

## **Graduate Student Advising Philosophy**

I strongly believe graduate student advising should be a student-centered one. I seek to work closely with my advisees to help them in developing a rigorous research program that most reflects their own research interests and facilitating their progress through their degree in a timely manner. To that end, I encourage students to openly communicate their thoughts at any time and contact me at any point if they have any questions or concerns.

As an advisor, my primary responsibility is to help students to become life-long learners and independent researchers. I assist my advisees in: 1) scheduling coursework, 2) completing degree requirements, 3) developing research and teaching programs; 4) preparing for their comprehensive examination; 5) establishing their academic credentials by presenting conference papers and publishing in peer-reviewed journal articles; and 6) developing and completing a theoretically significant and methodologically rigorous dissertation. My responsibilities also include guiding students to prepare for a successful job search.

The responsibility for a successful advisory relationship lies with both parties. I expect advisees to: 1) prioritize their graduate studies and optimize their time in the program; 2) develop short-term and long-term goals early on in the program; 3) be self-motivated, goal driven, and proactive in ensuring they are making good progress toward degrees and in developing their own research programs; and 4) take initiative and responsibility for their academic and career goals and openly share this information with me.

I strongly believe in a collaborative approach to advising. It is vital for students to learn how to achieve their educational and career goals with collaborative guidance from me and other faculty members. Thus, I strongly encourage my advisees to work with other scholars and fellow students throughout their graduate studies. I will not be offended even if a student asks me to step down as advisor if another faculty member better matches his or her evolving research interests.

The best advisor-student relationships usually occur when the advisor and advisee have an overlap in their academic interests. My primary research interests include: 1) health communication, 2) computer-mediated communication, and 3) immersive media effects. In terms of research methods, I am more comfortable with quantitative approaches to research than qualitative, while I am familiar with both approaches. I think it would be ideal if my advisee shares at least one (but preferably two) research interests that overlap with my research areas.

In conclusion, I thoroughly enjoy working with motivated and collegial graduate students, which inspires me to devote considerable time to each graduate student's career development. I am very eager to see students' success in their graduate studies and beyond, create an active peer mentoring community among my current and former advisees, and develop the advisor-student relationship into a friendship that lasts beyond graduate school.