

ADVISING IPER STUDENTS: A GUIDE FOR STUDENTS AND FACULTY

IPER students work with faculty from multiple schools and disciplines and thus have unique advising needs. To enhance existing student-faculty relationships, we've created the following advising guidelines, checklist, and timeline for IPER students, their lead advisors, and other members of their committees.

While it is primarily the responsibility of students to be up-to-date on programmatic requirements, we expect faculty to keep abreast of these as well so that they provide informed and helpful guidance. These documents will be distributed to students and to faculty on IPER student committees and are also available on the IPER website (<http://pangea.stanford.edu/IPER/internal/index.html>).

GUIDELINES

ALL THINGS IPER

- Take time to understand IPER's requirements and forms, available on the IPER website. Work together to make sure each milestone is reached and documented properly. Review the attached checklist and timeline.
- Stay on top of what's happening by reading IPER's quarterly newsletters, checking its website, reading e mails, and attending periodic meetings.
- Appreciate that IPER is a "work in progress," with ongoing efforts to strengthen and improve the program. Its guidelines and requirements are thus subject to change; they are also relatively flexible and adaptable to specific situations.
- Recognize that relationship building needs to happen among Committee members who may not know each other or be familiar with each other's fields or methods.
- Collaborate on identifying and pursuing funding sources outside of IPER.
- Contact IPER staff if you have any questions about IPER's requirements or simply want to know more about IPER.

WITHIN DEPARTMENTS, SCHOOLS, INSTITUTES, AND RESEARCH GROUPS

- Discuss and respect department or institute policies and procedures as well as IPER's.
- For students, participate actively in the research groups and department activities of your advisors and of IPER; for faculty, incorporate IPER students into your group and department activities as appropriate, and participate in IPER activities.
- Take advantage of networking opportunities within your department/institute and within IPER and be an IPER Ambassador within your departments and across campus.

BEYOND IPER AND STANFORD

- Identify venues, both scholarly and general public, to publish together and discuss authorship issues early.
- Discuss career goals early on and identify appropriate skills and experiences necessary for professional advancement.
- Schedule meetings to talk specifically about "life after IPER" independent of discussions about degree progress.
- For students, be honest about your goals and interests; for advisors, respect the student's aspirations and provide opportunities for him/her to succeed.
- Seek out relevant professional opportunities both within and beyond Stanford.
- Stay in touch beyond the thesis defense and graduation!

Additional advising suggestions from the Stanford Graduate Student Handbook are available at <http://www.stanford.edu/dept/DoR/GSH/Sec3f.html>, as well as useful resources at <http://www.stanford.edu/dept/DoR/gradinfo/index.html>.

Please contact Helen Doyle, IPER associate director, if you have any questions or suggestions – hdoyle@stanford.edu; 4-3074.

INTERDISCIPLINARY GRADUATE PROGRAM IN ENVIRONMENT AND RESOURCES
DEGREE PROGRESS CHECKLIST

NAME:

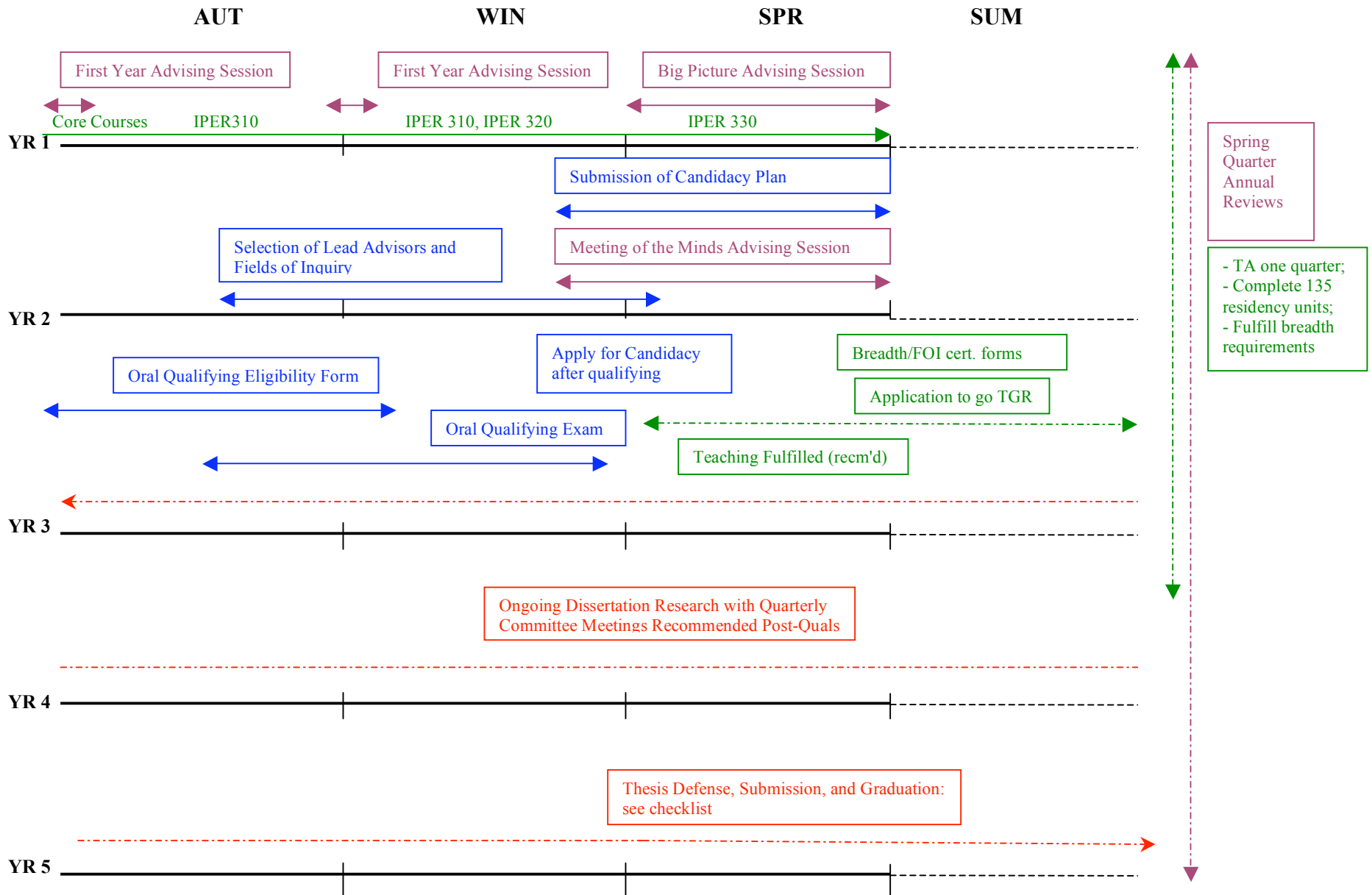
University Form

ADMIT TERM:

IPER Form/Template

| CURRICULUM | | DUE |
|---------------------|---|---------------------------------------|
| | IPER 310 (Aut) | Aut ,Yr 1 |
| | IPER 310 (Wtr) | Wtr, Yr 1 |
| | IPER 320 | Wtr, Yr 1 |
| | IPER 330 | Spr, Yr 1 |
| | BREADTH CERTIFICATION FORM | Around Quals, Prior to TGR |
| | FIELDS OF INQUIRY CERTIFICATION FORM | Around Quals, Prior to TGR |
| ADVISORS | | DUE |
| | FIRST YEAR BIG PICTURE ADVISING SESSION | Spr, Yr 1 |
| | LEAD ADVISORS AND F.O.I IDENT FORM | Spr, Yr 2 (first 2 wks) |
| | SSECOND YEAR MEETING OF THE MINDS | Spr, Yr 2 |
| CANDIDACY | | DUE |
| | 25 GRADED, 200-LEVEL UNITS | Prior to Candidacy |
| | CANDIDACY PLAN | Spr, Yr 2 |
| | QUALIFYING EXAM ELIGIBILITY FORM | Wtr, Yr 3 (first 2 wks) |
| | DISSERTATION PROPOSAL (10 days before QE) | Wtr, Yr 3 |
| | ORAL QUALIFYING EXAM | Wtr, Yr 3 |
| | ORAL QUALIFYING EXAM RESULTS FORM | Wtr, Yr 3 |
| | APPLICATION FOR CANDIDACY FORM | Wtr, Yr 3 (post-qualifying) |
| | CANDIDACY GRANTED | Wtr, Yr 3 (post-qualifying) |
| TGR | | DUE |
| | 135 UNITS COMPLETED | post-qualifying or prior to Aut, Yr 4 |
| | DISSERTATION READING COMMITTEE FORM | post-qualifying or prior to Aut, Yr 4 |
| | REQUEST FOR TGR STATUS FORM | post-qualifying or prior to Aut, Yr 4 |
| DISSERTATION | | DUE |
| | UNIVERSITY ORALS EXAM FORM | 2 weeks prior to exam |
| | CERTIFICATE OF FINAL READING | |
| | DISSERTATION AGREEMENT FORM | |
| | DISSERTATION SUBMISSION | |
| GRADUATION | | DATE COMPLETED |
| | GRAD QUARTER PETITION FORM | |
| | APPLICATION TO GRADUATE (AXESS) | |
| OTHER | | DATE COMPLETED |
| | TEACHING REQUIREMENT FORM | Spr, Yr 3, <i>recommended</i> |
| IF APPLICABLE | RESIDENCY CREDIT APPLICATION | Prior to TGR, <i>if applicable</i> |

IPER TIMELINE AND MILESTONES



COLOR CODE: **Green**: Coursework/Teaching; **Purple**: Advising/Committee Meetings; **Blue**: Qualifying for Candidacy; **Red**: Research/Thesis/Graduation

A solid line indicates deadline for completion; a dotted line indicates there is no hard deadline for completion. See attached checklist for forms and other required progress to degree activities.