

GUIDELINES FOR POSTDOCTORAL TRAINING

General Principles

1. The postdoctoral experience is first and foremost a period of apprenticeship for the purpose of gaining scientific, scholarly, and professional skills that advance the individual's professional career.
2. Postdoctoral scholars should receive appropriate recognition (including lead author credit) and compensation for the contributions they make to the research enterprise.
3. To ensure that postdoctoral appointments are beneficial to all concerned, all parties to the appointments—the postdoctoral scholar, the postdoctoral scholar's mentor, the University of California, Irvine, and funding organizations—should have a clear and mutually-agreed-upon understanding with regard to the nature and purpose of the appointment.

Roles and Responsibilities

1. Postdoctoral scholars have dual responsibilities: (1) to acquire the experiences they need to advance their careers, and (2) to contribute to the program through research accomplishments, professional achievement, and interaction with others.
2. Postdoctoral scholars have the primary responsibility for the success of their experience, with the support of their mentors and UCI. Responsibilities include gaining new research skills, contributing to the effort of the lab or department, communicating with the adviser, initiating a network of colleagues, publishing and presenting research results at professional meetings, concluding a research project in as timely a manner as possible, and planning their careers afterwards.
3. Mentors have the responsibility to provide a postdoctoral experience that is fundamentally educational in nature and advances the postdoctoral scholar's career. This educational experience should lead toward research independence and include helping the postdoctoral scholar acquire other necessary career skills, such as those that contribute to effective communication, publication, grant writing, and management. Depending on the postdoctoral scholar's career goals, the educational experience also may include teaching, occasional course work, internships, and other experiences that promote professional development.
4. Mentors and postdoctoral scholars share the responsibility for good and frequent communications regarding their expectations, goals, and plans, and the postdoctoral scholar's progress.
5. The mentor should take the lead early and often in discussing ethical standards, including issues of authorship, credit, conflicts of interest, and other ethical dilemmas.
6. Mentors and departments should provide career advising and job placement assistance.