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.