

Graduate Student Advising Philosophy

My primary responsibility as a member of the graduate faculty is to help students become independent, life-long learners and outstanding researchers. I believe that the role of the faculty member is to guide a student through the graduate program where they develop their own research interests and eventually reach professional goals. With that said, my general graduate student advising philosophy centers on the idea of active learning. I encourage students to be self-starters, to prioritize their graduate studies, to take responsibility for their education, and to openly communicate their thoughts with me regarding professional needs.

The responsibility for a successful advisory relationship lies with both parties. Below I summarize my primary responsibilities as an advisor and my expectations for my advisees. I then outline the requirements I have for serving as a student's advisor, advisory committee member, and dissertation committee member.

My primary responsibilities as an advisor

To serve as a student's advisor, there must be a clear link between my research expertise and the subject the student pursues. My research areas of expertise are: 1) science and risk communication, 2) mediated communication, and 3) social-scientific quantitative methods. In order to achieve my primary goal of helping students become independent researchers, as an advisor, I assume the following responsibilities:

1. Help the advisee in developing a plan of study: e.g., course scheduling, research and teaching program planning, and completion of degree requirements.
2. Work with the advisee in establishing their academic credentials: e.g., conference presentations and publications, and the development of teaching portfolio.
3. Provide advice to help the advisee strive for and reach academic milestones: e.g., comprehensive exam and dissertation.
4. Guide the advisee's preparation for a successful job search.

My expectations of advisees

In order to have a productive mentoring relationship, I expect the following of my advisees:

1. Prioritize their graduate studies and optimize their time in the program.
2. Develop their career goals and openly share their degree process with me.
3. Take responsibility for their academic career: e.g., be proactive in their program planning and successful completion of all degree requirements, meet deadlines, and maintain good standing in the department.
4. Engage in independent and collaborative research: i.e., produce conference papers and peer-reviewed publications.

I use a research team model to help graduate students become independent and outstanding researchers. As a faculty mentor of research team, I am responsible for helping graduate students achieve their intellectual goals and encouraging them to make good progress toward academic

and professional success. My advisees are expected to actively participate in my research team. I am open to having students who are not my graduate advisees on my team too.

Serving on advisory or dissertation committees

In order for me to serve as a committee member, there should be a clear connection between my research expertise and a student's research agenda. My primary area of expertise is science communication and risk communication. I am also familiar with the area of mediated communication. In terms of research methods, my expertise is greater in the area of quantitative research method and advanced statistics than qualitative approach.

If you think I would be a good fit to serve on your committee or to be your advisor, my door is open. Please meet with me so we can discuss possible collaboration in your graduate education. The important thing to note is that I strongly encourage my advisees to work with other members of the graduate faculty throughout their graduate studies. I will not be offended if a student asks me to step down as advisor if another faculty member better matches his or her evolving research interests.