WHICH CAME FIRST?

Piled Higher and Deeper by Jorge Cham

YOU KNOW, I JUST THOUGHT OF SOMETHING.

THE FIRST PH.D. WAS AWARDED IN THE 1800'S, RIGHT?

WHO SIGNED OFF ON IT??

WHOA.

WHICH CAME FIRST, THE PH.D. OR THE PH.D. ADVISOR??

title: "The Doctoral Dilemma" - originally published 5/22/2015
Most frequent issue expressed by graduate students to the VP

- Several serious cases of abuse
- First written statement prepared by the program involved in one of those cases
- Issues raised by Mental Health Task Force

*Focus groups* of students and faculty together (15+ attended)
- Formed the basis for a draft

*Forums* with students/postdocs and faculty separate (50+ attended)
- Focused around the draft; revisions made in response

Review by Grad SGA; consideration for adoption

Now starting review by faculty governance
WHAT STUDENTS EXPECT OF ADVISORS

Respect, e.g.,

- Recognition and respect for diversity
- Active efforts to communicate across power differentials

Open and clear communications, e.g.,

- Timely review and feedback on work
- Notification and resolution of issues around support

Guidance on research, e.g.,

- Reasonable time frames
- Training and resources

Guidance on completing the degree, e.g.,

- Informal knowledge of rules and nuances

Guidance on career, e.g.,

- Room for professional development activities
- Help in building networks
WHAT ADVISORS EXPECT OF STUDENTS

Respect, e.g.,
• Both as professor and person
• Understanding that mentoring is tailored to each student

Open and clear communications, e.g.,
• Regular, frank progress reports
• Advance notice of changes

Commitment and productivity, e.g.,
• Progressively more independence

Responsibility, e.g.,
• Safe, ethical, efficient use of resources
• Taking feedback seriously

Teamwork, e.g.,
• Understanding common intellectual property principles
• Thoughtfully reviewing the work of others
WHAT WE WOULD LIKE TO SEE NEXT

Governance processes:

• Common language adopted by Faculty Executive Board and Grad SGA
• Put forward for adoption by Faculty Senate
• Inclusion in the catalog alongside the current “Student-Faculty Expectations”

GEFD* will then undertake dissemination among faculty

• Post on Graduate Studies, Faculty Affairs, and CETL web sites
• Feature at Best Practices Forum on Mentoring (April 29)
• Share with graduate coordinators/directors

* Graduate Education and Faculty Development
FURTHER RECOMMENDATIONS FROM THE FORUM REPORT

- Address mutual expectations of postdoctoral scholars and their advisors. [Office of Postdoctoral Services]
- Make mentor training/resources available, including in cross-cultural communication. [CETL]
- Appoint task force to consider how stakeholders will be held accountable, including opportunity for anonymous feedback on advising. [GEFD]
- Make grievance pathways clear and easy to locate. [APAACR]
- Encourage Individual Development Plans (IDPs). [Graduate Studies]
- Consider requiring Responsible Conduct of Research training for all postdocs and perhaps visiting scholars. [Faculty Senate]
Q&A