**Developing Shared Expectations: Prospectus Meeting**

Faculty Form: To be filled out by each committee member *after reading the student’s form* and brought to the Prospectus Meeting for discussion. Please respond in a sentence or short paragraph, as appropriate. The goal of your answers is to facilitate a conversation at the Prospectus Meeting.

Name:

Role on Committee: Advisor/Committee Member/Outside Member

1. Communication and Meetings
2. How often do you think it would be useful for you to meet with the student as they write their dissertation?
3. Would you prefer to have a standing meeting or check-in time or have the student reach out to you (or vice versa) when a meeting is needed?
4. What should the student do to prepare for a meeting with you? (e.g. Send work ahead of time, read feedback and list questions, email a list of questions before the meeting.)
5. What is the best way for the student to set up a meeting with you? (Please be specific, e.g. come during office hours, email to set up an appointment, etc.)
6. What is a reasonable timeframe in which the student may expect an email response from you?
7. Writing and Feedback
8. How often do you think it would be useful for the student to submit writing to you for feedback? (e.g. When an entire chapter or section is drafted, when a certain number of pages are completed, at the beginning of each month)
9. If you are not the advisor, do you prefer to see writing as it is completed, or after the advisor has reviewed it?
10. In what format do you prefer to give feedback? (e.g. written comments, audio file, face-to-face conversation, a combination)
11. What is a reasonable timeframe in which a student may expect to receive feedback from you on a chapter or substantial piece of writing? (Departmental guidelines specify this should not be longer than 3-4 weeks.)
12. Projects and Professionalization
13. Aside from completing the dissertation, are there professionalization goals you would recommend for this student? (e.g. Revise a seminar paper for publication, attend a national conference, apply for a fellowship).
14. In what ways do you see yourself supporting the student in these goals? (e.g. Reading an abstract, application, or article draft; recommending conferences, fellowships, or panels, listening to a practice conference presentation)
15. In what ways do you see your advising style, expertise and experience supporting the goals of this student? Where do your interests overlap and what is new territory for you?

Following the Prospectus Meeting, the advisor should collect all forms (from committee members and the student) electronically and circulate them to all committee members and the student.

Forms must also be submitted to Vickie with the Dissertation Prospectus Approval Form.