**Areas of Knowledge Capturing**

* Research and Innovations
* Focus on self development

# Dialogue 1: The Roles of a Graduate Student Advisor

Supinda 1: Educators and practitioners have suggested that advisors serve as mentors to their advisees. We agree with this statement and would like to give some guidelines based on Marie desJardins’ and our experiences on the following topics: Guiding students' research: helping them to select a topic, write a research proposal, perform the research, evaluate it critically, and write the dissertation.

Supinda 2: Getting them involved in the wider research community: introducing them to colleagues, collaborating on research projects with them, funding conference travel, encouraging them to publish papers, nominating them for awards and prizes.

Supinda 3: Finding financial support: providing research assistantships or helping them to find fellowships, and finding summer positions.

# Supatra 1: Although guiding your students' research is normally viewed as the main task of an advisor, the other roles are also critical to their long-term success.

Supatra 2:Finding a position after graduation: helping them to find and apply for postdoctoral positions, faculty positions, and/or jobs in industry; supporting their applications with strong recommendations; and helping them to make contacts.

# Supatra 3: Networking and encouraging them to travel to conferences and submit paper publication by introducing them and talking about their research to colleagues.

# Dialogue 2: How to Be a Good Graduate Student Advisor

Supinda 1: In order to be a good advisor, you have to relate to your graduate students as individuals, not just as anonymous research assistants or passes to tenure and co-authored publications.

Supinda 2: Work with all of your graduate students, not just those whom you feel most comfortable with, or who study on the topics you're most interested about.

Supinda 3: Try to get to know your students personally and professionally.

Supatra 1: Help them to identify their strengths and weaknesses, to build on the former, and to work on overcoming the latter.

Supatra 2: Give them honest evaluations of their work and performance; don't just assume that they know how they're doing and what you think of them.

Supatra 3: Try to see the experience from their perspective, which will be different for each student, because each student has a different background and different talents and goals.

## Dialogue 3: How to Interact Effectively with Graduate Students

Supinda 1: Especially for a new advisor, setting the right tone for student interactions is a difficult task. Different students respond best to different approaches and, of course, different advisors have different personal styles.

Supinda 2: Some of the tradeoffs have to be made in each advisor-student relationship such as: Amount of direction: self-directed/hands-off vs. ‘spoon-feeding’ topics and research projects; Personal interactions and psychological support: do they want advice on career, family, and others? Are you willing and able to give it, or to find someone else to advise them?

Supinda 3: Also the amount and type of criticism: general directions vs. specific suggestions for improvement and Frequency of interaction: daily vs. once a semester.

Supatra 1: To improve the atmosphere of your interactions by 1) meeting over lunch or coffee break to make interactions more relaxed and less stressful, 2) striving to maintain an open, honest relationship and respect your students as colleagues, and 3) telling them if you think they're asking for too much or too little time or guidance.

Supatra 2: Advisors should be aware of both long-term and short-term needs. What should the student's goals over the next few years be? Help your student identify ways that the two of you, as a team, can meet these goals.

Supatra 3: Advise the student on the criteria for a successful qualifying exam, thesis proposal, and dissertation. Help prepare the student for a future research career.