have at least 2 first author publications published by the time you are finished with your Ph.D. (and others in the works). Post-docs: Aim to publish at least 2 first author publications per year during your time in the lab.
14. Mentor undergraduates (and/or high school students) in research when appropriate.
15. Graduate students: plan to finish your Ph.D. in 5 years or less to meet program time-to-degree goals.
16. Think and communicate about your long-term career goals regularly.
17. Initiate any discussions of personal issues that you wish to discuss (see professional boundaries, below).
18. Provide adequate time to complete letters of recommendation and provide feedback on written work with deadlines (e.g., proposals): 1-2 weeks notice, if possible. Send a reminder 2 days in advance.
19. Include me as a co-author in most cases, but not all. Initiate authorship discussions at the beginning of a project not the end.
20. When you leave, make sure data and metadata for your projects are in a publicly accessible form. Similarly, take samples with you or throw them away (lab, fridge, and freezer), but keep subsamples archived until data are published.

**Expectations for Myself as a Mentor and Advisor**

As an advisor, I expect to:

1. Provide guidance and mentorship in helping develop research ideas.
2. Participate in regular one-on-one meetings and communicate ahead of time when I have a conflict.
3. Provide resources to the best of my ability, including financial resources as well as professional contacts and connections.
4. Provide timely and constructive response and feedback on written work (e.g., manuscripts): 2 – 4 weeks, unless deadlines, emergencies arise; I will try to let you know if it will be a long wait. The wait is proportionate to the length.
5. Provide letters of recommendation upon request.
6. Regularly discuss your career goals, both short- and long-term.
7. Maintain professional boundaries (e.g., no social media). I am happy to discuss personal issues, but those discussions must be student-initiated.
8. Learn from lab members, ideally by working with them directly at the bench or in the field.
9. Maintain a safe, inclusive, and constructive atmosphere in the lab.
10. Respond to emails in a timely manner, ideally within 24 hours.

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