**Conversation Checklist for a New Graduate Student**

This checklist of topics can be used by a supervising professor to guide the initial conversation with a new graduate student, and should be reviewed yearly to address any changes in expectations that may arise. The checklist can also be used for record keeping purposes, with both the supervisor and the student retaining a signed copy for their files.

**The key objectives of this document are to:**

1. Reiterate *key* requirements and expectations of the MMI Graduate Program. Note that the MMI Graduate Program Guidelines provides more topics and details.
2. Establish lab-specific requirements and expectations (“path to success in my lab”)

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program of Study: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Discussed** | | **Interested in further information?** |
| --- | --- | --- |
| **Who’s who** | | |
| Identify key members of faculty and staff within the department (and/or Faculty), including the graduate coordinator and the graduate program administrator. |  | <http://www.mmi.med.ualberta.ca/staff_students/>  <http://webapps.srv.ualberta.ca/search/> |
| **Open Communication** | | |
| Discuss the importance of maintaining open communication throughout the student’s program of studies. Exchange contact details and discuss your general availability and preferences for keeping in touch (e.g. email, in person, phone). Discuss the obligation of the student to keep the supervisor informed of progress. |  |  |
| **Academic requirements** | | |
| Reiterate the academic requirements of the degree program, including the minimum GPA and minimum grade requirements, ethics training, professional development, and teaching assistantships (detailed in the MMI Graduate Guidelines).  Discuss the time limits for completion of a graduate degree, including the three-year program requirements rule (other than the thesis) for full-time doctoral students. |  | Section 2 of the MMI Graduate Student Guidelines <http://www.mmi.med.ualberta.ca/MMIresources/MMIGradHandbook.pdf>  <http://www.registrar.ualberta.ca/calendar/GradStudies-and-Research/Regulations/203.8.html>  <http://www.registrar.ualberta.ca/calendar/GradStudies-and-Research/Regulations/204.7.html> |
| Discuss the importance of scientific writing ability, and where to locate resources (U of A or external) to improve writing ability if needed. |  | <http://www.studentsuccess.ualberta.ca/en.aspx>  <http://c4w.ualberta.ca/> |
| Discuss expectations with respect to attendance at seminars and thesis defenses. |  |  |
| **Memorandum of Understanding** | | |
| Discuss and sign the Memorandum of Understanding (appended to this document) |  |  |
| **Time commitment and vacation time** | | |
| Discuss minimum expectations for time commitment to research-related activities and program requirements.  Discuss outside commitments (present or future) that could impact time available for research-related activities. This includes outside employment, volunteering, and/or enrollment in another program.  Outline any additional *lab-specific* time commitment expectations. |  | Section 4 of the MMI Graduate Student Guidelines <http://www.mmi.med.ualberta.ca/MMIresources/MMIGradHandbook.pdf> |
| Confirm that the student is aware of vacation time stipulations in the MMI Graduate Student Guidelines. Describe any additional vacation time expectations. |  |  |
| **Professional Development** | | |
| Discuss opportunities for career development including:   * Teaching (beyond the mandatory single semester as a Teaching Assistant) * Participation in the Graduate Teaching and Learning (GTL) program * Internships in the private, public or not-for-profit sector * Management training * Supervision of undergraduate students * Collaborations with other labs (local or out-of-town) |  | <https://www.ualberta.ca/graduate-studies/professional-development/graduate-teaching-and-learning-program>  <https://www.ualberta.ca/graduate-studies/professional-development/internship> |
| **Lab book / record keeping** | | |
| Reiterate expectations for record keeping detailed in the MMI Graduate Guidelines. Describe *lab-specific* expectations for record keeping, including lab book record taking and electronic data storage. |  | Section 3.6.3 of the MMI Student Guidelines:  <http://www.mmi.med.ualberta.ca/MMIresources/MMIGradHandbook.pdf> |
| **Safety** | | |
| Has the student completed:  1. Mandatory WHMIS training  2. Institutional on-line safety courses applicable to their work materials/activities  Did the student receive and sign:  1. Lab-specific safety training  2. PPE checklist  3. EHS New personnel form |  | * On-line WHMIS training free to UA staff and students is available at [www.ehs.ualberta.ca/en/Training.aspx](http://www.ehs.ualberta.ca/en/Training.aspx) * On-line safety courses provide institutional context but do not replace lab-specific safety training. Courses are free to UA staff and students and include Laboratory Safety, Concepts in Biosafety, Chemical Safety, Radiation Safety, UV Protection and Transportation of Dangerous Goods. Student can self-register at [www.ehs.ualberta.ca/en/Training.aspx](http://www.ehs.ualberta.ca/en/Training.aspx) * Checklist and additional information on PPE available at [www.ehs.ualberta.ca/LabPPE.aspx](http://www.ehs.ualberta.ca/LabPPE.aspx) * New personnel form available at [www.ehs.ualberta.ca/EHSDivisions/Biosafety.aspx](http://www.ehs.ualberta.ca/EHSDivisions/Biosafety.aspx) |
| **Additional laboratory responsibilities** | | |
| Outline any additional *laboratory-specific* responsibilities, such as shared tasks, equipment malfunction, ordering consumables, etc. |  |  |
| **Strategies for feedback on project, presentations, scholarship applications, etc** | | |
| Describe *lab-specific* opportunities to receive feedback on projects, presentations, applications, etc. Describe expectations for lab meetings and supervisor-student meetings. |  |  |
| **The role of the supervisor and the student** | | |
| Discuss the role of a supervisor and student, including the assistance provided in planning a student’s program, and a supervisor’s obligation to stay informed about the student's research activities and progress.  Describe *lab-specific* expectations with respect to responsibilities such as reading literature, seeking resources, experimental planning, execution and analysis, etc. |  | Section 3.1-3.6 of MMI Graduate Guidelines:<http://www.mmi.med.ualberta.ca/MMIresources/MMIGradHandbook.pdf>  <http://www.registrar.ualberta.ca/calendar/GradStudies-and-Research/Faculty/200.2.html>  <http://www.gradstudies.ualberta.ca/degreesuperv/supervappoint.aspx> |
| **Code of Student behavior, and respectful behavior in the lab setting** | | |
| Introduce the graduate student to the Code of Student Behaviour, and the university’s Research and Scholarship Integrity Policy. Direct the student to read *A Guide to Academic Integrity for Graduate Students*, available online from the website of the university’s Office of Student Judicial Affairs (OSJA).  Discuss additional *lab-specific* expectations of respectful behavior, such as timely attendance, and respect for peers and colleagues. |  | <http://governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>  <http://www.governance.ualberta.ca/StudentAppeals/PracticumInterventionPolicy.aspx>  <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=70>  <http://www.osja.ualberta.ca/Students/GraduateHandbook.aspx> |

We confirm that the above matters have been discussed on the date indicated above:

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Graduate Student

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Supervisor

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