GRADUATE STUDENT AND POSTDOCTORAL FELLOW
ADVISING STATEMENT
Dr. ???????????

THESIS

• TOPIC ORIGIN: Who comes up with the idea for the thesis?
• ORIENTATION: Are there any constraints on the kind of topics such as being question-oriented, hypothesis driven, applied, community-engaged.
• THESIS vs. PUBLICATION: How does the thesis relate to any existing or planned publications?

PUBLICATIONS: What are your expectations regarding you and your student’s participation in publishing?

AUTHORSHIP: What are your expectations regarding you and your student’s roles as authors?

CAREER PATHS: What are your expectations about the career paths your students will pursue?

MEETINGS:

• LAB GROUP MEETINGS: Does your lab group meet and, if so, what are your expectations regarding student attendance and participation?
• INDIVIDUAL MEETINGS: What are your expectations regarding the frequency and nature of one-on-one meetings with your students?

INDEPENDENCE: What are your expectations regarding the degree to which your students work independently?

NATIONAL MEETINGS: What are your expectations regarding student attendance and participation at national meetings?

GRADUATE STUDENT STIPENDS: What financial commitment do you make to supporting your students and what are your expectations of them?

RESEARCH FUNDING: What are the relative roles of you and your students regarding obtaining funding to support the students’ research?

COURSEWORK: What expectations do you have regarding coursework above and beyond the expectations/requirements of the graduate program?

GRANT PROPOSAL WRITING: Do you expect your students to participate in writing research and/or fellowship grant proposals?

ORIGINAL LITERATURE: What expectations do you have of your students regarding their familiarity with existing literature as well as keeping up on new scholarly works?

Developed by Scott Lanyon, Graduate School, Univ. of Minnesota
TEACHING: Do you expect your students to teach and if so, what courses and how often?

PERSONAL LIFE: What are your views about work/life balance?

TIME MANAGEMENT: What thoughts/suggestions do you have for your students regarding priorities and time management?

RELATIONSHIPS WITH OTHER STUDENTS: What are your expectations regarding how your students interact with other students in your lab, in the graduate program, and across the university?

DEPT/UNIV/COMMUNITY SERVICE: What are your expectations regarding participation by your students in service functions within the graduate program, across the university, within their professional societies, and within the broader community?

ETHICS: What are your ethical expectations of your students?

RESOLVING CONFLICTS: If there are conflicts (e.g., between you and your student, between students, between your student and another faculty member) how do you prefer that they be resolved?

INDIVIDUAL DEVELOPMENT PLAN: Do you expect students to produce an IDP? If so, how often do you expect them to formally update their IDP?

MENTORING: Do you expect your students to have mentors other than their committee members? If so, what is your role (if any) in identifying mentors?