

Syllabus for 299 units for students in the HDGG program

Student name: _____ Instructor name: _____
Quarter enrolled in units: _____ Number of units: _____
Advanced to Candidacy: No _ Yes _ ; (date: _____)

This syllabus serves as a contract between the student and instructor when the student is enrolled in one to twelve units of 299 special study or research courses each quarter, and one unit of 290C. These courses represent the academic activities related to the students' production of scholarly or creative works. Graduate Council affirms that academic coursework (299, 290C units) and academic employment (e.g., GSR, TA) are distinct activities that faculty members should map out for their graduate students at the beginning of each quarter. This syllabus will be revised quarterly to reflect ongoing discussions between the student and instructor and the student's progress toward their research activities (e.g., pre-dissertation, QE, dissertation, manuscripts, analyses, data collection, etc). Specifically, student and instructor should meet to clarify mutual expectations and plans at the start of every quarter. The prompts below are meant to facilitate this conversation. **Submit this syllabus signed to the graduate coordinator to receive the CRN to enroll.**

299 units are graded on a Satisfactory/Unsatisfactory basis. Grading criteria should be discussed between the faculty sponsor and student prior to completing the research agreement. It is the student's responsibility to submit all work assignments to their faculty sponsor before the last day of instruction.

Expectations of Faculty Mentors

1. Maintain respectful communication in all meetings and electronic communication. Respond to communications in a timely manner.
2. Set reasonable goals for productivity that are mutually agreed upon. Establish timelines and adjust these timelines if unexpected problems occur.
3. Provide opportunities for all necessary training for standard laboratory procedures (e.g., safety, testing of human/animal subjects, statistical analysis).
4. Mentors show respect for and value mentees' cultural backgrounds and social identities and do not assume that all students have the same background or experiences.
5. Direct constructive feedback toward the work (e.g. writing, analysis), not the person.
6. Check regularly on mentee's progress.

Expectations of Graduate Student Mentees

1. Maintain respectful communication in all meetings and electronic communication. Respond to communications in a timely manner.
2. Set reasonable goals for productivity that are mutually agreed upon. Establish timelines and adjust these timelines if unexpected problems occur.
3. Be prepared for meetings with updates on research and other relevant activities.
4. Mentees show respect for and value mentors' cultural backgrounds and social identities and do not assume that all mentors have the same background or experiences.
5. Maintain up-to-date and accurate records of all data collection and analyses, and outputs (e.g., manuscripts, presentations, datasets).
6. Communicate promptly with faculty mentors as guidance/input is needed.

How frequently will the student meet 1:1 with the major professor over the next quarter?

- Bi-weekly
- Weekly
- Every other week
- Monthly
- Other: _____

Student's Primary Work Location

- Davis Campus
- Home
- Other: _____

List all the courses you are planning on taking in the upcoming quarter to satisfy the degree requirements:

Other outstanding degree requirements to be fulfilled in the upcoming quarter:

Goals and Expectations for the upcoming quarter (write N/A if a category is not relevant this quarter):

Research Projects

What are the research questions that you will be working towards answering this quarter? What activities will be carried out to address the research questions? These could include qualifying exam papers, dissertation aims or sub aim, analyses/results for a paper, preanalysis plan, etc.

Acquiring Knowledge

In what areas do you need/want to acquire more knowledge? Do you plan to do more reading in this area? Discuss with specialists? Attend conferences? How much time will you need to set aside (per week, per month, etc.)?

Research Skills

What new skills and expertise are required to achieve the research activities? How will you gain exposure to these skills? How much time will you set aside to develop this skill?

Oral Presentation Projects and Skills

What talks and posters do you plan to present in the upcoming quarter (could be at lab meetings, journal clubs, in-house seminars, and scientific meetings)? Are there any specific presentation skills you need/want to work on in the coming year? What are your plans to develop oral presentation skills (attend workshops, volunteer to give more presentations, get feedback from mentors, colleagues)? What is your time frame to attain these skills?

Writing Projects and Skills

Are there any writing projects that you will be initiating this quarter or continuing from last quarter (Fellowships, manuscripts, grants)? What resources will you use to develop these skills (attend workshop, seek editing assistance, learn how to use reference managing software like EndNote etc.)?

Manuscript and Grant writing

List the stages and sub-steps toward finishing the project (Introduction, methods etc.) Set goals/deadlines for each stage within the writing process.

Time Management

How many hours do you spend per week doing work-related activities? - Is this a good balance to achieve your goals at work and in your personal life? Do you want to increase or decrease this time in the coming quarter? Provide a rough estimate of your time:

Complete the table below for the following:

A) What % of your effort was spent on each of the following activities during the past quarter? (List under column A)

B) To reach your goals, how would you like to change the amount of effort spent on each of these types of activities: increase, same, or decrease? (List under Column B)

C) What is your goal for % of your effort at work spent on each activity during the upcoming quarter? (List under Column C)

Activities Advancing your Research Skills	A	B	C
Performing research			
Discussing your research with mentors, collaborators, others			
Attending seminars			
Attending conferences			
Reading in your field (reviews, papers, etc.)			
Reading to expand your knowledge of other fields			
Writing fellowships, abstracts, papers			
Other lab management, lab duties			

Code of Conduct: My laboratory adheres to the UCD Code of Academic Conduct, which states that “Students, faculty, and University administration all have a role in maintaining an honest and secure learning environment at UC Davis.” (https://ossja.ucdavis.edu/code-academic-conduct?utm_source=sja&utm_medium=redirect-page).

Principles of Community: My laboratory adheres to the UC Davis Principles of Community, which states that “UC Davis is an institution of learning, teaching, research and public service. UC Davis reflects and is committed to serving the needs of a global society comprising all people and a multiplicity of identities.” (<https://diversity.ucdavis.edu/principles-community>).

Students with Disabilities: UC Davis is committed to ensuring equal educational opportunities for students with disabilities. Students must request academic accommodations by visiting the Student Disability Center (54 Cowell Building, 425 California Avenue; <https://sdc.ucdavis.edu/>) and completing an SDC Accommodation Request Form. The University is not required to provide any academic accommodation that would result in a fundamental alteration of the academic program. Please note that it can take up to two weeks to process accommodation requests, so it is very important to submit the request form early. If classroom or examination accommodations are approved, the student will receive an accommodation letter with instructions notifying instructors of the accommodations authorized.

Faculty Signature

Student Signature

Click or tap to enter a date.

Date