**Psychology Department Advisor-Student Checklist**

The purpose of this checklist is to assist you in aligning expectations and discussing mutually agreed upon goals and parameters that will serve as the foundation for your advising relationship. This template can be altered to meet individual needs and should be re-visited at least annually (potentially more frequently (2x/year) for students early in their program) to ensure continued alignment. The checklist should also be re-visited whenever there is a major change in circumstances and/or expectations by the advisor or the student.

In addition to reviewing the checklist, the advisor and student should review the MSU and Psychology Department policies regarding confidentiality noted below so that expectations regarding confidentiality are also clear.

* At Michigan State University, employees are mandated to report instances of sexual harassment, sexual violence, sexual misconduct, sexual exploitation, stalking, and relationship violence that are observed or learned about in their professional capacity and involve a member of the university community or which occurred at a university-sponsored event or on university property. More information can be found here: <http://titleix.msu.edu/policy-info/mandatory-reporting.html>.
* It is Psychology Department policy that faculty and staff report concerns about student behaviors that may present an imminent risk to the health and safety of the individual or others to emergency services by calling 911 or the MSU Police Department non-emergency line at 517-355-2221. Further, faculty and staff are encouraged to forward information about students experiencing non-emergency emotional distress or behavioral concerns to the MSU Behavioral Threat Assessment Team via the online reporting form at btat.msu.edu. This reporting follows the BTAT Green Folder protocol (stored on the Psychology shared server in the “Department Policies and Documents” folder) that includes guidance about reporting and how to support students during crises.
* Information that could affect a student’s academic standing or progress is not confidential and may be shared with other faculty or administrators on a need-to-know basis to help the student progress through the program.

The signatures below indicate that the advisor and student have discussed these confidentiality policies and the checked items that follow.

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Student Signature/Name Date

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Advisor Signature/Name Date

The advisor and student should each keep a copy of the completed checklist, and the advisor will upload a copy to the GradPortal.

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| **CHECKLIST ITEMS (mark all discussed)** | |
| **Goals** | **Notes** |
| * Student’s short-term goals over the next year |  |
| * Advisingneeded to achieve these goals |
| * Student’s long-term goals *(i.e., goals for their career post-graduate school)* |
| * Advising needed to achieve goals |
| * Advisor’s short- and long-term goals for student |
| **Research** | **Notes** |
| * Specific skills student is expected to learn from research work with the advisor |  |
| * Expected participation in research work, outside of RAship duties, including who will be monitoring the work completed by the student *(e.g., lab responsibilities, hours, vacations/time off, lab policies, checking in on hours worked)* |
| * Authorship expectations *(e.g., criteria for authorship, authorship order and duties)* |
| * Advisor and student responsibility for the quality of manuscripts and presentations, including expectations around reviewing drafts |
| * Expectations around when and where student research is presented/published |
| **Milestones and Coursework** | **Notes** |
| * Timing of major milestones and other program activities (e.g., thesis, dissertation, comprehensive exams, externships) * Responsibility for the quality of theses and dissertations, including expectations around reviewing drafts |  |
| * Advisor input into membership on student committees (*e.g., thesis committee, comprehensive exam/guidance committee)* and non-lab activities (*e.g., coursework, practicum, consultation/working with other research/industry groups)* |
|  |
| **Advisor style** | **Notes** |
| * Advisor’s conceptualization of role as advisor *(e.g., a guide, a teacher/trainer, an advocate, giver of emotional support)* |  |
| * Advisor’s areas of expertise and identification of additional guidance needed from other advisors/faculty members/professionals *(be sure to discuss whose responsibility it is to seek out additional guidance, if needed)* |
| * Frequency and format of informal feedback on student research, milestones, and other projects |
| * Expected duration of the advisor/student relationship |
| * Procedures for conflict resolution for both the student and advisor |
| **Funding** | **Notes** |
| * Expectations for student funding this year *(e.g., RA/TA, student fellowship/training grant)* |  |
| * General expectations for funding for the student’s time in the program *(i.e., RA/TA preferred, fellowships/grants preferred)* |
| * Expectations for funding of student research and independent projects |
| * Expectations for funding conference/workshop travel, registration, software, etc. |
| **Professional Development** | **Notes** |
| * Opportunities for professional development beyond the standard program offerings and training |  |
| * Ethical, legal, and professional standards the student should learn |
| **Communication** | **Notes** |
| * Communication style and timing *(email response time, texting/calling, office drop-ins)* |  |
| * Meetings (*frequency, duration, and location)* |
| * Student and advisor turn-around time for manuscripts, thesis, dissertation, conference abstracts, posters. presentations, letters of recommendation |
| * Responsibility for initiating check-ins and updating progress for data analyses, manuscripts, conference posters/presentations, etc. |
| **Other** | **Notes** |
| * Additional areas to discuss |  |