

## **GUIDELINES FOR ADVISING**

### **Guidelines for Students**

The student's primary academic advisor is an important figure in progressing through the graduate program. As such, the advisor provides opportunities for the student to conduct research, prepares the student for a successful career in the field, structures the student's progress through the graduate program, and provides ongoing feedback about the student's quality of work. Mentoring is a collaborative process; there are guidelines for good advising (see Guidelines for Advisors), and guidelines for students regarding the best way to respond to and work with your advisor. The Department is committed to providing you resources and encourages broad exposure to Department and campus researchers.

#### **At the beginning of graduate school**

- Ask your advisor to be explicit about her/his research interests, future research plans, and preferences about work style.
- Discuss mutual expectations with your advisor regarding timelines, milestones and goals.
- Make specific rather than general requests of your advisor (e.g., if you are someone who works better with frequent meetings and concrete deadlines, ask for them!)

#### **Be proactive**

- Initiate contact with your advisor; don't wait for him/her to come to you.
- Inform your advisor of when he/she will receive a work product for review and comment.
- Be mindful of summer breaks and 9-month appointments of professors; plan ahead to complete milestones within the academic school year.
- Rely on the Graduate Handbook for answers to questions, policies, and procedures, and ask your advisor for clarification when necessary.

#### **Conduct yourself professionally and ethically**

- Office and hallway conversations reflect on you and can be heard by others.
- Learn and follow ethical codes for research and teaching.
- Discuss with your advisor how you would like to receive feedback and respond to feedback in a professional manner.

#### **Take your career seriously**

- Start thinking of yourself as a future colleague, by attending departmental symposia, joining professional associations, and by attending conferences to network and present your own research.
- This is your career and you bear ultimate responsibility for it.

#### **Be responsible**

- Show up for scheduled meetings on time with an agenda of what you want to accomplish.
- Inform your advisor (ahead of time) if you cannot make a meeting.
- Respond to emails promptly.
- Be upfront about difficulties that could influence your work.
- Discuss with your advisor all time commitments, including work responsibilities (TA/RA/outside work), academic work, other research, practica, vacations, conferences, as well as life decisions that will influence your progress in the program.

- Return books and loaned materials in a timely fashion.

### **Guidelines for Advisors**

The academic advisor has the primary responsibility for guiding the student through the graduate program and ushering the student into a career in psychology. As such, the advisor provides opportunities for the student to conduct research, prepares the student for a successful career in the field, structures the student's progress through the graduate program, and provides ongoing feedback about the student's quality of work. Collaboration, mutual respect, adherence to ethical principles, and sensitivity to diverse viewpoints and cultural backgrounds mark the advisor/advisee relationship.

### **Expectations for advising students**

- When the student applicant is interviewed, the potential advisors are explicit about their research interests, future research plans, and preferences about work style.
- Advisors meet regularly with their advisees and take into consideration the developmental phase of the student in establishing expectations for collaboration.
- Advisors are explicit about expectations for required projects and timelines for progress toward timely completion of the thesis.
- Advisors assist students in selecting courses and defining a minor area of specialization.
- Advisors discuss with students their policies on joint authorships.

### **Ongoing feedback**

- Advisors provide informal feedback frequently, not just at the end of each year.
  - Corrective feedback is specific and is accompanied by helpful recommendations for improvement.
- Advisors meet face-to-face with students at the end of each academic year to discuss the year-end evaluation letter that will be sent to COGS.
  - Specific progress, both satisfactory and unsatisfactory, in multiple areas is reviewed.
  - Mutually agreed-upon goals and expectations for the upcoming semester and year are discussed.
- Barring unexpected circumstances, which should be discussed with the student, Advisors should return drafts or portions thereof in a negotiated timely manner. Note: For many faculty members, the academic year is from August to May.
- Emails are answered in a timely manner.

### **Professional development**

- Advisors encourage and provide guidance in submitting manuscripts for publication, conference presentations, grant and award applications, and means for financial support.
- Advisors help the student transition to a career in psychology by fostering contact with colleagues outside of the Department and University, encouraging broad exposure to the work of other faculty, providing feedback on the job talk, discussing the application process, and apprising the student of career options outside of academia.

### **Other**

- When planning a sabbatical, advisors arrange for supervision during their absence.

- When terminating employment at the University, advisors assist the student in transitioning to a new advisor.