**Developing Shared Expectations and Goals**

Graduate students should discuss the following questions with their advisor early in their collaboration (ideally within the first semester) and review or update it at least annually, or whenever there is a change in advisors. Both the student and advisor(s) should keep a copy. Please select and adapt sections as needed.

**Communication and Meetings**

* What are the preferred methods/technologies for communication?
* What is the expected response time for messages?
* When will meetings be scheduled (how often and at what times)?
* Are meeting agendas required, and how long will the meetings typically be?

**Student's Role on the Project**

* What are the student’s primary areas of responsibility and expectations (e.g., reviewing literature, in-lab hours)?

**Participation in Group Meetings**

* What research group meetings is the student expected to attend, and what does their participation involve?

**Authorship and Publication**

* What papers will the student likely be an author or co-author on?
* What are the norms around authorship in this field, and what is the expected order of authorship for each paper?

**Feedback on Progress and Work**

* How often and in what form will the student receive feedback on their progress and research activities?
* How much time does the mentor need to provide feedback on written work, such as chapter and publication drafts?

**Professional Meetings**

* Which conferences or meetings will the student attend?
* What funding is available to support attendance at these meetings

**Networking Opportunities**

* What additional networking opportunities are available (e.g., meetings with seminar speakers)?

**Vacations, Absences, and Time Away from Campus**

* What are the expectations regarding vacations, time away, and handling family emergencies?
* How far in advance should the student notify the mentor of anticipated absences?

**Funding**

* What is the current funding model, and what are the plans for future funding (e.g., fellowships, assistantships)?
* Are there any uncertainties in future funding sources, and what are the contingency plans?

**Programmatic and Other Milestones**

* What courses, exams, and program requirements still need to be completed?
* What is the anticipated timeline for major milestones (e.g., subject exams, committee meetings, defense, graduation)?

**Professional and Skill Development Goals**

* What specific skills or abilities will the student focus on developing this year (e.g., research, academic skills, workshops)?
* What are the student’s short-term and long-term professional goals, and what resources or training are needed to achieve them?