

Graduate Advising Guidelines & Expectations

Introduction/philosophy

Graduate student advising is a key component of the experience of both faculty and students. Both advisors and advisees share responsibility for developing and maintaining a productive and healthy advisor/advisee relationships. While every individual advising relationship is unique – we have different backgrounds, needs, and goals and these may change with time – we also have shared values, goals, and responsibilities. The intent of this document is to identify those shared items and provide broad guidelines for how to navigate the advisor/advisee relationship. These guidelines were developed through conversations with faculty and graduate students; at the highest level, the recommendation from those discussions was to communicate clearly with each other, especially about expectations.

With **liberal** inspiration from:

https://gsas.yale.edu/sites/default/files/page-files/gsas_advising_processes_guide_0.pdf

Guidelines for advisors

1. Ensure at least one meeting takes place when taking on a new advisee.
 - a. This meeting should establish expectations of both the advisee and advisor. This can be anything from an informal list, to a written “contract”, as long as expectations are clearly communicated. *See Example Expectations.*
2. Advisors and advisees should meet regularly at a frequency that is useful to both parties.
 - a. Expectations are fluid and can change depending on the advisor/advisee circumstances (e.g., advisee is taking classes, etc), which should be communicated.
3. Provide constructive feedback to advisees along with their research grades.
 - a. This feedback can be brief, but should be comprehensive and useful to the progress of the graduate student.
 - b. This feedback should indicate reasoning behind LP/P/HP for research credit.
 - c. Alternative or additional feedback mechanisms can be established as desired.
4. Have a working knowledge of the [Guarini School](#) and the program’s [degree requirements](#) (e.g., coursework, examination, thesis), including deadlines for exams and meetings.
5. Support advisee in preparing for future employment:
 - a. Have a conversation with advisees about career goals, and respect and be supportive of the students’ choices and aspirations.
 - b. Recognize advisee contributions to presented research (i.e., at conferences, in publications, grant proposals).
 - c. Encourage exchange of research-related knowledge with potential collaborators.
 - d. Assist advisee in identifying and developing professional skills that are relevant to their goals. Additional mentorship may be helpful (see item 7).

6. Have a working knowledge of department and college resources available to their advisees.
 - a. For college resources, please visit the [Guarini School website](#), the [Graduate Student Council's Resource Guide](#), and/or reach out to the department's [graduate student representative\(s\)](#).
 - b. Department org chat (placeholder)
7. Advisors should encourage advisees to seek out additional mentorship as appropriate/needed, including secondary advisors within the department.
 - a. Acknowledge the areas where the advisor may not have the knowledge/resources to prepare the advisee, and assist the advisee in receiving adequate advisement in those areas.
 - b. Support advisees in connecting to external resources for skill development. This includes resources at Dartmouth (e.g., [DCAL](#) for teaching, [Research Computing](#) for programming, and classes offered in other departments), and professional society resources.

Guidelines for advisees

1. Work with your advisor during your first meeting to create mutually beneficial expectations. See *Example Expectations*.
 - a. If expectations are not being met or need to be changed, communicate that to your advisor if you are comfortable. If not, please contact your secondary advisor, the Department Chair, and/or the Graduate Chair.
2. Have a working knowledge of the [Guarini School](#) and the [program's degree requirements](#) (e.g., coursework, examination, thesis), including deadlines for exams and meetings.
3. Understand that one advisor may not be able to satisfy all mentorship needs throughout school.
 - a. Utilize secondary advisor and/or consult other members of the department for guidance on creating a mentorship network.
4. Throughout the course of your PhD, advisees will take increasing ownership of their progression through the PhD, including coursework, deadlines, the progress of their research, and professional development.
 - a. It may be helpful to have a discussion about expectations of independence when you begin a new advising relationship, and to continue this conversation in future years.
 - b. Be prepared to utilize resources outside of your advisor when working through research challenges/gaining new skills. This includes resources at Dartmouth (e.g., [DCAL](#) for teaching, [Research Computing](#) for programming, and classes offered in other departments), and professional society resources.
 - c. Discuss with your advisor group policies/ best practices in your field for discussing research with others outside the department.
5. Have a working knowledge of department and college resources available to you.

- a. Departmental resources: your secondary advisor, your thesis or exam committees, the department chair, and department committees
- b. For college resources, please visit the [Guarini School website](#), the [Graduate Student Council's Resource Guide](#), and/or reach out to the department's [graduate student representative\(s\)](#).
- c. Department org chat (placeholder)

Example expectations discussion

1. **Meeting frequency.** At what frequency is an advisor-advisee meeting:
 - a. Useful to the research progress of the advisee (or advisor)
 - b. Respectful of each other's time and commitments
2. **Meeting goals.** What do the advisor and advisee want from their meetings?
 - a. Do both parties want to check in on their progress?
 - b. Are topics external to research discussed?
 - c. Is a presentation or more formal depiction of progress expected?
3. **Feedback mechanism.**
 - a. What form of feedback is preferred unless otherwise specified by the department?
 - b. What counts as sufficient time to provide feedback?
4. **Work hours.**
 - a. What are the regular work hours expected of the advisee (or advisor)?
 - b. Is professional contact preferred/discouraged outside of work hours?
5. **Remote work.** Is there an expectation that the advisee (or advisor) is in the office/lab for most or all of regular work hours?
6. **Vacation time.**
 - a. How much vacation time can be expected? (Reminder: Guarini mandates 20 days of vacation time for its students).
 - b. How/when do advisors/advisees want to be notified that vacation time is planned?
 - c. Is professional contact preferred/discouraged during vacation time?
7. **Communication preference.** What form of communication do both parties prefer to discuss research and other relevant topics?
8. **Skill development.** What skills do advisors expect advisees to have, and how should they develop them?