



Advising Agreement between Graduate Students and Faculty

Student name:

Date:

Faculty Advisor:

Graduate Student Commitment

I understand that responsibility for my graduate education and success lies with me and I pledge to do the following and will...

1. Be committed to my graduate education and demonstrate this commitment through my efforts in the classroom and in research settings
2. Maintain a high level of professionalism, self-motivation, engagement, curiosity, and ethical standards
3. Meet regularly with my advisor and develop a communication strategy for providing updates on the progress and results of my research and other scholarly activities
4. Establish expectations regarding my graduate program timeline, milestones and responsibilities for demonstrating progress towards the degree
5. Work with my advisor to define the scope of my research topic, or if you are a non-thesis Masters student, work with the Chair of my non-thesis exam committee
6. Work with my advisor or Chair of non-thesis exam committee to establish a thesis, non-thesis exam, or dissertation committee; and communicate with committee members regularly, remaining responsive to their advice and constructive criticism
7. Review and remain familiar with DGES graduate program guide (GPG), the OU Graduate College Bulletin, and other relevant documents in order to knowledgeable about and comply with all requirements of the policies and deadlines distinguishing my graduate program, the Graduate College, and the University of Oklahoma -- including the Integrity Council -- in both letter and spirit
8. If working as a Graduate Assistant (TA or an RA), discuss expectations regarding my appointment, as well as policies on work hours, sick leave and vacation, with my supervisor and notify them and/or others (such as fellow research group members) in advance of any planned absences (or sickness as they occur)

9. Discuss policies on authorship and attendance at, as well as any available funding for, professional meetings with my advisor
10. Determine the principles for ownership of my own work and co-authorship, and work with my advisor to submit in a timely manner all relevant research output that is ready for publication
11. Discuss with my advisor before submitting material for publication with an OU affiliation. My advisor may want to review and/or get approval from my committee if work is to be included in my thesis/dissertation
12. Understand that if I have concerns about my relationship with my advisor, I should seek advice from the graduate liaison or another faculty member I trust as early as possible
13. Be a fully engaged citizen of DGES. This includes attending department events such as colloquia when possible and helping fellow graduate students when necessary, providing feedback on their writing and presentations, fully participating in lab or research group meetings, mentoring younger colleagues, and setting a high standard of behavior that others can emulate
14. Recognize that academic scholarship creates community. We work together to train younger colleagues, and we all learn as much from being a mentor as from receiving guidance. A key aspect of the intellectual maturation process is recognizing that my research success depends on that of others in diverse ways. Both now and in the long run, my success will depend not only on the quality of my individual work, but also the strength of my relationships with others.
15. Demonstrate appropriate professional behavior at conferences, workshops, in the field, and when visiting collaborators. Remember that I represent DGES and our university.
16. Contribute to good working relationships with our external collaborators. Never take their contribution to my success for granted, or it may disappear. Most of the collaborations from which my studies benefit represent substantial investments in relationship built by my advisor and collaborators; burned bridges can have long-lasting effects.
17. Educate myself on the challenges of pursuing success in graduate school (cf. the [Report of the AAG Task Force on Mental Health](#))
18. Take ownership of my academic success, health, and happiness. Educate myself about, and when relevant, draw upon support available to me through the OU Libraries, OU Writing Center, Goddard Health Center, Sarkeys Fitness Center, Graduate College and Graduate Student Life, and the Disability Resource Center.
19. Report to a source suitable to degree of severity (e.g., perhaps my advisor, the Graduate Liaison, and/or the [OU Behavior Intervention Team](#)) any concerns I have about my own and/or other students' or colleagues' safety, health or well-being

Faculty Advisor Commitment

I understand my responsibility for mentoring and supporting my advisee in their pursuit of a graduate degree, and I will advise and support them in their thesis/dissertation research. I pledge to do the following and will...

1. Be committed to mentoring the graduate student and to their education and training to prepare them as a future member of relevant scholarly and/or research communities
2. Be supportive and respectful; encourage critical thinking and creativity; aim to provide for every graduate student under my supervision an environment that is intellectually stimulating, emotionally supportive, and free of harassment and discrimination
3. Help to plan and direct the research project of the graduate student, set reasonable and attainable goals, and establish a timeline for completion
4. Meet with the student on a regular basis and point them toward appropriate resources for conducting thesis/dissertation research, and remaining informed about Graduate College requirements and deadlines
5. Support the graduate student in selecting a suitable thesis/dissertation committee and encourage the student to keep committee members informed of their progress
6. Assist the graduate student in obtaining complementary skills needed to be a successful researcher (e.g. oral and written communication skills, grant writing, lab management, animal and human research policies, the ethical conduct of research, and scientific/scholarly professionalism)
7. Educate myself on the challenges students face while pursuing a graduate degree (cf. the [Report of the AAG Task Force on Mental Health](#)), as well as the support available to graduate students through the OU Libraries, OU Writing Center, Goddard Health Center, Sarkeys Fitness Center, Graduate College and Graduate Student Life, and the Disability Resource Center
8. Report to a source suitable to degree of severity (e.g., perhaps departmental Chairs, the Graduate Liaison, and/or the [OU Behavior Intervention Team](#)) any concerns I have about the graduate student's safety, health or well-being
9. Encourage the student to seek additional opportunities in career development training
10. Discuss authorship policies with the graduate student and acknowledge the graduate student's contributions to projects beyond their own, if and when relevant
11. Discuss policy issues with the student in regard to disclosure, patent rights and publishing research discoveries, if and when appropriate
12. Encourage the graduate student to attend professional meetings and make an effort to help them secure funding for such activities

13. Be accessible to give advice and feedback on career goals and provide honest letters of recommendation for the next phase of professional development

Graduate student name	Signature	date
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Faculty advisor name	Signature	date
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These guidelines are based, with permission, on the Advising Agreement Between Graduate Students and Faculty prepared by the Brown Graduate School, which in turn is based on the "Mentoring Compact" published by the Graduate Research, Education and Training (GREAT) group of the American Association of Medical Colleges (AAMC), on the IDP (Independent Development Plan) developed by the Federation of American Societies for Experimental Biology (FASEB), on material development by the National Postdoctoral Association, and on the Guide to Mentoring Graduate Students, published by the Rackham Graduate School at the University of Michigan that the Brown Graduate School adapted with permission.