

**Catherine Solheim****Professor**

I wholeheartedly commit to the success of graduate students with whom I work, and bring qualities of openness, commitment to equity diversity, and inclusion, mutual respect, collegiality, care, accountability, and reciprocal teaching and learning to the relationship.

Advisor-advisee relationships are complex. As teacher, I facilitate your learning in courses and we are co-learners, however, I am also responsible for grading your work. As advisor, I advise you on program requirements, monitor your progress and support you to achieve your goals, however I am also responsible for upholding the standards of the FSoS graduate program. As research collaborators – initially – I will take the lead, and as you learn and grow, we will become peers, and at the end of your program (dissertation stage), you will take the lead and I will coach and usually learn new things from you – one of the joys of my role as advisor. As graduate assistantship supervisor, I will delegate, direct and monitor work for which you are paid although we will work collaboratively on teaching classes or conducting research. As mentor, I see my role as supporting and guiding you through the challenges of your program, to celebrate successes, to discuss career goals, and connect you to people within my network, and to provide space to talk about personal as well as professional issues. A successful student will have the flexibility to move in and out of these different, but closely related roles.

Independence:

We will develop a reasonable plan to meet the FSoS portfolio requirements when you begin your graduate program. Each year we will revisit that plan to be sure you're on track. However, you are responsible for reading and knowing what is in the FSoS Graduate Handbook and Portfolio and bringing issues and questions to me for discussion and consultation. You are responsible for knowing program information, submitting documents, and meeting deadlines communicated via email sent from the Director of Graduate Studies, Graduate Program Coordinator, and Department Head.

Communication:

It really depends! If we need to discuss something complex or sensitive, I prefer we meet face-to-face or use Google Hangout or Zoom so we have some visual connection. For general things, email is the best way to communicate with me. If you need a response and you don't hear from me within 2 days, please resend, text, or stop by my office.

Please use my Google calendar to schedule meetings (other than our regularly scheduled ones). I try to keep it up-to-date. Please note that I may be able to free time up within larger blocks I've scheduled on my calendar. They are marked as busy so I have time to write but I have flexibility for more urgent needs.

Meetings:

Depending on where you are in your program, I prefer to meet either weekly or bi-weekly. I meet weekly with graduate assistants. We will set those meeting times at the beginning of each semester. I will set up a Google doc linked to our Google calendar meetings on which we will keep a running list of topics to discuss, tasks, person responsible, due dates, and when completed, and notes. Both of us can add to the list.

If my office door is open, please knock and see if I'm available to chat, especially if you have a quick question or just want to check-in. I like to connect with students! If we need a longer time, I may be able to stop and talk or I may ask you to schedule a meeting.

Feedback:

I am committed to providing feedback on your papers, projects, etc. throughout your program. To be able to do that effectively, I will need at least one week, preferably two, depending on the what's needed (e.g., fellowship application versus manuscript-length paper). If my feedback or editing investment on papers that submitted for publication becomes significant, I will initiate a conversation on being included as a minor author.

Conflict Resolution:

Tension and potentially conflict is possible in close working relationships like those of graduate student-advisor and/or graduate assistant/supervisor. If they arise for you, I want to know. I may not always discern when things are uncomfortable for you so please talk with me directly so that we can work to resolve whatever issue is of concern. I will also commit to bringing issues to you directly for resolution.

Scholarship Record (Publications & Presentations):

Regardless of your career goals, the pursuit of a doctoral degree at a research I university comes with the expectation of developing a record of scholarship. The anchor products are peer-reviewed publications. The FSoS portfolio specifies a minimum number that I expect you will achieve; that may or may not meet your needs, depending on your career aspirations. We will discuss and develop a plan. You may also pursue other types of scholarly publications that are not peer-reviewed such as book chapters, newsletters, blogs, etc. These are worthwhile but should not overshadow peer-reviewed publications.

I also expect you to present research annually at national conferences. You will be involved in my projects/papers that offer those opportunities and may work with other faculty who also have opportunities to present. We will discuss and develop a strategic plan for presenting/attending conferences. A focused scholarship portfolio that includes presenting at content-related conferences will connect you with scholars who work in your research area.

Authorship:

Determining authorship is a process unique to each publication. We will discuss this at the beginning of our work together on a project and check in at regular intervals. I want to prepare students to for academic positions by having a record of scholarly publications and I want to uphold the integrity of authorship determination; significant contribution to the scholarship of the paper is important. Working on a project as a research assistant that generates a publishable paper does not guarantee authorship on the paper; there must be a contribution to the development of the paper itself.

Professional Development:

I believe it's important to discuss your career goals at the beginning of your graduate program and review them annually with your committee. This discussion will influence your plan for desired assistantships (research and/or teaching), directed research/study courses, elective and outreach/engagement credits, conference attendance, and overall experiences while you are in the program.

Service:

It's important to be a good community citizen. I strongly encourage students to contribute within reason to the Department, College, University, and the discipline via committee service or in a leadership role, carefully considering time commitment and timing.

Personal Life:

I believe it is important to find ways to 'fill the well' – to take care of yourself physically, emotionally, spiritually, and relationally. I am a big proponent of each person being responsible for finding and maintaining a good 'fit' (versus balance) for all the important components in our lives including your personal relationships. That will look different for each person. Managing your time to 'fill the well' requires careful planning and discipline.

Graduate school is a unique time in your life that will concurrently be intellectually, physically, relationally, and emotionally challenging and rewarding. It is a relatively short (in in the scheme of one's life) period of intense investment in your human capital that leads you to the next step on your life's journey. It will undoubtedly involve some level of sacrifice on your part and on the part of others with whom you are in relationship. If it is truly important to you to achieve this goal, then the willingness to invest what it takes will follow.