

Graduate Student Advising Philosophy **Anita Atwell Seate, Ph.D.**

My primary responsibility as a member of the graduate faculty is to help students become independent researchers. In this document I outline my responsibilities as a graduate advisor, the expectations I have for my advisees, and the requirements I have for serving on student advisory and dissertation committees.

Graduate Advisor

I advise graduate students that share an interest in at least two of my research areas: 1. intergroup and intercultural communication 2. mediated communication, and 3. social scientific quantitative methods and statistics. In order to achieve my primary goal of helping a student become an independent researcher, I assume the following responsibilities:

1. Work with the student in developing and completing a plan of study, including meeting each semester to discuss course scheduling and degree requirements.
2. Work with the student in preparing for his or her comprehensive examination.
3. Work with the student in establishing and enhancing the student's academic credentials including activities such as presenting conference papers, publishing in peer-reviewed academic journals, and developing a teaching portfolio.
4. Work with the student in developing and completing a theoretically significant and methodologically appropriate dissertation.
5. Work with the student in preparing professional materials for entering the job market.

Notice that for each of my responsibilities I work with the student to achieve the student's own goals. I fully expect that the student takes responsibility and initiative for their academic success. More specifically, I expect my advisees to:

1. take initiative and responsibility for one's academic career including both the research program and the requisite course work;
2. know and complete all degree requirements, and manage all of the required paperwork needed to maintain good standing with the department and the graduate school;
3. be open and honest about the student's career goals and degree progress;
4. be an active member of my research team.

For students who enter the program without their M.A. (or equivalent), I also expect that the M.A. degree will be earned while completing Ph.D. coursework.

Research Team

I use a research team model to train both graduate and undergraduate students in the theory and practice of conducting social scientific research. Working on a research team is an important part of the student's academic development because it allows for the cultivation of essential relationships with both faculty members and the student's peers. It is expected that all my graduate advisees are active members of my research team. I am open to having students who are not my graduate advisees be on my research team, but that depends on things like the number of ongoing research projects I have and the number students I have on the job market.

Students who join my research team are expected to:

1. prioritize research team goals, such as conference and grant deadlines;
2. work on at least one of my ongoing projects;
3. work on at least one of their own research projects (with my assistance);
4. help to supervise my undergraduate research assistants.

It is expected that if I make an intellectual contribution to a student's work that I will be credited with co-authorship on any resulting manuscripts. I require that the student allows me to read and comment on any and all manuscripts that result from our collaboration. If a student makes an intellectual contribution to my work, the student will have earned co-authorship credit. I will also provide the student with the opportunity to review any and all manuscripts that result from our collaboration.

Serving on Advisory or Dissertation Committees

To serve as a member of an advisory or dissertation committee I require that the student shares my interest in at least one (but preferably two) of my research areas: 1. intergroup and intercultural communication 2. mediated communication, and 3. quantitative social scientific methods and statistics.

Other Things to Note:

1. I will not be offended if a student asks me to step down as advisor or committee member if there is another member of the graduate faculty who is a better fit for the student's research interest. I do expect that we will finish any projects we are collaborating on.
2. I actively encourage my students to work with other members of the graduate faculty. It is important for students to see how other scholars think through research problems.
3. Unless I am a student's dissertation advisor, I will not review drafts of the dissertation (including the prospectus). Of course, I am open to meet and answer questions anytime during the writing process.

If you think that I would be a good fit to be your advisor or member of your committee, please meet with me so we can discuss your research and career goals. I look forward to working with you.