Statement of Advising Philosophy
My goal as an advisor is to work with each of my advisees to become the best scientist possible. The advisor/advisee relationship is a mutually-beneficial relationship; we learn about each other and grow that relationship over time. To provide the most benefit and contribute to sustained productivity, I expect regular communication from advisees. I also commit to provide regular and timely communication and input.

My job as an advisor is to help my advisees be well-prepared and successful in their chosen career. Although I believe my skills are best suited for students with goals of becoming academic faculty members, I am flexible and interested in working with students who intend to become scientists in a variety of settings. To be the most successful, it is essential that I know the advisee’s chosen career path as early as possible.

Most of my advisees have had a primary interest in childhood obesity or diabetes prevention, measure development and validation, team science, and translational research.

Statement of Expectations of PhD Advisees
INDEPENDENCE: I expect my advisees to work without daily input or guidance from me. I am available for consultation, but they are expected to use their own good judgment. I prefer my advisees develop a list of topics to discuss at our regularly scheduled meetings, but if s/he needs input from me in order to move forward, it is their responsibility to seek me out or schedule a meeting. I am fine with answering questions via email if a specific question is relatively easy to answer via email. I prefer my advisees think through and be prepared to discuss several solutions to any issues that arise.

COURSEWORK: I do not have any standard course requirements beyond those of the PhD program. However, I expect my advisees to take courses and engage in other research training and workshops to develop the knowledge and skills needed to successfully complete their dissertation research and prepare themselves to be successful in their chosen career path. Given the quantitative focus of most of my advisees, I generally expect that they will take more courses in statistics/analytics and/or research methods than the basic program requirements.

ORIGINAL LITERATURE: Regardless of career path, a current knowledge of the literature is essential. Therefore, I expect my advisees to spend significant hours each week reading scientific literature. At first, the readings may be varied over several topics related to health promotion in nursing and other health professions and should get more
focused over time. Typically, I expect my advisees have a good grasp of the literature related to family-based health promotion and obesity prevention.

THESIS
• TOPIC ORIGIN: I expect my advisees to develop their own research topic within the discipline of nursing; however, I expect that we will have several discussions at various points in the first two years of the program to solidify the exact topic and likely methodology. In general, I expect my advisees to do research related to health promotion of children and families, and be related to obesity prevention if possible.
• ORIENTATION: I expect my advisees to develop research projects that are designed as research question-oriented or hypothesis driven. Typically, my advisees propose community-based research with a quantitative or mixed method approach or an elegant secondary analysis.
• THESIS vs. PUBLICATION: I have had advisees complete either traditional dissertations or multiple paper versions of a dissertation. I have a preference for the multiple paper option as I believe it prepares students to publish quickly and thus gives students a distinct advantage in the job market. It is expected that I (and other dissertation committee members) will be co-authors on the papers when they are eventually published.

MEETINGS:
• RESEARCH GROUP MEETINGS: I expect advisee’s to attend my team research meetings at least monthly unless they conflict with course schedules or another unavoidable conflict. My research teams generally meet once per week.
• INDIVIDUAL MEETINGS: I expect my advisees to schedule individual meetings with me at least once per month or more frequently if we mutually agree this would be helpful (will likely will vary by stage in program). My preference is that these meetings are set prior to fall and spring semesters as well as for over the summer.

RESEARCH FUNDING: Funding the research of my advisees is a joint responsibility. I will work with my advisees to find the necessary funding and will provide support or nomination letters whenever needed. I expect all of my advisees to seriously consider applying for a National Research Service Award (NRSA; F31) as well as smaller grants. Grant proposal writing is a critically important skill regardless of the chosen career path. Therefore, I expect all of my advisees to be active in writing proposals for both university and external funding opportunities (e.g., fellowships, research grants, travel grants). As part of my research program, I regularly submit grants and prefer that my advisees participate in this process whenever possible. By the time my advisees graduate, I expect them to be able to list several funded grants on their cv.

PUBLICATIONS: Publishing is essential for most career paths followed by my advisees. In addition to publication of dissertation papers, I expect my advisees to be working on manuscripts that are somewhat related to their dissertation research either with me or
with other faculty. By the time they graduate, I expect my advisees to have at least 3-4 publications in the publication pipeline (published, in press, under review), with at least two as first author.

AUTHORSHIP: Resolving authorship arrangements early on is essential if we are to maintain positive relationships with our colleagues. If I have had significant involvement in a research project (developing the original idea, collecting data, analyzing data, writing a portion of the manuscript, data is from one of my research studies) then I expect to be engaged and listed as an author. I prefer to decide roles and authorship at the first sign that an activity will result in a publication. This decision can be altered by mutual agreement at a later date if roles have changed.

NATIONAL MEETINGS: Developing a professional network is essential, regardless of career path. Therefore, I expect all my advisees to attend regional, national and/or international meetings and to report on their research at those meetings. I will do my best to help obtain funding to make this possible but obtaining support for meeting attendance should be a joint effort.

RELATIONSHIPS WITH OTHER STUDENTS AND RESEARCH STAFF: My advisees learn from other students and all members of my research teams. I expect my advisees to develop great professional relationships with research staff and other students working on my projects. This relationship should be supportive, not competitive, and more senior students should help more junior students. It is a collaborative process. My advisees should be aware that research staff are there to do their research work and not necessarily to support their needs.

TEACHING: Teaching experience is essential to my advisees who plan to have a career in academia. I expect these advisees to be involved in teaching and at minimum take a teaching course with a practicum. I am open in regard to less formalized teaching experiences as well (e.g., guest lectures, teaching as part of intervention delivery). I expect my advisees to seek out teaching opportunities.

PERSONAL LIFE: I expect my advisees to work hard but I also expect they have a personal life. People who spend all their time on work activities generally tend to be less productive in the long run, less creative in their work and get burned out quickly (before they even start their dissertation work).

TIME MANAGEMENT: I expect my advisees to organize themselves so they can get their work done and still enjoy life. I expect that we will have periodic conversations on what to focus on to meet goals and what to say no to. Being spread too thin is no fun and is does not allow one time to make progress on what is really valued. At the same time, opportunities may arise that are a terrific use of time and I welcome these conversations.

DEPT/UNIV. SERVICE: I believe that departmental/university/discipline related service is beneficial to everyone both as giver and recipient; however, I do not expect my
advisees to take on more than minimal service activities. Getting involved with governance and/or professional societies is valued but should not be more than 1 or 2% of their effort.

ETHICS: I expect all of my advisees to familiarize themselves with and abide by the University of Minnesota’s “Code of Conduct”. I also expect all advisees to be fully trained in human subjects research (i.e., CITI training is completed) and abide by ethical research practices.

RESOLVING CONFLICTS: Communication is key to minimizing conflicts. I expect that any conflicts between my advisees and research team members or other students will be brought to my attention and discussed early on. I also expect that if an advisee has concerns about an interaction with me that s/he will not hesitate to talk with me. I appreciate and prefer honest and direct communication. Sometimes misunderstandings happen, but are almost always addressable to everyone’s satisfaction if discussed early.