ADVISOR FRAMEWORK AGREEMENT: STEM AND QUANTITATIVE SOCIAL SCIENCES

This agreement should be first completed any time a student begins working with a new advisor/mentor/PI. This is a living document and should be returned to and revised yearly.

Use these questions to begin a conversation about shared expectations regarding what the advising relationship will be like. This framework is designed to cover work expectations for the student's research responsibilities, rather than teaching responsibilities. If a question is not applicable (either currently or in general), write "N/A."

Student: _____ Advisor: _____

Program and Degree: _____

I. WORK AND COMMUNICATION EXPECTATIONS

1. Outside of coursework, how many hours per week should the student expect to spend working on Ph.D. research? Is summer work expected or required based on the stipend/fellowship support?

2. What are the standard working hours the student is expected to keep? Is remote work an option for any of the student's research responsibilities?

3. Discuss expectations regarding vacations and time away from campus. What is the timeframe for notification regarding anticipated absences?

4. What is the best method/technology to get in touch with each other? What is the appropriate timeframe to expect a response, including when either the faculty member or graduate student is working remotely?

5. Will there be any lab administrative tasks expected of the student as part of their research responsibilities (e.g., ordering supplies, organizing group meetings, etc.)?

II. MENTORSHIP EXPECTATIONS

1. How often will we meet? How is the agenda set? How long will the meeting be?

2. How are next steps and action items identified after a meeting?

3. If there are conflicts or disagreements, how will we address those?

4. Will the student be expected or encouraged to mentor undergraduates, post-baccalaureate students, or more junior graduate students working in the lab? If yes, describe that relationship.

5. Mentorship may include academic (e.g., advising, research, substantive feedback), professional (career guidance, intellectual community), and well-being (personal and emotional) support. Which of these areas will we work together on?

6. Are there additional resources and support that would help you do your best work (needs such as physical access, workspace accommodations, work hours, language, and technology, well-being breaks, dietary needs, etc.)?

III. PROFESSIONAL AND PROGRAM GOALS

1. Identify short-term and long-term goals for the student's research.

2. Discuss any steps, resources, and training necessary to accomplish these goals.

3. Completion of Programmatic and Other Milestone Goals

Agree on target completion terms for your program's milestones. These might include completing coursework, assembling dissertation committee, completing the qualifying exam, defending the dissertation, and any other requirements set by the department. Place an X in terms designated for milestones. F = fall, S = spring, Su = Summer. Revise these as needed.

Milestone	Year 1			Year 2			Year 3			Year 4			Year 5		
	F	S	Su	F	S	Su	F	S	Su	F	S	Su	F	S	Su

4. What professional meetings and conferences should the student consider attending and/or submitting proposals to? What funding is available to attend these meetings? What other opportunities for networking exist that the student should consider, both on and off campus?

5. Discuss the student's target defense semester and graduation dates. What steps should be taken if progress slows?

6. If applicable, when can the student seek internships and outside employment? Are there limitations on outside employment placed by the department?

7. Identify professional and career goals beyond degree completion.

IV. AUTHORSHIP AND FEEDBACK

1. What are the disciplinary, departmental, and lab norms around authorship and co-authorship? How will the student collaborate with the advisor on projects? How will authorship order be determined? How will a decision be made regarding if a project is ready for publication?

2. In what form and how often should the student expect to receive feedback regarding overall progress and other professional activities (teaching, outreach, and presentation skills)?

3. At which stages in the drafting, editing, and revising process can the student expect to receive feedback? Does the type of feedback differ depending on the stage of writing? How long is reasonable for expecting feedback on a draft?

4. Beyond the University guidelines, are there any expectations or norms as to whom should serve on the committee?

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5. How should feedback from multiple committee members be coordinated, especially if readings and reactions contradict one another?

<u>V. DEPARTMENTAL AND CAMPUS EXPECTATIONS AND RESOURCES</u>

1. What are expectations for the student contributing to the intellectual life of the department? Are there departmental norms surrounding attending colloquia, symposia, visiting speakers, and other campus events?

2. Identify the skills and abilities that the student will focus on developing during the coming year. These could be writing, research, mentoring, or professional skills, as well as additional training experiences such as workshops and internships.

3. Discuss the funding model and opportunities/plans for future funding. What fellowship opportunities exist, internal and external? Discuss any uncertainty in future sources of funding and contingencies.

4. What related resources exist that the student should consider accessing (examples include GEPA and UGE workshops, WSAP, the Learning Center, UHS/UCC, departmental working groups, disciplinary mentoring programs, etc.)?

5. List other areas of understanding between the student and mentor regarding their working relationship during the student's tenure.

Student signature: _____ Date: _____

Advisor signature: _____ Date: _____

Optional: Email the document to ASEGEPA@rochester.edu for upload to the student's file.