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### **Advising Reflection Exercise**

(These can also be used as discussion questions)

What was your experience with your own dissertation advisor? How / has that experience shaped your advising practice?

Advisors find themselves playing a variety of different roles:

- intellectual and professional mentor; thought-partner
- gatekeeper
- feedback-giver
- project coach
- affective / psychosocial support

Which roles you are most and least comfortable playing? Where do you think these preferences come from?

Which roles do you feel your advisees expect you to play? Do you ever experience tension between the roles you are comfortable with and their expectations?

Do you experience tension between roles (for example, offering encouragement and being a gatekeeper)?

Do you communicate your expectations to students about

- how often you are available to meet?
- whether you prefer receiving drafts of sections, chapters, etc.?
- how you prefer to be contacted?
- how soon they can expect feedback on drafts?
- other expectations?

*Communicating your expectations clearly helps take the mystery out of an unfamiliar relationship type. This is particularly enabling for students who, for many reasons, may not have access to the tacit rules that govern this relationship.*

What do you especially take pride in as an advisor?

When you read student work, especially drafts, what is your natural “focal” length?

- Close-up: sentence-level issues [this can be a challenge if you find yourself constantly distracted by grammatical and spelling issues and especially if you find yourself correcting this stuff all the way through. ]
- Mid-range: paragraph-level issues such as organization, logic, etc.
- Long-range: overall conceptual issues, theoretical frameworks, research design issues, etc.
- All of the above.

What do you find challenging about giving feedback on thesis or dissertation drafts?

Which strategies have you found effective?

If a student needs more writing help than you can give, what resources are available on your campus?

How do you know when a student is ready to defend?