Iowa State University – Graduate College

**Checklist for Students and Major Professors**

**The Graduate College provides this form to graduate students to assist with developing a positive and productive professional relationship with major professors. The form should be completed as soon as possible and no later than when the POSC is routed for approval. We suggest the form be used during a meeting of the student and the major professor(s). Please check the boxes to indicate that a topic was discussed, or that it was considered for discussion but deemed not applicable.**

As a graduate student and major professor, we have a common understanding of the:

* student’s current degree objective and additional degrees that might follow
* length of time earning the degree should take
* need for prerequisite courses that may not count toward the degree
* need for the student to acquire certain skills or competencies within defined periods of time
* office space and equipment, including computers, provided to the student
* student’s part-time vs. full-time status, and acceptability of holding a job while pursuing the degree
* frequency and style (individual vs. group, etc.) of our periodic meetings (including those of the full POS committee)
* unwritten expectations (presence in the lab/studio/department, seminar attendance, participation in campus organizations or in activities outside of the university, etc.) that might exist
* extent to which mentoring on matters apart from the student’s scholarship (career development, etc.) should be expected
* way(s) we will provide feedback to each other about our performance

As a graduate assistant (RA, TA, or AA) and major professor, we agree on:

* duties associated with the appointment, and its fraction (half-time, etc.)
* duration of the appointment, and the likelihood of subsequent terms
* specific hours during the week to be devoted to meeting assistantship duties
* whether assistantship duties overlap with research for thesis/dissertation
* grounds for potential termination of the appointment, and the process that would be used (amount of notice given, etc.)
* the need for equity, fairness, and a workplace free of harassment, bullying, discrimination, and disrespect

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As professional scholars who will mutually benefit from our collaboration, we understand:

* whose intellectual property the data collected by the student will be
* the criteria that will be used to determine the right of authorship on articles, grants, etc., and well as the ordering of authors
* the minimal number of scholarly outputs (journal articles, manuscripts, exhibitions, artistic creations, etc.) that need to be completed in conjunction with earning the degree sought
* each other’s perspectives on acceptable venues for research outputs (for example, specific journals where manuscripts are to be submitted)
* the timeframes we can expect from each other for providing (student) and returning (professor) documents to be edited, such as drafts of thesis/dissertation chapters
* how materials, travel, equipment, etc. required for the student’s scholarship will be funded
* whether the student will be provided financial support to attend professional conferences
* that theses, dissertations, and creative components are made publically available immediately upon degree completion, which may affect the choice of topic for these documents
* the need for respect and professionalism at all times, including if one of us wants to end the student-major professor relationship

Finally, we concur:

* that, as graduate student and major professor, we should communicate frequently, always in a professional manner that demonstrates mutual respect, about our work together.

Comments:

Signatures and dates: