

**Advisee's Annual Checklist:**

**To be completed by the graduate student advisee in reference to the faculty advisor.**

*This form is to be filled out by the graduate student advisee. Please complete and return to the Graduate Coordinator at [geoggsc@iu.edu](mailto:geoggsc@iu.edu). CC the current Director of Graduate Studies (DGS)\*. This form is a confidential document that is made available only to the DGS and Graduate Coordinator. The goal is to help the department better understand the advisee/advisor relationship and to identify potential problems.*

\*For advisees of the DGS, this checklist is viewed instead by the department chair.

Advisee: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor: \_\_\_\_\_

My advisor is:

- \_\_\_ Interacting with me constructively and respectfully.
- \_\_\_ Meeting with me at least bi-weekly during the academic year.
- \_\_\_ Responding to emails from me during the academic year within three working days for research-related questions, and one working day for AI-related duties unless otherwise indicated in the email.
- \_\_\_ Responding gracefully and respectfully to reminders from students.
- \_\_\_ Helping me understand the substance and methods of my field by providing intellectual guidance and training.
- \_\_\_ Discussing and providing guidance on research ethics.
- \_\_\_ Encouraging safety in the field.
- \_\_\_ Encouraging a healthy work/life balance.
- \_\_\_ Helping me understand the expectations for professional behavior in my field (e.g. how to behave in the classroom, at conferences, etc.).
- \_\_\_ Working with me on the basics of academic professionalization, including:
  - How to prepare an academic CV;
  - How to write a conference abstract;
  - How to give the most common forms of academic presentations (e.g. 15 and 45-minute talks);
  - How to write a grant application (if relevant); and
  - How to apply for academic jobs.
- \_\_\_ Encouraging and helping me to publish by:

- Discussing journal selection;
- Reviewing draft manuscripts; and
- Teaching me efficient and constructive ways to respond to peer reviews.

\_\_\_ Providing useful and timely feedback on my work during the academic year as follows:

- On presentations, within three working days;
- On article and thesis drafts, within 1-2 weeks; and
- On dissertations, within one month.

\_\_\_ Giving me clear direction about their standards for presentations, theses, dissertations, journal articles, and reports.

\_\_\_ Giving me credit for contributions to papers, presentations, or other products (see departmental co-authorship guidelines)

\_\_\_ Working with me on non-course specific teaching skills, including:

- How to prepare a syllabus;
- How to facilitate class discussions;
- Fair and appropriate grading; and
- How to deal with teaching-related problems (e.g., difficult students, misconduct, etc.).

\_\_\_ Helping me connect to other scholars in my field.

\_\_\_ Discussing alternatives to academic careers and helping me connect to relevant resources, such as the Walter Center.

\_\_\_ Meeting with my full committee annually to discuss progress towards degree.

My advisor is not:

\_\_\_ Expecting me to assist them in non-academic realms (e.g. running personal errands).

\_\_\_ Belittling or demeaning me in person or other media.

\_\_\_ Obstructing my access to data I helped collect.

\_\_\_ Expressing romantic or sexual interest in me or committing any form of gender or sexual harassment.

\_\_\_ Using my work without attribution.

\_\_\_ Asking me to work more than 20 hours/week on average for my AI/RA position.

\_\_\_ Asking me to write papers or presentations for them.

\_\_\_ Asking me to write my own recommendation letter.

**Please explain any areas of concern:**