

FSoS FACULTY ADVISING STATEMENT

Date: January 2020

Name: Abigail Gewirtz

Title: Professor

Department: Family Social Science & Institute of Child Development

Overall Advising/Mentoring Philosophy

I see my role as mentoring, supporting, and nurturing graduate students towards their research and professional interests in and beyond graduate school. I am a family-based prevention researcher studying families under stress. Our large research team focuses on the development, testing, and widespread implementation of evidence-based parenting programs to promote children's resilience for populations exposed to stressors including war, violence, and forced migration. Our research is rigorous (usually involving randomized controlled trials) with multiple method and multiple informant measurement of family and individual functioning. Our lab is large and students who are a good fit will be intellectually curious, value team science, and be independent but accountable. I value mutual respect, honesty, and transparency in the advising relationship.

What I Expect From You

- Take the initiative in scheduling regular meetings (weekly or bi-weekly) so that together we can keep track of your progress. Participate actively in our weekly lab meetings.
- Be self-driven and hard-working, but never feel shy about asking questions and for help when needed.
- Be interested in prevention science, parenting and child development in a family context, and/or the impact of stressful events on family processes – and willing to go outside your comfort zone as you learn and consider new concepts, ideas, and questions
- Commitment to writing peer-reviewed papers and presentations at scholarly meetings.
- Be honest and share if you have any concerns or conflicts so that we can problem-solve and resolve issues.
- Provide me 3 weeks lead time for feedback on drafts – and be willing to remind me if I haven't responded to an email; I can be reached by text if needed: 651-283-8433.

What You Can Expect From Me

- Encouragement and support
- Opportunities to utilize existing family-based prevention datasets as well as opportunities to be involved in ongoing and new research projects
- To challenge you to develop research questions, ponder theories, and learn new methods of examining questions
- Thorough and critical review of your papers, and presentations
- Support, problem solving, and good listening skills
- Support for your pursuit of professional opportunities (guidance on grants, fellowship applications, provision of letters of recommendation)

Joint Responsibilities

- Mutual Respect
- Commitment to excellence
- High ethical standards
- Transparency
- Accountability
- Appreciating accomplishments

FSoS FACULTY SUPERVISING STATEMENT

Date: January 2020
Name: Marlene Stum
Title: Professor
Department: Family Social Science

Overall Supervising Philosophy and Style

It's my belief that supervising RAs can and should be a mutually beneficial experience. As a supervisor of research assistants I have the opportunity to make a difference in the life of a graduate student. At the same time, graduate students have the opportunity to contribute and make a difference in my research scholarship as a faculty member. I recognize that graduate students rely on assistantships for critical funding. I work to understand and support work policies and practices, especially the hours expected per week. Research assistants commonly offer new energy, ideas, skills, and valued perspectives to my areas of research. Even if a student does have a direct interest in my research agenda or methods, we work to identify common threads and intersections. As a result, "work" hours can offer a quality and positive experience to gain essential research skills and expertise as an emerging family professional. I approach RA supervision by co-developing clear expectations (tasks, roles, products) and reasonable timelines. Honesty, respect, transparency and accountability are all highly valued. As a supervisor I also teach by modeling excellence in applied and engaged family gerontology research.

Teaching Assistants (Not relevant as I am an Extension faculty and not assigned TA's)

Research Assistants

Responsibilities and time expectations

- We will find a consistent 1 hour to meet every week and adjust as needed. This meeting is used to provide updates on tasks, address concerns, and revisit strategies and timelines as needed. I encourage e-mail updates, questions, and requests as needed to keep projects moving.
- In many cases, the work involved can be done from on or off campus spaces. For example, writing a draft, a updating a literature review and summarizing can easily be done off campus. My database is managed using NVivo software and requires access (provided in McNeal research lab). There will likely be work that requires additional in-person discussion. I do ask RAs to block off time each week for project work on their calendar. I don't require set hours on campus.
- Communication of task completion or need for more time expectations I ask RAs to keep a task and time log on the network, updated weekly. This allows transparency in workload and project progress. It's helpful as a supervisor to know how long tasks are actually taking given the many unknowns involved in different research activities. This allows for adjustments and avoiding any misassumptions. It is also important to me that RAs do not exceed expected hours, or assume they have to meet a project goal. Open communication is critical.
- I will work with RAs to adjust work hours when needed to attend conferences, over breaks, or if coursework demands are overwhelming. That said, I have found that getting too backed up on hours is problematic for everyone.
- I work best with RAs who take initiative, can work independently, bring up concerns and questions, and ask for clarification.
- Authorship on manuscripts/presentations written while working as RA A vast majority of RAs working with me have contributed to conference presentations or publications from their paid work. We will look for opportunities to identify work in progress in which RA's can contribute as a second or third author. I also encourage RAs to take the initiative and pursue developing a presentation or publication from my database that they'd like to be a lead author on when

feasible. I am committed to supporting professional contributions and the development of research writing and presentation skills.

- RAs involved in publications and presentations will likely need to contribute hours beyond paid RA time to follow-up, revise, and see the work to completion. We will create a paper contract, identifying purpose, roles and responsibilities of all authors to ensure everyone is on the same page. Such contracts are typically adjusted and re-negotiated as interests and situations change. When appropriate, a directed research project and credits can be negotiated to complete the project. It is also possible to complete a majority of authorship work as a paid RA in certain cases.