



**MUTUAL EXPECTATIONS  
BETWEEN RESEARCH ADVISORS  
AND ADVISEES**

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**SUSAN COZZENS**

VICE PROVOST FOR GRADUATE EDUCATION  
AND FACULTY DEVELOPMENT

CREATING THE NEXT

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# WHICH CAME FIRST?

Piled Higher and Deeper *by Jorge Cham*

[www.phdcomics.com](http://www.phdcomics.com)



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title: "The Doctoral Dilemma" - originally published 5/22/2015

# WHY THIS ISSUE? WHAT PROCESS?

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