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Welcome to the Department of Genetics!
The Department of Genetics. This guide outlines the requirements for Genetics graduate students to select and complete their rotations and coursework, to prepare for and pass the qualifying exam, and to receive a Ph.D. degree in Genetics.

The Interdisciplinary Genetics Department is a part of the School of Medicine Biosciences Program along with 13 other programs.

Mission Statement
Genetics and genomics are undergoing an unparalleled revolution: our mission is to continue to lead this revolution for a better understanding of biology and human health.

Administrative Roles
Department Chair
Michael Snyder, mpsnyder@stanford.edu

Oversees all aspects of the department.

Key Student-Facing Responsibilities:
- Genomics Training Grant
- Typically the ultimate decision maker on all thing Genetics Department
  Can help with/Contact to:
  - Call a town hall
  - If you aren’t receiving adequate support in any regard
  - Escalate an issue

Student Services Officer (SSO)
Wendy Christiansen, wjsierra@stanford.edu

Wendy is the biggest student resource in the Genetics Department. She has a lot of institutional knowledge and is generally your best place to start.

Key Student-Facing Responsibilities:
- Processing nearly anything financial (stipends, healthcare, event reimbursements)
- Monitoring student progress
- Organizing recruitment logistics
  Can help with/Contact to:
  - Payroll issues
  - Degree requirements (and maintaining student records in the Graduate Student Tracker [GST])
  - Course requirements/transcript issues
  - Declaring a lab, declaring PhD candidacy, recording committee meetings
- Signing loan deferment forms
- International visas
- Reimbursement for department-funded expenses

Director of Graduate Studies (DGS)
Maria Barna, mbarna@stanford.edu

Responsible for overseeing academic aspects of the PhD program and supporting student wellbeing. In combination with the SSO, the DGS helps guide students and connect them with resources.

Key Student-Facing Responsibilities:
- Faculty-First year mentorship program
- Leads the faculty curriculum committee
- Oversees the qualifying exam process
- Department representative to CGAP
- CGAP is the BioSci-wide committee responsible for overseeing graduate admissions and policies.

Can help with/Contact to:
- Get a course exception or substitution approved
- Bring a concern about Curriculum
- Qualifying exams
- Get administrative help for Academic accommodation
- Leave of absence
- PI conflict
- Life events/personal issues/time off
- Complaints of discrimination or sexual harassment

Director of Graduate Admissions (DGA)
Lars Steinmetz, lars.steinmetz@stanford.edu

Key Student-Facing Responsibilities:
- Oversees the entire admission process
- Liaises with Dean’s Office, OGE, and the Senior Associate Dean of Graduate Education and Postdoc affairs
- Liaises with student and faculty committees involved in admissions
- Works with the SSO to facilitate administrative recruitment logistics
  - Can help with/Contact to:
    - Becoming involved with the admissions process
    - Is a point of contact for recruited students

Director Educational Outreach/ Tech Museum
Abbey Thompson, abbey@stanford.edu

Runs a suite of educational outreach programs in partnership with The Tech Interactive, a science center in San Jose. Abbey was a PhD student in the Genetics program before beginning this role.
Key Student-Facing Responsibilities:
• Running the Stanford @ The Tech program
• Running the Book a Biologist program
• Running the Ask a Geneticist program

Can help with/contact to:
• Get involved with any of the educational outreach programs above
• Chat with someone about finding a non-traditional career

Events Manager
Dawn Billman, dbillman@stanford.edu

Key Student-Facing Responsibilities:
• Plans all Genetics department events
• Maintains and updates the department website
• Runs GRIPS
• Department liaison for the SoM HR panel for JEDI initiatives

Can help with/contact to:
• Event planning/community building
• Website items
• Merchandise licensing
• Become involved with GRIPS

NEW HIRE: JEDI Office position (official name coming)
Community building among students, liaison for concerns related to discrimination, equity inclusion and belonging, training, incorporating best University practices and disseminating information, recruitment and outreach of diverse students and postdocs

Diversity Liaison Faculty & Students
Julie Baker, jbaker@stanford.edu

Key Responsibilities: Attend diversity, equity and inclusion meetings lead by students. Supports and helps develop plans, policies and procedures. Advocates student’s initiatives at faculty meetings

Associate Director of Administration
Anita Bivens, asalter1@stanford.edu

Department liaison for Stanford/SoM human resources, faculty affairs, and student services. Anita has a masters in clinical psychology too!

Department Financial Administrator (DFA)
Randy Soares, rsoares@stanford.edu
Assistant Department Financial Administrator
Ada Chen, adaychen@stanford.edu

Responsible for managing department money outside of fellowships, science grants, etc. Contact them for help with approving new stipends for roles or events (ie TGAC lead stipends, anti racism seminars), or other department money management.
Events Manager

**Annual Department Retreat**
*Organizing committee:* Ami Bhatt (lead), Serena Sanulli, Jesse Engreitz, Dawn Billman, 2 postdocs (volunteer), 2 third year PhD students (volunteer)

Organizes all aspects of retreat including invited speakers, activities, schedule, meals, etc. The committee welcomes suggestions for invited speakers, panels, activities, and outreach ideas.

*To be involved with the organizing committee,* contact Ami, asbhatt@stanford.edu or Dawn, dbillman@stanford.edu

*For activity suggestions and invited speaker input,* contact Ami, asbhatt@stanford.edu or Dawn, dbillman@stanford.edu

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Training Camp

Jesse Engreitz, engreitz@stanford.edu

Organizes and oversees the administration of the training camp for incoming PhD students.

*Reach out to Jesse with concerns/improvements to training camp, to incorporate a new topic, etc.*

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Current Issues in Genetics (CIG)

John Pringle, jpringle@stanford.edu and Mike Bassik bassik@stanford.edu

Organize weekly talks by faculty, postdocs, and students on their current research. Students in their fourth year and beyond are incorporated into the rotation and will present ~once per year. Postdocs should reach out to John or Mike to claim a presentation slot.

First year students are required to attend CIG weekly for course credit in GENE 219, which is taken every quarter (including Summer) of the first year. Reach out to John or Mike for attendance policies and issues.

Traditionally there is a departmental happy hour after each CIG. This is organized by a third year student. Be on the lookout for an email soliciting hosts at the start of each quarter.

**Student Happy Hour Lead: Sierra Bowden**

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Genetics Graduate Studies Overview

The Genetics Ph.D. program provides opportunities for graduate study in all major areas of modern genetics, including identification and analysis of human disease genes, molecular evolution, gene therapy, statistical genetics, application of model organisms to problems in biology and medicine, and computational and experimental approaches to genome biology.

An underlying theme in our Department is that genetics is not merely a set of tools but a coherent and fruitful way of thinking about biology and medicine. To this end, we emphasize a spectrum of approaches based on molecules, organisms, populations, and genomes.
We provide training through laboratory rotations, dissertation research, seminar series, didactic and interactive coursework, and an annual three-day retreat.

Summary of Degree Requirements
Genetics graduate students enroll in 10 units per quarter (no more or less) and are required to complete 135 units of coursework including core curriculum and ethics training. Generally, required didactic coursework is completed in the first two years of the doctoral program. After completing coursework, students enroll in 10 units of Graduate Research (GENE 260, GENE 399 or the equivalent in advisor's home department) and electives each quarter, thereby completing the required minimum of 135 units by the end of spring quarter of the 4th year. After this, students apply for Terminal Graduate Registration (TGR) status and focus on dissertation research while registering for 3 units of research or electives per quarter.

Course Requirements for Ph.D. or M.S. Degree
All students must take a minimum of nine medical school courses divided into two general categories (see below) and register for exactly ten units each quarter (including summer). Students must earn a minimum grade of B- in all nine courses and maintain at least a B average for continuation in the program. Courses that cannot be taken for a letter grade, do not count toward the total of nine courses.

Core Requirements
- GENE 200 (Training Camp)
- BIOS 200 (Foundations in Experimental Biology)
- GENE 205 (Advanced Genetics, Win)
- GENE 211 (Genome Biology, Win)
- GENE 215 (Frontiers, Fall & Spr) – must register for twice
- GENE 218 (Computational Analysis of Biological Information: Intro to Python for Biologist, Spr)
- MED 255 (The Responsible Conduct of Research, Aut, Win, Spr) – register early, fills up fast
- GENE 219 (Current Issues in Genetics) Each quarter of your first year
- HRP 258 (Introduction to Probability and Statistics for Clinical Research, Spring) or STAT 141 (Biostatistics, Fall) or STATS 366 (Computational Statistics, Genetics & Microbiology, Spr)

Other Electives (at least 1 required) such as
- GENE 214 (Representations and Algorithms for Computational Molecular Biology, Spr)
- GENE 244 (Introduction to Statistical Genetics, Fall, alternate years)
- GENE 245 (Computational Algorithms for Statistical Genetics, Spr, alternate years)
- GENE 206 (Epigenetics, Win, not every year)
- BIO 244 (Molecular Evolution, Spr)
- GENE 210 (Personalized Medicine, Spr)
- GENE 235 (C. elegans Genetics, Win, alternate years)
- BIO 222, BIO 237, BIO 258, CBIO 275, CS 278, PATH 210, DBIO 201, DB 210, GENE 221, GENE 234, IMM 230, STAT 202.
Courses outside the medical school (e.g., CS, STAT) are encouraged and can be applied to the minimum requirement of nine courses.

The statistics requirement counts towards the minimum of nine courses. Students may petition the Graduate Program Director to receive approval for any courses, including statistics, that have been completed elsewhere and that may substitute for required Genetics courses. All such petitions must be submitted no later than Friday of the second week of classes during the quarter in which the course that is the subject of the petition is taught.

Students may petition the Graduate Program Director to receive approval to substitute another computational focused course instead of GENE218.

Journal Club
This weekly journal club is organized completely by graduate students from the Genetics and Developmental Biology Departments. At each meeting, one or two graduate students lead 30 minute discussions on their choice of a recent journal article. For the first three years of the Ph.D. program, each student presents once per academic year.

Refreshments are provided by the graduate students and reimbursed up to the current year limit. Reimbursement requires an original receipt to Wendy (Mimi – DevBio).

Current Issues in Genetics (CIG)
Two people from the Genetics Department give 20-25 minute presentations about their current work at this weekly Friday meeting. Students in their third year and above are expected to present their work annually. This series gives students the chance to learn about the range of science going on in the department and provides a great opportunity to give formal presentations to peers and colleagues. 1st year students should register each quarter for GENE 219.

Frontiers in Biology
Every week, the Departments of Genetics, Developmental Biology, and Biochemistry host an external speaker through the “Frontiers in Biology” seminar series. First year students also take a course related to this seminar (GENE 215), where they discuss a relevant paper the day before and meet the speaker after the presentation.

Frontiers is held most Wednesdays at 4pm in Clark Auditorium.

Other Seminar Series
There are many other regular seminar series on campus that students choose to attend. Some of the most popular include:

Center of Law and the Biosciences lunchtime talks. See CLB events calendar or subscribe to the listserv.
Evolgenome (organized by CEHG). See CEHG website or subscribe to the listserv

Teaching and Mentoring Academy Events. See TMA website or subscribe to the listserv

Discussing Developmental Data (3D). See events schedule

Biomedical Seminars. See events schedule or subscribe to the listserv

Suggested 1st Year Curriculum

Please note that you must enroll in 10 units (no more or less) per quarter until you reach terminal graduate registration (TGR) status in the fourth year of study.

Fall – 10 units
GENE 200 – Training Camp
BIOS 200 – Foundations in Exp. Bio
GENE 215 – Frontiers in Biology Rotation
GENE 219 – Current Issues in Genetics*

Winter – 10 units
GENE 211 – Genomics
GENE 205 – Advanced Genetics
GENE/MED 255 – The Responsible Conduct of Rotation
GENE 219 – Current Issues in Genetics*

Spring – 10 units
GENE 215 – Frontiers in Biology
 c GENE 218 - Computational Analysis of Biological Information: Intro to Python for Biologist
HRP 258
Rotation and other electives
GENE 219 – Current Issues in Genetics*

Summer – 10 units
Research units
GENE 219 – Current Issues in Genetics*

*If it will put you over 10 units do not officially register for, but you will need to attend.

The minimum unit requirement for the Ph.D. is 135 units of course work and research completed at Stanford. When more than one Stanford advanced degree is pursued, the Ph.D. must represent at least 90 units of work not used to meet the requirements of another degree. At least 3 units must be taken with each of four Stanford Faculty members.

Graduate Advising Expectations

Faculty advisors are to:
- serve as intellectual and professional mentors to their graduate students
• provide knowledgeable support concerning the academic and non-academic policies that pertain to graduate students
• help to prepare students to be competitive for employment
• maintain a high level of professionalism in the relationship
• establish and collaboratively maintain expectations of the adviser/advisee relationship, consistent with departmental standards

Advising Practices & Resources
https://vpge.stanford.edu/academic-guidance/advising-mentoring/advising-0

Mentoring Resources
https://vpge.stanford.edu/academic-guidance/advising-mentoring/mentoring-resources

Student expectations
Mentoring is a two-way street. It is your job to ask for the mentoring you need, at least as much as it is your mentor’s job to provide that mentoring. Open two-way communication is essential to a productive mentoring relationship. Your mentor has other students and postdocs to mentor—as well as other demands on her or his time—and thus will not always be proactive and recognize the type of help and mentorship you need.

How to get the mentorship you need (resources)

Individual Development Plan (IDP)
The process of career planning begins in the first year, where students initiate an individual development plan (IDP). The IDP begins with critical self-assessment to identify strengths and weaknesses and continues throughout the students’ careers as training progresses and interests mature. Students are encouraged to take ownership of their training and professional development by being serious about initiating and updating their IDPs. Students are instructed to think intentionally about their training and career development goals, and to meet with their academic or research advisor annually to discuss them. The annual IDP meeting should be specifically devoted to student career discussions, not simply added on to a routine research advising meeting.

See http://biosciences.stanford.edu/current/idp/ for more information and IDP forms, including extensive FAQs and resources for both faculty and students. Questions about the IDP can be directed to somcareers@stanford.edu.

Research Rotations
Students rotate through 3 laboratories during their first year in the Genetics Graduate Program. While most students start in Fall Quarter, students are encouraged to consider participating in the Advance Summer Institute for a smoother early transition into graduate school. There is a nomination & selection process. The department nominates, so if you are interested, please let the department student services officer know. The program is not meant to be a source of summer bridge funding or simply an early rotation opportunity. There are many components to the program that require commitment of time and effort
and the funding, reflects both the expectation of full participation and belief that participants should be compensated for these efforts. Office of Graduate Education does the selection for ADVANCE. There is no guarantee that if you are nominated that you will be admitted into ADVANCE.

Rotations typically last one quarter each, but can be less and are contingent upon the faculty member agreeing to the rotation request. All Genetics students must rotate with at least 1 Genetics faculty member (primary or secondary appointment). Other rotations may be done with any Bioscience faculty.

Lab rotations expose you to new techniques, new ways of thinking/analyzing and networking! If you think you have found your thesis lab in 2 rotations, explore and challenge yourself - select a 3rd rotation lab outside your comfort zone.

While students may select a thesis laboratory after completing their third rotation, you can do more. Selection of the dissertation research laboratory must be done with the faculty member's approval. Prior to committing to a dissertation laboratory, students are invited to discuss their selection with the Graduate Program Director. Students are welcome to join labs outside of the Genetics Department; if so, they will discuss with the Graduate Program Director whether transferring into that department would be beneficial.

Dissertation Research
Once a student selects a permanent laboratory, they begin their dissertation research that will last for approximately four years. All students are expected to publish at least one first-author paper about their research during this time period, and the work culminates with a thesis defense presentation and written dissertation.

Changing Advisors
In the rare chance you should need to change advisors, please make an appointment to discuss the situation with the Director of the Graduate Program Maria Barna.

Qualifying Exam
Students in the Genetics Graduate Program take the Qualifying Examination in the Fall Quarter of their second year of study. There are two parts to the exam, a written research proposal and an oral examination. Students must pass both parts of the exam to qualify for doctoral studies. Exam is not designed to weed students out. It is a tool see strengths and areas that need working on.

Qualifying Exam Topic
The research topic of the Qualifying Exam is flexible, depending on student’s interest. It can be directly related to the student’s dissertation work, or unrelated. A goal of this approach is to give students the opportunity to fully develop a research project of their interest and gain a deep understanding of the topic.
Purposes of the Qualifying Exam
The purposes of the Qualifying Exam are for students to:
1. demonstrate understanding of the fundamentals of genetics, genomics, and molecular and cellular biology.
2. learn the essential background knowledge for their expected thesis area.
3. demonstrate the capacity for independent, creative thinking within their chosen topic area.

In the Qualifying Exam, the student should:
1. identify interesting unanswered questions and pose hypotheses concerning those questions.
2. design experiments that test the hypotheses or answer the questions. This means that the student needs to understand what types of experiments are feasible, how to execute them, what their limitations are, and the types of data that result from particular types of experiments.
3. Include figures
4. anticipate possible outcomes that might be obtained from the proposed experiments and interpret the results to draw appropriate conclusions.
5. suggest alternative experimental approaches if an initial approach fails to answer a question.
6. consider subsequent questions, which may depend on the results obtained in the initial experiments.

Qualifying Exam Committee
A student’s Qualifying Exam Committee is composed of four or more faculty members. We ask students to discuss with their advisor for suggestion of 1-2 faculty to serve on their committee. However, the committee members are arranged by the PhD program, and may or may not include the suggested faculty members.

The Written Proposal
The Qualifying Exam proposal should reflect the student’s thinking and writing and demonstrate her/his ability to think critically and write well. The proposal must follow an NIH R21 grant format (single space, 1 inch margins), with the following requirements.
You can refer to this for details: https://grants.nih.gov/grants/how-to-apply-applicationguide/forms-f/general/g.400-pha-398-research-plan-form.htm#Research

Title Page: just that – proposal’s title and student’s name.

Project Summary/Abstract: a summary of the entire proposal, 1-2 paragraphs and no more than 30 lines of text. Put this on a separate page just after the title page. The abstract should include a statement of the specific aims.

Specific Aims: one page, describing the major goals of the proposal in clear, concise language. The aims page should answer several questions. What is the overall conceptual framework for the studies? What is the rationale for constructing the framework? What does the investigator plan to do or test (without going into a lot of detail)? Proposals should have 3 logically connected specific aims, the third of which should be a higher risk, pioneering idea. For purposes of clarity, some proposals will
contain subaims for one or more aims. Each aim or subaim should be described in one or two pithy sentences. An aims page often ends with a description of how achieving the proposed aims will advance the field.

**Research Strategy** (6 pages total including figures, but not including references):
https://grants.nih.gov/grants/how-to-apply-application-guide/forms-f/general/g.400-phs-398-research-plan-form.htm#Research

Start each section with the appropriate heading - Significance, Innovation, Approach.

1. **Significance**
   
   • Explain the importance of the problem or critical barrier to progress that the proposed project addresses.
   
   • Describe the scientific premise for the proposed project, including consideration of the strengths and weaknesses of published research or preliminary data crucial to the support of your application.
   
   • Explain how the proposed project will improve scientific knowledge, technical capability, and/or clinical practice in one or more broad fields.
   
   • Describe how the concepts, methods, technologies, treatments, services, or preventative interventions that drive this field will be changed if the proposed aims are achieved.

2. **Innovation**

   • Explain how the application challenges and seeks to shift current research or clinical practice paradigms.
   
   • Describe any novel theoretical concepts, approaches or methodologies, instrumentation or interventions to be developed or used, and any advantage over existing methodologies, instrumentation, or interventions.
   
   • Explain any refinements, improvements, or new applications of theoretical concepts, approaches or methodologies, instrumentation, or interventions.

3. **Approach**

   • Describe the overall strategy, methodology, and analyses to be used to accomplish the specific aims of the project. Describe the experimental design and methods proposed and how they will achieve robust and unbiased results. Unless addressed separately in the Resource Sharing Plan, include how the data will be collected, analyzed, and interpreted, as well as any resource sharing plans as appropriate.

   • For trials that randomize groups or deliver interventions to groups, describe how your methods for analysis and sample size are appropriate for your plans for participant assignment and intervention delivery. These methods can include a group- or cluster-randomized trial or an individually randomized group-treatment trial. Additional information is available at the Research Methods Resources webpage.

   • Discuss potential problems, alternative strategies, and benchmarks for success anticipated to achieve the aims.

   • If the project is in the early stages of development, describe any strategy to establish feasibility, and address the management of any high risk aspects of the
proposed work.

- Explain how relevant biological variables, such as sex, are factored into research designs and analyses for studies in vertebrate animals and humans. For example, strong justification from the scientific literature, preliminary data, or other relevant considerations, must be provided for applications proposing to study only one sex. Refer to the NIH Guide Notice on Sex as a Biological Variable in NIH-funded Research for additional information.

- Point out any procedures, situations, or materials that may be hazardous to personnel and the precautions to be exercised. A full discussion on the use of select agents should appear in the Select Agent Research attachment below.

- If research on Human Embryonic Stem Cells (hESCs) is proposed but an approved cell line from the NIH hESC Registry cannot be chosen, provide a strong justification for why an appropriate cell line cannot be chosen from the registry at this time.

Tips and suggestions:

1. In the Approach section, it is important to structure it such that each specific aim or subaim is a distinct subsection. Re-listing the aim or subaim at the beginning of each subsection can improve clarity.

2. Including multiple figures is highly recommended.

3. The volume written is not the point, obviously; it is the content that is important. Students should strive to ask questions that can be experimentally (wet and/or dry) tested by one or two people over a three- to four-year period. For instance, a proposed set of experiments that would abruptly end if a particular result were obtained early in the process is neither a good Qualifying Exam proposal nor a good grant proposal. Likewise, proposing a set of experiments that requires the entire output of a 10-person lab for five years is way too much and would be perceived as "overly ambitious", a common criticism of first-time grant applicants. The student is allowed to rely on reagents and knowledge from other laboratories, but most of the student’s proposal must be based on work that s/he (and, optionally, one more person) could do in a few year period.

Note: Students have sole responsibility for the content and form of their proposal. The specific topic, questions to be asked, and experimental approach must be devised by the student. S/he may seek help from peers (e.g., a practice presentation to classmates), A student can initially seek input from the advisor on the Aims page but not the rest of the proposal.

Important Qualifying Exam Due Dates

By 8/15 each student show send Maria Barna (Program Director) a few sentence description of what their proposal will be on. They may suggest no more than three committee members. Maria and Wendy will arrange the committee members for each student, without a guarantee of having members suggested by the student.
Exams will usually be taken on 2-3 selected dates in the Fall quarter of the second year.

The Project Summary/Abstract of the Qualifying Exam Proposal must be given to the Graduate Program Director and thesis advisor at least four weeks prior to the start of the exam period. This deadline serves to ensure that students start working seriously on their proposal (with no help from their advisor) in time to complete the Qualifying Exam within the specified period. Students must provide a copy of their Qualifying Exam Proposal to all faculty members on their Qualifying Exam Committee at least two weeks in advance of the exam date, and earlier if requested by the Committee.

- 1 faculty may provide feedback to the student at least 1 week before the presentation
- The student should make these changes and resubmit and updated proposal at least 2 days before the Qual meeting

Oral Examination Format
The Qualifying Exam usually lasts about 1.5-2 hours. The student will begin with a 5-10 minute introduction summarizing their proposal in as succinct a way as possible. For each aim, we suggest 3-5 slides. The student should state the problem, any specific hypotheses, and the general experimental approach that will be used. The student does not need to go into specific experimental detail in this introduction, as this will be probed later with questions from the faculty. The student may also use this time to bring up any changes they decided to make in their proposal after they submitted it to the committee. The written proposal will serve as a starting point for a broader discussion of biological principles and knowledge.

- After the presentation the student should summarize the suggestions from the committee and circulate to the committee for additional feedback

Outcome of the Exam
- First committee meeting should be within 6 months and the major feedback from the Qual committee should be shared with the Thesis committee at the beginning of the committee meeting (for example, have a few slides on the three or four major points and what you have done to address them over the past 6 months)

Prior to the exam, each student is responsible for providing her/his committee with an "Outcome of Qualifying Exam" form, provided by the Graduate Program Administrator. Immediately after the exam, the faculty will give the student feedback on this "Outcome of Qualifying Exam" form regarding how the student did and their evaluations about their strengths and areas that need work. There are three potential outcomes of the Qualifying Examination:

1. Unconditional pass - no additional work is required.

2. Conditional pass - specific work is required to receive a passing grade, as a mechanism for the committee to provide constructive feedback and for the student to enrich their training. This would usually be additional written work or separate meetings with individual faculty to demonstrate that the student has mastered an area that needs improvement.
3. Incomplete - exam must be taken over to receive a passing grade. Regardless of the grade, the "Outcome of Qualifying Exam" form, with signatures from the committee, and a copy of the Qualifying Examination must be filed with the Genetics Graduate Program Administrator, so it can be added to the student's Ph.D. Progress file.
If the Qualifying Exam Is Not Passed

Student Responsibilities
If the student receives an incomplete grade on their Qualifying Exam, they must retake the exam and earn a passing score by the end of Winter Quarter of that same year in order to be admitted to candidacy for a doctorate from the Department of Genetics (see below). Students should consult with faculty members and their committee for advice on how to prepare for the second exam.

Committee Responsibilities
Faculty members on a Qualifying Exam Committee should plan to offer the student advice on how to prepare for the second exam. Faculty should also be aware and remind the student that the second qualifying exam must be completed and passed by the end of Winter Quarter of that same academic year.

Admission to Candidacy
When a student has successfully completed her/his Qualifying Examination, s/he should submit an Outcome of Qualifying Exam form to the Genetics Graduate Program Administrator indicating that they have passed their exam. Once a student has passed their qualifying exam, successfully completed all required courses (exclusive of electives), and had his/her first Dissertation Committee meeting (by June 30th), s/he can be “Admitted to Candidacy” by the Department of Genetics, a process done by the Graduate Program Administrator.

Admission to candidacy for the Ph.D. program is an acknowledgment of the Student's potential to complete successfully the requirements for the Ph.D. The University requires that students in the Ph.D. program be admitted to candidacy by the end of their second year of study.

Once the student has been admitted to candidacy, the status is valid for five years subject to termination by the Department of Genetics if progress is unsatisfactory. In special circumstances, it may be renewed by the submission and approval of a new application or extended upon the Graduate Program Director’s recommendation. Any interruption of graduate work longer than one month must be by official leave of absence.
Dissertation Advisory Committee
The dissertation is expected to be an original contribution to scholarship, to exemplify the highest standards of the discipline, and to be of lasting value to the intellectual community. The work for the dissertation will be in progress from the time that a student chooses a permanent laboratory in which to work and has established a Dissertation Advisory Committee.

Dissertation Advisory Committee
The Dissertation Advisory Committee is a critical aspect of a student’s graduate training. Preparing for the first meeting will stimulate a student to think deeply about potential thesis projects and to read extensively literature relevant to their project of choice. This and subsequent meetings provide a regular forum for a student and their thesis advisor to receive advice from other faculty members. The Dissertation Advisory Committee serves as the core of a student’s Dissertation Reading and Thesis Exam Committee. At the time of the thesis defense, it is important and useful for students to have examiners who are familiar with their work. The student’s committee is not only to be used to discuss their thesis project, but also their future ideas, options, goals and how to strategies about obtaining those goals. Moreover, the relationships developed with committee members over the years will serve students well when transitioning to positions after graduation. No two paths through graduate school are the same. Each student requires individualized advising and mentoring for her or his development and growth. Suggestions on how to get the mentoring needed can be found at:

http://biosciences.stanford.edu/current/advising/get-mentoring-you-need.html

Committee composition:
A student should select the Dissertation Advisory Committee in consultation with her/his advisor. You will need 2 genetics faculty members outside of your advisor. In other words = Your Advisor plus 2 genetics faculty. If desired, additional faculty members can be added from any appropriate department at Stanford, including Genetics. Generally, members of the Dissertation Advisory Committee must also be members of the Academic Council, although in special circumstances it may be possible to include individuals who are not Academic Council members. Changes to the Dissertation Advisory Committee are allowed, but must be reported promptly to the Genetics Graduate Program Administrator. A student’s first committee meeting should be no later than the end of the Spring quarter of their second year. The first meeting will consist of a thesis project proposal and include a three-page (minimum length) written summary. A student and her/his advisor should agree on an appropriate format for the summary, which should be provided to the committee a week in advance.

Tips to schedule your meeting:
- Who are you thinking of having on your committee? Are they really busy?
- Get 3-4 available days/times for your most busy committee member – ask the admin/PI to hold those for a few days
- Send out a Doodle Poll (doodle.ch) to your other committee members and see if any of those work for everyone else (keep your fingers crossed)
- If you are unsuccessful, start the process again.
Take it from a former grad student and her experience “DO NOT WAIT UNTIL THE LAST MINUTE! It can be really, really, REALLY challenging to find a date and time that work for ALL of your committee members. It took me 2 months! Heed Wendy’s warning!”

**Subsequent meetings will be held at least once every twelve months through the fourth year, and every six months beginning in the fifth year and continuing until graduation.** Students should fill out the attached form after each meeting and submit a signed form to the Genetics Graduate Program Administrator so that the Department has a record of their meetings. Failure to provide evidence of a committee meeting according to the schedule described above may result in withholding of a student's stipend payments until the requirement is met.


Due to the numerous committees that faculty serve on it has been requested that you keep you meeting to an hour. Several days prior to your meeting send your committee your power point presentation.

**GRADUATION REQUIREMENT:** Also keep in mind that prior to your thesis defense, students are required to have published or submitted for publication at least one first author paper arising from their graduate work.

**Service Requirement**

Service and outreach are a critical component of a student’s development as a scientist, and offer unique opportunities to learn by interacting with individuals outside the Department. Students are expected to participate in a minimum of 60 hours of service and/or outreach work prior to defending their dissertation. *(See Department Programs to Engage with Underserved Groups)*

**Teaching Opportunities**

Neither the University nor the Department of Genetics has a formal teaching requirement. However, students are encouraged to serve as a teaching/course assistant for at least one quarter. Some students use this time to pursue other teaching opportunities, such as Stanford at The Tech, SPLASH, or other programs that focus on K-12 education.

Students who want to pursue teaching opportunities are urged to do so in the second or third year of graduate study. A small amount of additional income is often (but not always) provided when a graduate student serves as a teaching assistant.

The most popular teaching assistant courses are GENE 211 (Genomics), GENE 218 (Intro to Python for Biologists), BIOS 274 (Introductory Python Programming for Genomics) and GENE 247 (Genomic approaches to the study of human disease). Interested students should contact the course professor.
Professional Development
https://vpge.stanford.edu/professional-development/overview

VPGE offers a variety of one-time and ongoing programs, as well as funding for student-led projects, to help you grow academically and professionally. VPGE and our many colleagues are here to help you plan and prepare for whatever career you aspire to after graduation.

Grad Grow describes professional competencies—things you can learn and do—and connects you with resources and learning opportunities that will help you thrive at Stanford and prepare for a flourishing career.

First Author Publication
Each genetics grad student is required to submit a first author publication prior to oral exam in order to graduate

Oral Exam
Every doctoral student is required to pass a university oral examination, which can be one of three types, as determined by the degree program. Every university oral examination is chaired by an out-of-department chairperson. This policy outlines university requirements for committee membership and responsibilities, scheduling and procedures for the examination, and reporting the results.

The purpose of the university oral examination is to test the candidate’s command of the field of study and to confirm fitness for scholarly pursuits. The student, the degree program, and the university all derive benefits from this requirement that would not be easily obtained by other means. The oral examination retains value first as a teaching experience and intellectual encounter for the student; second as a milestone, a means of internal indication, and a point of contact with the larger university for the degree program; and third as a small but significant unifying force and means of promoting communication between the different, often highly specialized, degree programs of the university.

Before the Oral Examination begins, the student presents a seminar, which is a public presentation of research results by the Ph.D. candidate. During this seminar, any member of the audience may ask clarifying questions. After the seminar, the Oral Examination begins in a private session with only the candidate, members of the Dissertation Advisory Committee, and the Oral Examination Chair in attendance. The examination, including the public portion, should not exceed three hours in length.

Oral Defense Committee (5 people = advisor, committee & chairperson)
Your Reading Committee members are the same as your Dissertation Committee. Please confirm with Wendy which faculty are on your reading committee. At least 3 (including your advisor, IF your advisor is in Genetics) must be Genetics’ faculty members. If your advisor is not a Genetics faculty member you must have 3 Genetics’ faculty members that are examiners on your oral defense.
Chairperson
The chair of the students Oral Defense may not have an appointment in the student’s department or in any of their advisor(s) departments. The out-of-department chair serves as an impartial representative of the academic standards of the university by maintaining the quality and integrity of the university oral examination.

The chair must also be part of the academic council. To check go to Stanfordwho.stanford.edu log in and they type the faculty members name. Near the top of the page it should say Academic Council.

Arrange the date, time & location with your committee. Try and do this, as soon as possible, because it can be very difficult to coordinate everybody's schedule. The student must provide a final version of the dissertation to members of the examination committee at least 14 days before the exam.

Let the Student Services Office know: Chair person, committee members, date, time, location and thesis title and she can send the oral exam form and instructions out to your committee.

Reserving a Room for Your Oral Defense

Medical School rooms & LKSC
http://med.stanford.edu/irt/classrooms/index.html
Select the calendar under the second paragraph and that will open R25
Over to the right you can view by day, week or month
Contact to schedule: email: medscheduler@lists.stanford.edu

Munzer Hall - 100 people
Calendar: http://beckman.stanford.edu/facilities.html
Contact to schedule: Jane Kroeten
jkroeten@stanford.edu
723-8423

Clark Center
Calendar: http://biox.stanford.edu/room_scheduling.html
Contact to schedule: Gabriella Martelino
gfsm@stanford.edu
723-4444

Spaces on main campus (webviewer)
Calendar: http://registrar.stanford.edu/resource25/
Contact to schedule: reg-events@stanford.edu
725-3302

Thesis Submission
Submit your dissertation Dissertations are usually due on the last day of class by 5:00p.m to the Graduate Program Office. The Graduate Program Office will make no exceptions for late submissions. The Registrar’s office does offer a free service for someone to review your
dissertation to make sure there are no errors prior to binding. **Note:** The chair of your committee does not sign your signature page.

The individual instructions are on the left hand side of this main RO Dissertation and Thesis webpage: [https://registrar.stanford.edu/students/dissertation-and-thesis-submission](https://registrar.stanford.edu/students/dissertation-and-thesis-submission)

### Graduation Quarter Policy

For Ph.D. students must have completion of all requirements **except** the submission of the dissertation to the Registrar's Office. Students registered under the graduation quarter will enroll in a TGR course and will be considered full-time students. **There will be a $150 tuition charge for the graduation quarter.**

All students are required to be enrolled during the quarter in which a degree is received. A graduation quarter is meant to give the student time to make changes/edits the committee states after the oral exam. The graduation quarter is NOT meant to give the student time to complete their dissertation. A final version of the dissertation needs to be given to all committee members 2 weeks prior to the oral exam.

**Example:**

Spring quarter: student passed oral exam (has not submitted thesis)

Summer quarter: Student applies for grad quarter (eform), register for TGR one last time, applies to graduate for summer quarter and submits thesis by Registrar’s Office deadline – search on Stanford home page - Academic Calendar

Students in the Graduation Quarter status will also be assessed ASSU fees and health insurance fees (unless waived). **Stipend? – It is the responsibility of the student to discuss whether or not they will receive a stipend during their graduation quarter with their advisor.**

### End Your Vaden Health Coverage

For students who graduate you must submit a written petition for early cancellation. Email healthinsurance@stanford.edu

Autumn (deadline 8/15); Winter quarter (deadline 12/15); Spring quarter (deadline 4/15).

### Individual Health Insurance

Information and applications for individual health insurance plans are available through the web at [www.ehealthinsurance.com](http://www.ehealthinsurance.com). This company offers many medically underwritten, leading health insurance plans in California.
Milestones By Year

1st Year Milestones

Lab Rotations:
The students will be required to explore research activities in three labs during their first academic year. An interim advisor is assigned to each student and assists the student with research rotation selection. Rotation evaluation forms are required for the completion of each rotation.

Choosing a Research Advisor:
Students must choose a thesis advisor prior to the end of the first year. The thesis advisor assumes primary responsibility for the future direction of the student and will ultimately direct the student’s dissertation. Please notify the Student Services Officer and your first-year advisor as soon as a research advisor is chosen.

Applying for Pre-doctoral Fellowship Applications:
PhD students who are eligible to apply for outside pre-doctoral fellowships such as an NSF (may also apply in 2nd year) or NRSA are required to do so. Applications are generally available in October and are due in November. Check with Student Services and Financial Aid for further details and any questions concerning eligibility. Students are encouraged to consult with their faculty advisors when preparing fellowship applications.

2nd Year Requirements

- Qualifying Exam
- Thesis committee – set up your committee with the help of your advisor and hold your first meeting by spring quarter
- Advisor Meetings:
  - All students are required to meet with their advisor prior to the upcoming quarter and also report the date of each meeting to the Student Services Officer. Students must also update their individual development plan (IDP) and discuss and revise this plan with their advisor once each year.
- Yearly Evaluations:
  - At the end of each academic year (usually in early June) the faculty will review the progress of each PhD student.

3rd Year Requirements

- Annual Committee Meeting
- IDP/Advisor Mtg
- Retreat & Admissions organizing w/ staff
- 3rd year students are expected to assist with the annual retreat and organize some fun events. Students are also expected to lead the student side of Admissions and those
before them have. Both events involve the entire Genetics community and are a lot of fun.

• Finish up required and elective courses

4th Year Requirements

Terminal Graduate Registration (TGR) - By the end of Winter Quarter, PhD students should have completed a minimum of 135 total units. Please check that all grades have been entered so that you receive the units. Submit the petition for Terminal Graduate Registration Status in eForms.

Once a student is awarded TGR status (Spring quarter of year 4 and onwards), the student enrolls in 0 (zero) units of GENE 802 Dissertation. Students may still enroll in courses as long as registration does not go over 3 units for the quarter.

The student’s IDP should be updated to reflect plans and milestones leading to the thesis defense. These goals should be discussed with the advisor and revised as necessary.

5th Year Requirements and Onwards

Committee Meetings:
Starting in the 5th year, all students must meet twice each year with the goal of defining concrete and achievable milestones that will lead to completion of the dissertation and oral exam (thesis defense).

Authorship Requirement Prior to Defense

The Department of Genetics requires a first author to be submitted for publication before the oral defense of their Ph.D. thesis. This requirement is consistent with the expectations that students have for their degree and is conveyed as part of the orientation of the students when they enter the program in their first year as part of the student handbook.

Practical Issues Regarding Graduate Study

AXESS
http://axess.stanford.edu

This is the University’s web based administrative system wherein most student business is conducted. Students must use Axess to accomplish the following tasks:
• File or adjust a study list (the list of courses in which the student wishes to enroll) and elect grading options each quarter.
• Confirm, through Axess, that the University has your correct address and telephone number.
• Enter direct deposit information
• Update emergency contact Information.
• Print a history of courses and grades.
• Complete necessary safety training.
• Check registration status each quarter (i.e., pending holds).
• Review grades.
• Ensure University bill is paid.
• Apply to graduate in final quarter.
• Official transcript request.
• Campus housing application.
• Print an enrollment certification.
Pay

**STIPEND**
Years 1-4 students receive an quarterly stipend. Autumn 10/1-12/31; Winter 1/1-3/31; Spring 4/1-6/30; Summer 7/1-9/30. Stipends typically disburse early. If you are not registered stipend will not disburse. Not all taxes are taken out so students need to submit estimated quarterly taxes 1040-ES (IRS)

**SALARY** - RAship (Bi-Monthly Salary) – Starts autumn quarter of 5th year
Salaries are issued 1 week after the work period is completed.
Oct 22 – pay period 10/1-10/15
Nov. 7 – pay period 10/16-10/31

- Will need to submit an I-9 form with your Student Services Officer
- Taxes are taken out (no long need to submit estimated taxes)
- **Summer of your 4th year budget accordingly as you pay will not hit your bank account until Oct. 22.**

Additional Funding & Financial Support

**Department Technology Funds**
Beginning in 2020, the department offers up to $1200 to each new incoming PhD student for the purchase of new technology, namely a laptop or tablet. The funds are available through reimbursement of qualified expenses. Send an itemized receipt with the last 4 digits of the payment card to Wendy and she will process the reimbursement. If you have any questions on the applicability of a purchase, direct them to Wendy (wjsierra@stanford.edu).

**Funds for Conference Travel**
Students on the SGTP T32 training grant are eligible to receive funding for travel to/from conferences. The amount available is typically restricted to $500-1000 but may vary depending on the demand in a given year. Note that these funds are typically reserved for students who have passed their qualifying exam.

In addition to the department T32, there are several other grants available through BioSci
https://biosciences.stanford.edu/current-students/resources/travel-grant-program/
https://biox.stanford.edu/research/travel-awards

If you have other travel funding needs, Wendy (wjsierra@stanford.edu) can typically point you in the right direction.

**Emergency Grant in Aid**
The University has a [grant in aid](https://www.stanford.edu/group/biosciences/travel-grant-program/) program for qualified expenses (typically unexpected medical or legal). See the above link for all qualifications.

There are also a number of other financial relief/grants available to students depending on their situation, including Graduate Student Aid Funds, Graduate Family Grants, and Graduate Housing Loans. See [here](https://www.stanford.edu/group/biosciences/travel-award/) for information about each of these programs.

*Note that the programs above are loans that do not need to be repaid, but will be reported as taxable income.*

Students can also request a Grad Cash Advance through Axess to receive funds before their stipend/TAship is disbursed. Advances are available for degree-seeking students (i.e. cannot be disbursed before you are officially enrolled) and can be requested in a $1000, $2000, or $3000
payment per term. Repayment for the grad cash advance is due 45 days after the advance is paid. See [here](#) for more details and deadlines for requesting the advance.

**TAships**

Students who TA for courses are typically paid at a 25% appointment rate for the quarter they TA. Occasionally, requests for TAs will come over the biosci-discuss listserv, but students who are interested in TAing for a particular course should reach out to the course instructors.

If you have extenuating financial circumstances that you need support on, please reach out to Wendy ([wjsierra@stanford.edu](mailto:wjsierra@stanford.edu)) and Mike ([mpsnyder@stanford.edu](mailto:mpsnyder@stanford.edu)) to see if there are department resources that can be tapped.

**Laboratory Safety Training**

Every student working in a laboratory is required by various agencies to be trained in all aspects of laboratory safety. Prior to working in the lab, new graduate students are required to complete the Training Advisor found online through Axess – STARS (Training) tab by clicking on the “My Training Needs” link. Students in the SCBRM program must complete the following training online:

1. General Safety and Emergency Preparedness (EHS-4200);
2. Bloodborne Pathogen Training (EHS-1600);
3. Chemical Safety for Laboratories (EHS-1900);
4. Biosafety (EHS-1500);
5. Laboratory Ergonomics (EHS-4800)

Also, depending on the nature of the student’s research, additional training includes:

6. Compressed Gas Safety (EHS-2200);
7. Radiation Safety Training (EHS-5250);
8. Laser Safety Training (EHS-4820);
9. Laboratory Animal Care and Use (VSC-0001).

*Discuss required (and recommended) training and its related priority with your mentor and/or lab manager.*

*After you have completed the Training Needs Assessment in Axess and discussed options and priorities with your mentor, log back into Axess, click the STARS (Training) tab, and click the link to “My Learning” to review courses that has been added to your Learning Plan. Click Enroll next to the session you wish to attend.*

In addition, all School of Medicine affiliates must take the on-line HIPAA training and agree to abide by the School of Medicine’s policies and procedures. To take the on-line training please check-in with your Student Services Officer who will register you and will provide the email and a login ID and password to you that allows you to proceed with the training.

**Taxes**

Tax information is available at:

1. [The Student Financial Gateway](#).
2. The Bechtel International Center (for international students).
3. Graduate Student Council (GSC).

**Health Insurance**

At the start of each academic year, students will be automatically enrolled in Cardinal Care in their first registered quarter (Autumn Quarter). At that time, and that time only, they will be able to waive Cardinal Care for the rest of the year by documenting equivalent health insurance in Axess.
Generally, the deadline for waiving the right to Cardinal Care is mid-September of each academic year (check with the Student Services Officer). The decision made at the start of each academic year will be applied to the remainder of that year.

To waive Cardinal Care, a student must enter Axess and follow the health insurance waiver link and complete the steps indicated. A health plan name and group policy number are required to complete the health insurance waiver. A student must waive health insurance for the entire academic year. Contact Info: 650-723-2135, Email: healthinsurance@stanford.edu.

**T32 Training Grant**

Most PhD students in the Department of Genetics are supported through a T32 training grant. Non-training grant eligible students are funded through other sources. If you are funded through the training grant, you will receive an invitation to submit a statement of participation through the eRA Commons website.

The Stanford Genome Training Program trains PhD students and postdoctoral fellows to advance to productive technical and high-level leadership positions in the biomedical sciences, in academia and in the private sector. Specifically, we train the next generation of scientists in the field of genomics and related areas, which has become a centerpiece in understanding basic biology as well as disease diagnosis and prevention, due to tremendous technical advances and a confluence of computer science with biomedicine. Many of those advances were catalyzed and driven by our former trainees and those of similar institutions.

**Department Programs To Engage With Underserved Groups**

**Stanford Summer Research Program (SSRP)**

SSPR (Amgen scholars program) is run through OGE and brings talented undergraduates to Stanford labs for 8 weeks over the Summer quarter.

If you’d like to get involved, be on the lookout for an email from OGE mid-late Fall quarter. OGE usually advertises for a variety of positions (some paid) to be involved including reading applications, program leaders, research mentors, symposium judges etc.

If you’d like more information, you can email ssrpmail@stanford.edu or contact Dr. Latishya Steele (ljsteele@stanford.edu) or Dr. KC Huang (kchuang@stanford.edu).

**Genomics Research Internship Program at Stanford (GRIPS)**

GRIPS is a departmental program that brings local high school students into labs. There is an application process with a deadline of February 28th. Students will be trained in the summer on basic lab procedures before they are placed in a lab to do research. Folks can typically get involved by leading basic training (pipetting etc) or to host a high schooler in their lab *during the summer GRIPS program*. Be on the lookout for an email from Dawn (dbillman@stanford.edu)

Folks can typically get involved by leading basic training (pipetting etc) or to host a high schooler in their lab. Be on the lookout for an email from Dawn (dbillman@stanford.edu) in early Winter quarter, or reach out to her by March 1 of the current year to get involved.
The Genetics Advocacy Committee (TGAC)
TGAC runs programming to support advocacy efforts in and by the department. See [this document](#) for current projects, programming, and list of who is involved. Feel free to reach out to anyone on the document to learn more.

Career Resources
Office of Career Development
https://med.stanford.edu/bioscicareers.html
Offers career counseling and coaching, resume/CV development, networking and more. They are a good place to start if you want to be connected to people with career paths outside of academia.

BioSci Connect
Contact: TBA
https://biosciconnect.stanford.edu/
BioSci connect is a mentorship program that lives within BioSci Careers that brings together alumni, students, and postdocs for mentoring conversations. Alumni and postdocs on the platform are encouraged to post job openings on this forum in addition to participating in the mentoring program.

Vice Provost of Education (VPGE)
https://vpge.stanford.edu/professional-development/overview
One arm of the programming that VPGE runs is on professional development.

Conflict Resources
The following people and programs exist to support you in bringing forward informal or formal complaints. This includes conflict with your PI, complaints against peers, department members, faculty, or other Stanford University members broadly.

We aim to foster a zero tolerance, zero incidence environment for all types of harassment and discrimination. If you are feeling uncomfortable, unwelcome, or unsafe, you have every right to bring forward a complaint and seek support.

Department Administration
DGS - Maria Barna (mbarna@stanford.edu)
Department Chair - Mike Snyder (mpsnyder@stanford.edu)
Please add here when these people are mandatory reporters and to whom. Communications with the DGS or Department Chair should otherwise be kept confidential.
Add in examples of what kinds of action they can help a student take to resolve issues.

Any department faculty you feel comfortable speaking with should also be able to navigate and support you in this process.
Graduate Life Office (GLO)
https://glo.stanford.edu/
GLO is a division of the Office of the Vice Provost for Student Affairs. They house deans that are a source for impartial guidance and information related to all aspects of graduate student life. They can assist in many types of crisis events, housing issues, they house Community Associates (CAs), and have resources for graduate students with families to name a few.

GLO is available 24/7 at (650) 723-8222, pager ID 25085. During office hours at (650) 736-7078.

Office of Graduate Education (OGE)
https://biosciences.stanford.edu/contact/office-of-graduate-education/
OGE is responsible for much of the student facing wellness programming, but they are also a wealth of resources on funding opportunities, networking, mental/physical health resources, etc available to graduate students. They are also heavily involved in recruitment events, BioSci wide initiatives, and more. Additionally, Senior Associate Dean Dr. Sheri Krams currently has weekly open office hours to interface with students. See weekly BioSci emails for more info.

SOM Ombudsperson
https://med.stanford.edu/ombuds.html
The Office of the Ombudsperson is a neutral, confidential, and independent resource for dispute resolution for faculty, residents, postdocs, and students. Communication to the ombudsperson is not reported to the School of Medicine or University.

If you do not receive the support you need within the department, the ombudsperson would be a good place to move, or you can begin here if you’d like to start with conflict resolution outside of the department.

Title IX Office
https://sharetitleix.stanford.edu/report-stanford
The Title IX Office collaborates with the Stanford community to stop, prevent, and remedy interpersonal violence and gender-based discrimination through education, culture change, accountability, and empowerment. We offer options and resources to all students affected by these issues and are committed to providing a fair, thorough, and prompt investigation and adjudication process.

Sexual harassment or discrimination reports should be brought to the University’s Title IX office. You will be supported by the DGS, Department Chair, and any other faculty you feel comfortable talking to.

Diversity and Access Office
https://diversityandaccess.stanford.edu/reporting-discrimination-concern
The Diversity and Access Office ensures University-wide compliance with federal, state, and local regulations concerning non-discrimination and disability access. Our mission is to advance Stanford's commitment to diversity, equal opportunity, and affirmative action goals as well as to foster an inclusive and accessible community for students, staff, faculty, and visitors.

Discrimination reports should be brought to the University’s Diversity and Access Office. You will be supported by the DGS, Department Chair, and any other faculty you feel comfortable talking to.

More information on filing a complaint can be found here.
Sexual Assault Support and Resources

*If you've experienced sexual and/or relationship violence, what happened is not your fault. You always deserve to be safe and respected. You may be experiencing a wide range of feelings, which are all valid.*

Resources, support, and reporting options are available, and are overviewed [here](#).

**Additional Wellness Resources**

To seek immediate help:
- Call **CAPS** 24/7 at (650) 723-3785
- Visit [https://caps.stanford.edu/get-immediate-help-now](https://caps.stanford.edu/get-immediate-help-now),
- Call the **national number for confidential emotional support** (800) 273-8255
- Visit [https://suicidepreventionlifeline.org/](https://suicidepreventionlifeline.org/)
- Text the **crisis text line** 741741
- Or visit [https://www.crisistextline.org/](https://www.crisistextline.org/)

**Material Resources**

- **Cognitive Toolbox**

- **Red Folder**
  Guidance for faculty, staff, and student leaders supporting student well-being in Stanford communities [https://studentaffairs.stanford.edu/resources-our-communities/red-folder](https://studentaffairs.stanford.edu/resources-our-communities/red-folder)

- **Vaden Health Services**
  Support resources curated by Vaden Health. [https://vaden.stanford.edu/virtualwellbeing/resources](https://vaden.stanford.edu/virtualwellbeing/resources)

**Physical locations to seek wellness support**

- **Counseling and Psychological Services (CAPS)**
  Call 24/7 at (650) 723-3785
  [https://caps.stanford.edu/get-immediate-help-now](https://caps.stanford.edu/get-immediate-help-now)

  Students insured via Cardinal Care are eligible to receive 5 sessions, free of cost through the WPO program. CAPS offers group therapy sessions and workshops, and they can refer you to a community provider for long term care. For students with Cardinal Care, in-network community providers will incur at $25 co-pay per session.

  Call CAPS at the number above to begin accessing their services.
  To see a comprehensive resource of care options available through CAPS, see [here](#).

- **The Office for Religious Life**
  Offering pastoral care and spiritual guidance. (650) 723-1762

- **Kara (Grief Support)**
  457 Kingsley Ave, Palo Alto, CA 94301
  (650) 321-5272
Kara offers drop-in peer group support services at no cost. It is very conveniently located in Palo Alto and offers grief support for individuals and groups, for adults, teens, families, and children.

**La Selva Group**  
206 South California, Palo Alto, CA 94306  
(650) 617-1759  
https://thelaselvagroup.org  
La Selva Group is a community resource providing free and in-network psychological, psychiatry, in-patient, and outpatient services. They have a free drop-in clinic for those struggling with mental health. See [this flier](#) for drop-in hours.

**Pacific Anxiety Group**  
https://www.pacificanxietygroup.com  
The Pacific Anxiety Group has a good history of working with Stanford trainees and staff. They offer virtual and in-person (they have local clinics in Menlo Park and Los Altos) therapy and education.

**Gronowski Center**  
https://www.paloaltou.edu/improving-lives/gronowski-center  
The Gronowski Center is a psychology training clinic dedicated to providing compassionate counseling and psychotherapy services to adults, older adults, couples, adolescents, children, and families in Santa Clara County and San Mateo County. The clinic offers services on a sliding scale basis as a part of its community mission. Services are provided by doctoral level psychology students under the supervision of Palo Alto University.

**Student Organizations**

**Asian American Graduate Student Association:** The Asian American Graduate Student Association (AAGSA) is a graduate student organization that serves to build a strong graduate community through Asian American culture-related events and activities.

**Association of Chinese Students and Scholars at Stanford:** ACSSS is a student-run organization whose mission is to broaden the channels of communication between the Stanford mainland Chinese community and various other cultural, academic, and professional communities in the Bay Area.

**Stanford Taiwanese Students Association:** The community of Taiwanese students and staff at Stanford, is a non-political, non-religious and non-profit voluntary student organization.

**Native American Graduate Students (SNAGS):** SNAGS is a group of Native American students in graduate study in the schools of Business, Earth Sciences, Education, Engineering, Humanities and Sciences, Law, and Medicine.

**Alaska Native Student Association (ANSA):** ANSA provides a cultural, educational, and social presence for Alaska Native students, staff, and alumni at Stanford.

**Stanford Hawai‘i Club:** The Stanford Hawai‘i Club is for anyone who is from, has been to, or wants to visit the Aloha State. We are unified by our interest, love, and respect for Hawai‘i, its local culture, and its people. Through our social and cultural events, we strive to connect students who share an appreciation for Hawai‘i and aim to share our cultures and experiences with the Stanford community.
Hillel at Stanford: The mission of Hillel at Stanford is to empower Jewish students at Stanford to explore and deepen their Jewish identities, and to envision their futures with choices inspired by Jewish values and commitments.

Markaz Resource Center: The Markaz supports a vibrant community of students who identify with or are interested in Muslim experiences both here and around the world. We provide a welcoming space, resources, and programming to engage, educate and empower the entire Stanford community.

LGBTQ-Meds: As an activist and social organization, we are dedicated to raising awareness of queer health issues and promoting equal social and political rights for lesbian, gay, bisexual, transgender and queer people.

ALLYlist: Allies within Stanford Medicine are essential in sponsoring LGBTQ+ visibility and acceptance, and are vital components of an increasingly inclusive medical community.

OUTlist: The +OUTlist is a resource supporting Stanford Medicine LGBTQ+ individuals and community building, mentorship and visibility.

Out in STEM (oSTEM): The Stanford Chapter of Out in Science, Technology, Engineering, and Mathematics (oSTEM@Stanford) is part of the national student society dedicated to serving sexual and gender minority students, with a primary goal of fostering successes in leadership, academic pursuits and professional activity.

Medical Students with Disabilities and Chronic Illnesses (MSDCI): The purpose of the organization is to provide a support system and platform for advocacy for students with disabilities and chronic illness. We also hope to begin conversations about the difficulties about becoming a healthcare provider with personal connections to and experience with illness and disease.

Fellowships and Mentorship Programs

DARE Fellows: The DARE (Diversifying Academia, Recruiting Excellence) Doctoral Fellowship Program awards two-year fellowships to advanced doctoral students who want to investigate and prepare for academic careers and whose presence will help diversify the professoriate.

ADVANCE Summer Institute: ADVANCE seeks to prepare students for a successful graduate career at Stanford and continuously builds on their successes.

BioPeers: The biosciences Peer Mentors (BioPeers) provide free and private peer-to-peer support for the Biosciences graduate student community.

1st Generation Mentorship Program: The 1st Generation Mentorship Program’s goal is to provide first-generation students with broadened academic and professional networking opportunities and advocacy through continued mentorship.

SoLID Mentorship Program: The Solidarity, Leadership, Inclusion, Diversity (SoLID) Mentorship program connects biosciences students with faculty who can provide additional mentorship to guide and support students on issues that may be largely outside their research.

Someone Like Me: This postdoc-graduate student mentoring program seeks to provide more professional guidance to graduate students from minoritized backgrounds, who often struggle to find relatable role models at the faculty level.
**National Science Foundation Graduate Research Fellowship Program (GRFP):** The program recognizes and supports outstanding graduate students in NSF-supported science, technology, engineering, and mathematics disciplines who are pursuing research-based master's and doctoral degrees at accredited United States institutions.

**HHMI Gilliam Fellowship for Advanced Study:** The goal of the Gilliam Fellowships for Advanced Study is to increase the diversity among scientists who are prepared to assume leadership roles in science, particularly as college and university faculty. The program provides awards to pairs of students and their dissertation advisers who are selected for their scientific leadership and commitment to advance diversity and inclusion in the sciences.

**Ford Foundation Predoctoral Fellowship:** Predoctoral fellowships will be awarded in a national competition administered by the National Academies of Sciences, Engineering, and Medicine (the National Academies) on behalf of the Ford Foundation. The awards will be made to individuals who, in the judgment of the review panels, have demonstrated superior academic achievement, are committed to a career in teaching and research at the college or university level, show promise of future achievement as scholars and teachers, and are well prepared to use diversity as a resource for enriching the education of all students.

**NIH Individual Predoctoral to Postdoctoral Fellow Transition Award (F99/K00):** The purpose of the Predoctoral to Postdoctoral Fellow Transition Award (F99/K00) is to encourage and retain outstanding graduate students who have demonstrated potential and interest in pursuing careers as independent researchers. The award will facilitate the transition of talented graduate students into successful research postdoctoral appointments.

**Ruth L. Kirschstein National Research Service Award (NRSA) Individual Predoctoral Fellowship (F31):** The award is to enable promising predoctoral students to obtain individualized, mentored research training from outstanding faculty sponsors while conducting dissertation research in scientific health-related fields relevant to the missions of the participating NIH Institutes and Centers. The proposed mentored research training must reflect the applicant's dissertation research project and is expected to clearly enhance the individual's potential to develop into a productive, independent research scientist.

**NRSA Individual Predoctoral Fellowship to Promote Diversity in Health-Related Research (F31-Diversity):** The purpose of the award is to enhance the diversity of the health-related research workforce by supporting the research training of predoctoral students from population groups that have been shown to be underrepresented in the biomedical, behavioral, or clinical research workforce, including underrepresented racial and ethnic groups and those with disabilities. Through this award program, promising predoctoral students will obtain individualized, mentored research training from outstanding faculty sponsors while conducting well-defined research projects in scientific health-related fields relevant to the missions of the participating NIH Institutes and Centers. The proposed mentored research training is expected to clearly enhance the individual's potential to develop into a productive, independent research scientist.

**Ruth L. Kirschstein Individual Predoctoral NRSA for MD/PhD and other Dual Degree Fellowships (F30):** The purpose of the Kirschstein-NRSA, dual-doctoral degree, predoctoral fellowship (F30) is to enhance the integrated research and clinical training of promising predoctoral students, who are matriculated in a combined MD/PhD or other dual-doctoral degree training program (e.g. DO/PhD, DDS/PhD, AuD/PhD, DVM/PhD), and who intend careers as physician/clinician-scientists. Applicants must propose an integrated research and clinical training plan and a dissertation research project in scientific health-related fields relevant to the missions of the participating NIH Institutes and Centers. The fellowship experience is expected to clearly enhance the individual's potential to develop into a productive, independent physician/clinician-scientist.
P.D. Soros Fellowship for New Americans: The Paul & Daisy Soros Fellowships for New Americans program honors the contributions of immigrants and children of immigrants to the United States. Each year, we invest in the graduate education of 30 New Americans—immigrants and children of immigrants—who are poised to make significant contributions to US society, culture or their academic field.

Additional resources can be found on the SBSA Funding and Training page.

Forums and Lecture Series

Annual Diversity and Inclusion Forum: The Annual Diversity and inclusion Forum is an enriching opportunity to learn about tool and strategies to enable participants to become effective change agents for diversity and inclusion in medical education.

Stanford Medicine LGTBQ+ Forum: The Forum features LGBTQ+ members of the Stanford Medicine community, as well as networking opportunities and opportunities for allies to show support.

Women’s Health Forum: The Annual Stanford Women’s Health Forum, provides an in-depth look at pressing topics in women’s health.

Dean’s Lecture Series: An opportunity for students, trainees, faculty and staff to explore current topics that impact Stanford Medicine’s mission areas including lectures on diversity, equity, and inclusion topics.

Diversifying Graduate Admissions: Admissions processes are inherently biased, but can we make them better? Topics will include bias (unconscious bias, performance bias, bias in publishing and funding), the myth of meritocracy, and ambient belonging.

Diversity Perspectives Seminar Series: The Diversity Perspectives Seminar Series is a trainee-hosted event that contributes to the ongoing, university-wide discussion on diversity and inclusion in academia.

Topics in Neurodiversity: Introduction and Advocacy: Topics in Neurodiversity: Introduction and Advocacy provides the foundation knowledge and essential skills for understanding, engaging with, and advocating for the neurodiverse population.

Civic Engagement Symposium: The Civic Engagement Symposium explores multidisciplinary approaches towards improving health, illness, and wellness.

Community Health Symposium: The Community Health Symposium is an annual event showcasing a wide range of service and partnership research projects undertaken by Stanford students, trainees, and faculty in underserved communities here and around the world.

Hidden Figures: A social media series organized by the Stanford Black Postdoc Association that highlights marginalized scientists that have continued to ascend up the academic ladder, or have pursued careers beyond the traditional academic roles.
Centers

**WHSDM Center:** The Stanford Women’s Health and Sex Differences in Medicine (WHSDM) center acknowledges the wisdom of conducting innovative, multi-disciplinary research on women’s health and sex differences in biology and medicine.

**SPHERE Center:** SPHERE is one of five national centers funded by the National Institute on Minority Health and Health Disparities to focus on using precision-medicine tools to improve the health of underserved ethnic and racial groups.

**Center for Innovation in Global Health (CIGH):** The Center for Innovation in Global Health (CIGH) strives to enable collaborative programs in global health by reaching across geographic, cultural, economic, and gender boundaries to inspire a new generation of global health leaders.

Courses

**Unconscious Bias in Medicine CME Course:** This CME activity provides education on unconscious bias in the academic medicine workspace.

**Diversity and Inclusion in Science (DAIS) Minicourse:** A minicourse that provides an introduction to the social science literature on factors contributing to gender disparities in the scientific workplace.

**Certificate in Critical Consciousness and Anti-Oppressive Praxis:** The goal of this certificate is to educate and prepare trainees with the tools necessary to navigate a dynamic future from a position of knowledge, empathy.