

## Questions to Ask/Answer in Building Doctoral Student-Faculty Relationships

- What has worked best for you as a student in initiating your relationship with your chair?
- What has worked best for you as a faculty member in initiating your relationship with your students?
- When conflict has emerged, how have you negotiated it with your chair/your students?
- What has worked best for you as a student in working toward committee formation and comprehensive/qualifying examinations in your relationship with your chair?
- What has worked best for you as a faculty member in working toward committee formation and comprehensive/qualifying examinations in your relationship with your students?
- When differences of perspective have emerged, how have you negotiated it with your chair/your students?
- What has worked best for you as a student in working on student-led, faculty-led, and/or student-faculty co-led research projects, including the dissertation and/or grant-funded initiatives, in the context of your relationship with your chair?
- What has worked best for you as a faculty member in working on student-led, faculty-led, and/or student-faculty co-led research projects, including the dissertation and/or grant-funded initiatives, in the context of your relationship with your students?
- When opposing viewpoints have emerged, how have you negotiated it with one another?
- What, if any, role does cultural difference/cultural congruence play in your relationship?
- How, if at all, do any of various dimensions of diversity (e.g., race, gender, geographic origin/nationality, etc.) come into play in the context of your academic discipline?
- Key learning from this relationship that you believe all student/faculty relationships could benefit from hearing about?
- How should students approach faculty members about being committee chairs and/or a committee member?
- How should students approach faculty members they want to remove them from their committee?
- What are faculty philosophies/approaches as a committee chair and/or a member of a committee?
- What are the most important things for students to consider in forming a committee?
- How should students approach their chair about their readiness to pursue comprehensive or qualifying examinations, proposal, IRB approval, data collection, etc.?
- How should faculty tell students about significant writing and organizational challenges with their work?
- What should students do if their chair is being indirect or non-committal about planning for their defenses?
- What is the most helpful way for students to “hear” that they are not yet ready to move forward on any given degree benchmark and why?
- How should students approach a faculty member and/or how should a faculty member approach a doctoral student about working with them on a research project other than the dissertation?
- Share **challenges** you have had in building relationships with departmental faculty, and how—if you have—navigated through those challenges?
- Share **successes** you have had in building relationships with departmental faculty, and any factors that you believe supported that success?

- Share how you might support students' in forming writing cohorts?
- Share how you have gone about establishing a research and publication profile?
- What, if any, role does cultural difference / cultural congruence play in your relationships with students / faculty?
- How, if at all, do any of various dimensions of diversity (e.g., race, gender, geographic origin / nationality, etc.) come into play in the context of your academic discipline?
- Key learning from relationships with students / faculty that you believe all student / faculty relationships could benefit from hearing about?