

Graduate Student Advising Philosophy

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My approach to graduate student advising is derived in part from experiences I had with advising and advisors as a graduate student and in part from experiences I have had over the last few years advising graduate students at Maryland. This philosophy is perhaps best communicated as a series of axioms or principles—statements of intent and/or purpose, rights and responsibilities.

- Graduate student advising should primarily be driven by a desire by the advisor to help and guide a graduate student as she/he strives to achieve their **personal and professional goals**.
- Graduate students have a right to **competent, honest, and concerned advice** on all dimensions of their graduate education.
- Graduate students have a right to **change advisors** or to communicate concerns and/or dissatisfaction with the advising they are receiving.
- Graduate students have a right to **expeditious and thorough feedback** on work submitted for comment or review.
- Graduate students have a responsibility to **take ownership and control** of their educational progress and program of study.
- Graduate students have a responsibility to **honestly express and define their expectations** from the graduate student advising relationship.
- Graduate advisors have a right to expect **quality work and engaged attention** to a student's academic program from the advisee.
- Graduate advisors have a responsibility to treat all advisees **fairly and honestly**.
- Graduate advisors have a responsibility to be **knowledgeable** of campus, college, and/or department procedures that affect graduate student progress toward degree completion.

This list may not be complete, but it expresses some of the fundamental dynamics that I believe are critical for a successful graduate student advising experience, for both the advisee and the advisor.