



Joyce Serido

Associate Professor and Extension Specialist

My advising approach is to engage students as emerging scholars. I see my role as helping students to understand the conceptual and methodological responsibilities of scientific inquiry, to provide opportunities for hand-on research experience, and to foster the development of a program of research as an independent scholar. I am passionate about my own research, and I would like to help you discover your own passion. I hold myself to high standards of productivity, commitment, and rigor – and I look for those same standards in my advisees. I assess productivity, commitment, and rigor as continuing and consistent effort toward agreed upon goals.

My Research Motivation:

I am a first-generation college student. To be more specific, my parents were children of Italian immigrants and neither one completed high school. Money was a frequent topic in our home, mostly as a source of conflict and anxiety. Financial uncertainty was the norm. I went to college because I believed that education provided a pathway to financial stability. It took me a long time, and many mistakes, before I understood how the financial interactions within my family influenced my life choices, not just my financial ones. I recognize the influence of systemic factors on family financial interactions. It is the combination of my lived experience and my learned personal finance experiences that drives me to understand the connections between family financial processes and emerging adults' ability to manage adult social roles and financial responsibilities - and the role of systemic factors on those connections.

What you can expect from me:

I will meet individually with students on a weekly basis during the school year, to jointly set goals for the year and establish a schedule of milestones toward achieving those goals. I like to occasionally meet in person, and I am willing to be flexible (e.g., zoom). Part of my responsibility is to provide you with new learning and putting into practice what you learn in classes. As appropriate, I will provide assignments to help students reach their goals, including selected readings, writing assignments, or analytic tasks. I will review both the assignments as well as research products developed by the student in a timely manner and I will provide detailed comments/and suggestions for revising/improving their research. These may include manuscript drafts and other written work, study design and conceptual models, proposals, and protocols.

What I expect from you:

This is your program, your educational investment. To that end, it is your responsibility to know what is required of you from an administrative perspective. Program requirements, dates, and forms are readily available at: <http://fsos-grad.umn.edu/>

Regarding your development as a researcher, I expect you to put in the time required to learn the research skills you need to be successful, and to complete the work per the schedules we set. Conducting good research is sometimes a tedious endeavor: repeated analyses, written revisions, and a lot of dialogue and discussion. Although I will provide opportunities and ongoing feedback to you during this process, it is your responsibility to take the initiative to also learn from others - other faculty, instructors, and students.

- I expect students to be on time for meetings and to provide sufficient notice if they are unable to keep an appointment. You can expect the same from me.

- I ask that students provide me with sufficient time to review work in advance of our meeting or upcoming deadlines. Although I am very responsive to student requests, I request a one-week turnaround for most work. A longer turnaround is needed for larger projects (e.g., thesis, dissertation, grant/award applications).
- I ask students are asked to keep me informed of their progress and any concerns they have in meeting their goals.

Communicating Effectively:

To ensure high quality, professional collaborations, I invite students to engage in open, respectful, and ongoing communication with me, whether we have similar or different perspectives. I grew up in a family where lively discussions were the norm and I enjoy debating ideas and learning from you. I acknowledge that each of us brings our lived experience to the conversation. I will listen to you whether or not I share your experience or perspective.

During the course of your graduate career, you may want to explore topics or pursue projects that do not align with my own research goals or expertise. To the best of my ability, I will offer you guidance and suggestions to honor your professional choices and my own, and to suggest alternative sources of support for choices beyond my expertise.

I understand that goals may change and priorities may shift over time – that's the nature of a research program. However, to work together effectively, let's keep each other aware of what's working, what's not working, and how to move forward productively.