

Advising Statement

I view the advisor-advisee relationship as symbiotic, where the two individuals involved mutually benefit from each other. This document is intended to give prospective and current graduate students an overview of my advising style, what I can offer my graduate students, and what I ask of them.

Personal Statement

- I recognize my power and privilege that comes from being a cis-gendered, Western educated, English-speaking person, and as a faculty within a university.
- I will work to create a relationship where your diverse perspectives and experiences will be instrumental to our collective growth.
- I will provide explicit and thorough explanations to help students navigate graduate education and program milestones.
- As a former teacher who championed individualized instruction, I will try to match my mentorship and advising to you, as aligned with University of Minnesota policies and Special Education Program requirements, by getting to know you as a person.

Lab Statement (also see [ALAB website](#))

Many autistic communities are severely under-represented in current research. Even with the increase in awareness, identification, and research on effective interventions for autistic individuals; services and support disparities between those over-represented in research and those that are under-represented have worsened. At ALAB, we pursue research that can effectively support diverse autistic communities.

- We believe that inclusion of autistic perspectives as well as caregivers' and practitioners' is imperative to critically examine our scholastic approaches.
- We believe that inclusion of diverse and intersecting identities promotes scientific growth in research.
- We acknowledge that ableism, racism, colonization, and imperialism have shaped and continue to shape research, practices, and policies for individuals with disabilities.

My Commitment to Graduate Students

I will work hard to model an academic that respects the autistic communities, their families, and practitioners; *enjoys* what I do; and keeps a healthy personal life. If at any point in your studies, you need to change your advisor, please feel free to reach out to the program director, the director of graduate studies, or the faculty you would like to be your new advisor. You do not have to involve me in your decision. It is your choice, and I will respect your decision. I acknowledge that my role as your advisor can be a significant factor for your goals. And so, my commitments to you are as follows:

[Communication]

- Honest and respectful communication.
- Share and state hidden curricula, norms, and expectations of academia and research.
- Variety of communication methods: Email (default), Google Chat (separate rooms for individuals, groups, Grad advisees, and ALAB), text messaging (for emergencies). Some examples of emergency text messages: "I am running 10 minutes late", "*I have COVID and cannot present*"

our research findings to our participating family tomorrow morning. Could you step in for me so we can honor our commitment to our participants?"

- Response to communication will be done within *48 working hours* in a variety of methods including in-person, email, and Google chat. **Working hours are within semester weekdays from 9am to 5pm.** You can always contact me outside of working hours including during breaks, but my response time will be slower than usual and inconsistent (I travel back home during break times - there is a 14-hour time difference).
- Feedback for writing will be completed within 2 weeks (for program milestone projects) or 1 month (non-milestone projects). Please plan and share ahead. However, in life there are always unexpected surprises. If there are extenuating circumstances, I will let you know as soon as possible and provide you with a new timeline.
- Sometimes I will forget something you asked me to do, such as signing a form for you or sending you an article that we discussed. Please do not hesitate to nudge me. I really appreciate the nudge.
- **[PhD]** Weekly individual meetings during your first year and bi-weekly individual meetings in subsequent years. Additional individual meetings as needed (as scheduling allows).
- **[MA]** Bi-weekly individual meetings during your first year and weekly individual meetings during your second year. Additional individual meetings as needed (as scheduling allows).

[Academic/Milestones]

- Strategic goal setting for students at the beginning of each semester. Including support for attainable and specific goals tied to your future goals and research interests.
- Step-by-step planning and support throughout coursework planning and program milestones.
- Share, recommend, and introduce professional networks to enhance your learning experience and your goals.
- **[PhD]** *Most-to-least prompt fading hierarchy* in the early years.

[Research/Lab]

- Promoting and contributing to an open, inclusive, collaborative, and safe lab environment.
- Ethical research.
- Identifying *possible* funding mechanisms for student research projects, conference travel, and professional development (e.g., workshops, assessment training).
- Clear and early communication regarding authorship.
- **[PhD]** Preparations for employment after your degree including and not limited to at least 2 first-author peer-review publication manuscripts (*in various stages* such as published, under-review, in preparation; see [APA authorship guidelines](#)), at least 2 first-author poster or oral presentation *abstract submissions* in national or international conferences, research experience in the lab, peer-review practices, and teaching experience as program needs allow.
- **[MA]** Research products for students aspiring to continue their graduate studies. Journal article authorship opportunities and conference presentation opportunities are contingent on student's participation level within different projects (see [APA authorship guidelines](#) for details) but your contribution will always be acknowledged.

[Well-being]

- Celebration of achievements.
- Support and interest in you as a *whole* person to promote work/school/personal life harmony and well-being.
- Open discussions about health and well-being by sharing my experiences.
- **[International students]** As a former international student (now an international faculty), I know that you will need to learn how the US society works both inside (e.g., email customs, electronic forms, Canvas) and outside (e.g., banking, paying utilities, buying essentials) the University. I will help you, the best way I can, to navigate both areas by connecting you to appropriate support, resources, and sharing my experiences and recommendations. Please do not hesitate to reach out to me about these things.

My Expectations of Graduate Students

As I mentioned at the top of this document, I think of the advisee/advisor relationship as symbiotic and bi-directional. So, to ensure you achieve what you sought from your graduate education, we have to work as a team. And so, my expectations of you are as follows:

[Communication]

- Variety of communication methods: Email (default), Google Chat (separate rooms for individuals, groups, Grad advisees, and ALAB), text messaging (for emergencies). An example of emergency text messages: *"I am running 10 minutes late to our meeting"*.
- Respond to communication within *48 working hours* in a variety of methods including in-person, email, and Google chat. **Working hours are within semester weekdays from 9am to 5pm.**
- Join Google Chat for individual, GRAD, and ALAB rooms. This is **required** within the first day of your first year.
- Communicate clearly and promptly – for both good and bad news. Problems and concerns can be solved with relative ease when they are shared earlier and with collective knowledge. Good news should also be celebrated as soon as possible. I am neurodivergent and English is not my first language. Do not hesitate to ask me for clarification if I am not clear in my communications.
- **[PhD]** I may contact you during summer and winter break. But it will always be about either a research project of which you are an author or your PhD milestones.

[Academic/Milestones]

- Work passionately, persistently, and diligently towards your goal.
- Keep your Program Plan and your Strategic Plan up to date. Templates for the Program Plan and Strategic Plan will be provided during our first 1:1 meeting.
- Share your course plans, research interests, and post-graduation goals. And they can change (often) during your studies. If there are any changes, let me know as soon as possible. My knowledge is directly related to relevant and effective support.
- Try to keep our regular meetings as much as possible. It is important to building our relationship and for me to support you as best I can.
- **[PhD]** Your research interests can change (often) during your first 3 years but changing your dissertation topic at any point after your prospectus is going to be very difficult.
- **[International students]** Take additional classes (e.g., Special Education Law); read additional books (e.g., Education Systems in the US); visit the University's writing center, and do writing

exercises with me (e.g., Article reviews) as needed. This will be on an individual basis and will help you prepare for class assignments and program milestones.

[Research/Lab]

- Attend and actively participate in ALAB meetings. This is **required weekly** (exceptions include, but not limited to, family obligations, physical and mental health days, birthdays and anniversaries, religious and cultural observances, conferences and workshops).
- Complete Responsible Conduct of Research training. This is **required** within 1 week of your first lab meeting. Renew your RCR training after 3 years.
- Contributing to an open, inclusive, collaborative, and safe lab environment. Be respectful of others' intersecting identities.
- Be an advocate for and ally to individuals with disabilities and their families.
- Be interested in research that has positive outcomes for individuals with disabilities, their families, and practitioners.
- The lab works as a team and its success depends on the quality completion of individual tasks. **Complete research tasks on time and ethically.** If there are extenuating circumstances, please share them as soon as possible so we can find alternate solutions as a team.
- Adhere to research and academic ethics. Protect participants at all costs. Research ideas are intellectual property. Cite your sources and be wary of self-plagiarism. You **must** acquire my permission for data usage and dissemination.
- **[PhD]** Read the APA Manual 7th edition thoroughly. This is **required** within the first month of your first year.

[Well-being]

- Maintain and cherish your life outside of school.
- Maintain and build healthy routines such as hobbies, working out, and meditation.
- Breaks are not rewards. They are human rights and necessities.