**Advisee’s Annual Checklist**

Please complete and return to the Graduate Coordinator. This form is to be filled out by the advisee (student) and is a *confidential document* that is made available only to the Director of Graduate Studies (DGS). For advisees of the DGS, this checklist is viewed only by the department chair. The goal is to help the department better understand the advisee/advisor relationship and to identify potential problems.

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

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:**