

Advisee and Advisor Guide for SP2 Ph.D. students

Purpose

This guide may be used as a template to facilitate conversations between advisors and advisees in order to develop a mutual understanding of expectations

It creates a series of identifiable benchmarks and goals to work towards and evaluate progress towards a successful completion .

Please feel free to add topics not specifically included.

At minimum, your agreement should address expectations for communication, goals and opportunities to work on existing research.

- Maintain frequent contact through regular meetings or other forms of communication. Articulate communication preferences and come to a mutual agreement
- Identify (by advisor and advisee) multiple opportunities and experiences to enhance learning.
- Identify (by advisor and advisee) other faculty/scholars, within and outside of Penn, to expand opportunities for advisee's research, teaching, and policy development.
- Review progress and adjust the agreement over time.
- Annual review of student plan and the advisee/advisor contract
- Identify skill development opportunities
- Provide (advisor) and seek (advisee) guidance and for timely completion of degree
- Provide (advisor) and seek (advisee) mentorship for research and publication
- Provide (advisor) and seek (advisee) opportunities to contribute on ongoing projects that are mutually beneficial.
- Communicate and come to an agreement, at the start the of the project, if and under what conditions the advisee may be entitled to authorship rights
- Provide (advisor) and seek (advisee) mentorship, regarding conference presentations, teaching opportunities, grant applications, and other scholarly activities to ensure advisee has a rounded cv
- Provide (advisor) and seek (advisee) guidance on course selection, dissertation topic, and dissertation committee selection.

This template provides a few examples of keeping abreast of benchmarks, use as you see fit or create your own!

Suggested Templates

Career Goals

I. Advisee's Long-Term Goals

| Goal(s) | Actions taken by student to meet the goal | Actions taken by advisor to assist with meeting the goal |
|---------|---|--|
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II. Advisee's Short-Term Goals

| Goal(s) | Actions taken by student to meet the goal | Actions taken by advisor to assist with meeting the goal |
|---------|---|--|
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a. PhD Program Year Two Goals

| Goal(s) | Actions taken by student to meet the goal | Actions taken by advisor to assist with meeting the goal |
|---------|---|--|
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b. PhD Program Year Three Goals

| Goal(s) | Actions taken by student to meet the goal | Actions taken by advisor to assist with meeting the goal |
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c. PhD Program Year Four Goals

| Goal(s) | Actions taken by student to meet the goal | Actions taken by advisor to assist with meeting the goal |
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III. List Advisee's Role in Current Faculty Research Projects

- This role involves up to (number) of hours per week for (insert specific research tasks) for (project description).
- Publication and/or dissemination plan
- Authorship

IV. List Student's/Advisee's Current Research Projects (include significance, methods, broader impacts):

V. Student's/Advisee's Future Research Trajectory (include significance, methods, broader impacts):

Skills and Career Development

Identify the skills and competencies needed to achieve the student/advisee's short- and long-term goals. This may include building professional connections, statistical analysis, writing, teaching, service and leadership, training, or other skills that could help prepare student/advisees to reach their career goals. The list may be revised throughout the advising process.

| Skill/Need |
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Career Development

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| Conferences |
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| Publications (including peer-reviewed) |
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| Grant applications |
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| PHD Milestones ** | Fall 2019 | Spring 2020 | Summer 2020 | Fall 2020 | Spring 2021 | Summer 2021 | Fall 2021 | Spring 2022 | Summer 2022 | Fall 2022 | Spring 2023 |
|-------------------------------------|--|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|
| Research Proposal - Phyllis's Class | Yellow | | | | | | | | | | |
| Take First Elective Course | | Yellow | | | | | | | | | |
| Prelims | | | Yellow | | | | | | | | |
| Take Theory Elective | | | | Yellow | | | | | | | |
| Take Methods Elective | | | | Yellow | | | | | | | |
| Take Two Electives | | | | | Yellow | | | | | | |
| Pick a Dissertation Topic | | | Yellow | Yellow | Yellow | Yellow | Yellow | | | | |
| Defend Dissertation Proposal | | | | | | | Yellow | | | | |
| Form Dissertation Committee | | | | | Yellow | Yellow | Yellow | | | | |
| Work on CTL Courses/Certificate | | | | | Yellow | | Yellow | Yellow | Yellow | Yellow | Yellow |
| Teach a Course | | | | | | | | Yellow | Yellow | Yellow | Yellow |
| Publish | Continually work on this as opportunities arise! | | | | | | | | | | |
| Attend Conference | Continually work on this as opportunities arise! | | | | | | | | | | |
| Present at Conference | Continually work on this as opportunities arise! | | | | | | | | | | |
| Job Search Process | | | | | | | | | Yellow | Yellow | Yellow |
| Dissertation Defense | | | | | | | | | | | Yellow |
| OTHER | | | | | | | | | | | |

** Thanks to Sharon Zanti!