ADVISING E-IPER PHD STUDENTS

E-IPER PhD students are advised by teams of faculty from departments and disciplines with different advising norms and expectations. These advising guidelines, based on extensive E-IPER student and faculty experience, address several challenges unique to advising interdisciplinary students and to becoming an interdisciplinary scholar. Additional resources addressing common advising issues are listed below.

Given that E-IPER is an "extra" program for faculty, students should take responsibility to keep their advisors up-to-date on E-IPER requirements and deadlines; to inform them of their progress and specific needs; and to schedule one-on-one meetings as needed, especially in advance of major milestones. Faculty advisors should be proactive about requesting meetings and progress reports from their advisees as needed outside E-IPER's official requirements, and should contact E-IPER staff or faculty director with any concerns or questions about the program's expectations for students and their advisors.

ADVISING STRUCTURE AND PHILOSOPHY

Incoming E-IPER PhD students are matched with two first year advisors based on mutual research interests, student request, and faculty availability. First year advisors ensure that the student's course and research plan are off to a good start but are not meant to be the student's only faculty contacts. The first year advisors may become the student's two lead advisors, who anchor the qualifying and dissertation committees, if the student's research follows more or less the path he/she expects. In many cases research plans change and students select different lead advisors, by mutual agreement. The two lead advisors are formally designated during spring quarter of the second year, at which time the student also designates his/her two Fields of Inquiry (areas of scholarship), which are aligned with the lead advisors' areas of expertise. To ensure the student's two fields are sufficiently interdisciplinary, the lead advisors should not be primarily appointed in the same department.

Students should meet with their advising team or larger committee quarterly during the first year and at least annually during the second, third, and post-quals years. Face-to-face meetings with individual advisors should occur regularly, on a schedule that works for both student and advisor at each stage of the degree. In the final year(s) it is crucial that advisors and students communicate regularly so all are in agreement regarding the scope of the dissertation and the timeline for completion.

BUILDING AN ADVISING RELATIONSHIP

- Discuss communication styles and preferences from the outset: for example, preferences for face-to-face meetings vs. phone vs. e mail; calendar sharing and scheduling strategies; written updates between scheduled committee meetings, etc.
- Set expectations about each other's roles, responsibilities, and needs in the advising relationship and discuss frequently if expectations are not being met by either party.
- Recognize that building relationships between students and faculty who may not know each other's background and work requires face-to-face meetings, time, and patience—make the effort early on so that the student can be jointly advised most effectively.
- Encourage advisees to participate in research groups and department, Stanford, or outside activities that help both students and faculty establish themselves as interdisciplinary scholars.
- Use E-IPER's annual review process to both give and get feedback on the student's progress and advising relationships.

COLLABORATING AS AN INTERDISCIPLINARY COMMITTEE

- Learn each other's research language and jargon by asking questions and providing definitions and explanations, even creating a glossary of terms that are key to the student's research.
- Schedule committee meetings and conference calls to get agreement on scope, framework, and methods of dissertation; timelines and deliverables; and fundraising responsibilities.
- Establish consensus on the process of writing and publishing the dissertation, especially important when different advisors have very different writing styles and expectations.
- Meet with other faculty on the committee individually and with the student one-on-one as needed
- Ensure consensus is reached among all committee members on important research decisions, with lead advisors taking a leading role in bringing everyone on board.

COURSEWORK AND RESEARCH ADVISING

- Understand E-IPER's requirements, forms, processes, and deadlines and work together to make sure each milestone is reached and documented properly.
- Discuss frankly which courses are necessary for the student's research (including research methods courses), agree upon a plan early, and consult about deviations from the plan.
- Agree on a scope for the student's dissertation leading into the qualifying exam and revise as needed every four to six months after the student qualifies.
- Maintain an open mind about the different research approaches and methods brought to bear on the student's interdisciplinary work.
- Respect and learn from each other, as well as from the other members of the student's advising team.
- Stay in frequent touch when students and advisors are away from campus (e.g., for summer field work, sabbaticals) and establish times to meet in person at reasonable intervals.
- Communicate often during the dissertation-writing stage to monitor progress and distribute workload for advisors over time.

CAREER ADVISING AND ONGOING MENTORING

- Identify venues and journals to present and publish together. Discuss authorship issues and a publication strategy in the student's first year or two (particularly important for interdisciplinary research).
- Discuss career goals early and frequently and identify appropriate skills and experiences necessary for professional advancement in the student's chosen area(s). Recognize that career goals are likely to change during graduate school.
- Serve as each other's ambassador and champion the interdisciplinary work you are doing together. Seek opportunities to build each other's professional network within and beyond Stanford.
- Develop a long-term mentoring relationship and pursue further collaborations. Stay in touch!

FUNDING

E-IPER PhD students are guaranteed funding for 12 quarters (including summers) with the expectation that students and their advisors seek external funds for tuition, stipend, and research from the outset through RAships, TAships, department allocations, or external awards. E-IPER expects most students will be supported by funds external to E-IPER after their third year, but E-IPER will supplement or provide bridge funding through the fifth year if students and advisors have been diligent in their efforts to secure outside funding. After the fifth year, program funding is not available unless a medical or related situation extends a student's eligibility for funding. E-IPER's financial sustainability depend on at least half our students being supported outside of E-IPER endowments and other dedicated funds at any given time.

Students and advisors should be active when it comes to funding:

- Plan ahead for the student's funding needs, including expenses related to research, travel, conference attendance, and publishing.
- Pursue relevant grant opportunities together, such as the Woods' Environmental Venture Projects, VPGE and other Stanford opportunities, the National Science Foundation, and others – both the experience and potential funding are valuable.
- Identify RAships and TAships that can support the student, especially after the 5th year when these may be the best source of student funding.
- Anticipate that E-IPER funding will not be available beyond the 5th year and seek funding early to carry the student to the end of his/her dissertation.

ADDITIONAL ADVISING RESOURCES

- Stanford's Vice Provost for Graduate Education (VPGE) web site has several excellent guides: http://vpge.stanford.edu/policy/advising.html as well as Stanford's official Graduate Academic Policies and Procedures (GAP) advising guidelines: http://gap.stanford.edu/3-3.html.
- E-IPER's web site lists a wealth of funding opportunities and other resources of interest to both faculty and students: http://e-iper.stanford.edu/resources.php.

E-IPER PHD MILESTONES AND FORMS IN BRIEF

The current PhD Requirements, timeline, checklist, and all required forms are available on the E-IPER webs site: http://e-iper.stanford.edu/resources.academic.php. They are summarized here for easy reference. Note that some forms are generated by E-IPER and others are University Registrar forms, which are available at: http://studentaffairs.stanford.edu/registrar/forms/grad.

In addition to the documents below, students and their lead advisors are required to submit an **Annual Review** in spring quarter every year, *except* the year in which the student qualifies.

Before end of 1st year

Big Picture Advising Meeting document:

- student prepares a summary of his/her first year experience, summer research plans, and longer term ideas for discussion at the end of year Big Picture meeting with two first year advisors and other faculty.

Before end of 2nd year

Lead Advisors and Fields of Inquiry Form:

- student must specify his/her two lead advisors and the fields of inquiry each advisor represents.

Candidacy Plan:

- student specifies his/her plan to reach candidacy (usually following the qualifying exam or by the end of 3rd year) for discussion at student's end of year Meeting of the Minds

Before qualifying exam, winter Q 3rd year

Qualifying Exam Eligibility Form:

- lead advisors and other members of the qualifying committee certify that student is ready to qualify; if not scheduled already, a date will be set that quarter.

Breadth Certification Form:

- lead advisors must certify that student has fulfilled breadth in four focal areas: Culture and Institutions; Economics and Policy Analysis; Engineering and Technology; and Natural Sciences.

Fields of Inquiry Certification Form:

- lead advisors must certify that students has achieved sufficient mastery in his/her designated fields of inquiry.

Immediately following or soon after qualifying exam (usually by end of 3rd year)

Qualifying Exam Results Form:

- qualifying exam committee members sign and designate results of exam; if conditional pass, form specifies remedies and timeline for student to be re-evaluated.

Application for Candidacy Form:

- lead advisors certify that student has met all University and E-IPER requirements to be admitted to candidacy for the doctoral degree

Dissertation Reading Committee Form:

- lead advisors and other dissertation committee members certify that they are members of the student's dissertation reading committee

Request for TGR Status:

- student specifies that he/she has met all course, unit, and residency requirements and is eligible for terminal graduate residency and a lower tuition rate.

Teaching Certification Form:

- faculty member certifies that student has fulfilled E-IPER's one quarter teaching requirement *(this can be done anytime but usually prior to the qualifying exam)*

Before the dissertation defense

University Oral Examination Form:

- dissertation defense committee members, title, and date/time of oral examination must be specified and signed off by lead advisors; following defense, form is signed by defense chair and results of oral exam designated.

Doctoral Dissertation Agreement Form:

- student agrees to publishing arrangements required by the University Registrar.