In April 2018, on recommendation by the Committee on Graduate Studies, the Faculty Senate approved a new requirement that departments and programs make explicit their minimum advising expectations:

GAP 3.3 Academic Advising

General Responsibilities of Faculty Advisors
The University requires that within each department or program minimum advising expectations be set for both advisor and advisee. Such minimum expectations must differentiate between master’s and doctoral programs, and between different types of advisors (academic/program vs. research.) These department or program expectations must be distributed to faculty and graduate students on an annual basis at the start of each academic year and must be easily accessible on the web. Faculty are expected to affirm that they have received the advising expectations. Each faculty member has the prerogative to augment the departmental advising expectations with their specific additional expectations, while remaining consistent with the departmental advising policies.

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 advisor/advisee relationship, consistent with departmental standards.

These questions may be useful to guide advising discussions within departments, programs, and Schools, and perhaps serve as a template for the creation of advising expectations.

What is the overall purpose of faculty advising in this program?

How are advisors initially assigned to or selected by incoming graduate students?

What is the process by which students can change advisors and when should this happen?

How frequently should students meet with their advisors and how are those meetings set up? How does meeting frequency change as the student progresses?

What topics might be discussed at advising or committee meetings? Are there any forms to complete or “deliverables” associated with any of those meetings?

How is degree progress monitored, for example through a departmental annual review process or regular meetings with advisor or thesis committees?
Graduate Advising Expectations
Guiding Questions for Department & Program Discussions

How and when does a student select and convene their dissertation reading or “thesis” committee, what is the purpose of the committee, and how often should it meet?

How does the department or program, advisor, and student decide when a student is ready to graduate?

Who else might a student consult for help or guidance, e.g., department chair, DGS, student services staff?

Additional questions individual faculty might consider as they augment the department expectations:

How frequently do you expect to meet with your student; how will you meet (in person, phone, Skype); and how will meetings be scheduled?

What are students expected to participate in: lab or research group meetings, department symposia, etc.?

What are your expectations about time off, vacation, holidays, etc.- do you expect the student to request time away and if so, how far in advance?

Do you expect your students to consult with you about the courses they take?

How will you write together? How polished should drafts be before you see them? How much time do you want to review drafts and how do you want your student to request input?

How long in advance should your student make a request for a letter of recommendation (or similar) and what information do you need in advance?

What fellowships or research funds do you expect your students to apply for and how will you support their efforts?

What funding might you be able to provide (conference travel funds, research funds, etc.)?

Do you expect student to present their work, in your research group or department, on campus, at conferences, etc.?

Do you expect students to publish their work and if so, will you and/or others co-author with them? How and when do you discuss co-authorship?

What might students seek your guidance on beyond their courses and dissertation: i.e., teaching opportunities, career guidance, work-life balance?