RESEARCH SUPERVISION
Renee Galliher

Mentoring Philosophy:
My approach to student mentoring is holistic, and my goal is to foster professional and personal development broadly. To this end, I strive to model good professional decision-making with my students, and to make myself available to discuss and explore a wide range of professional and developmental issues. My objective is to provide a mentoring context that conveys high expectations and rewards productivity, while providing support and nurturance as necessary. Concretely, I accomplish this by meeting with my students weekly, providing timely feedback on drafts of written work, and offering material support for the costs of their research when I can. I work collaboratively with students and both undergraduate and graduate students are heavily involved in every aspect of my research program, from grant writing to manuscript publication. I also, however, support independently conceived student projects, which I view as an opportunity for me to expand my own research background and knowledge. Finally, I enjoy relaxing and having fun with my students (e.g., hosting end-of-the-semester parties at my home). I’m pleased when my students view me as a valuable source of guidance and information as they complete their research requirements, and also as a source of support and a general resource as they grapple with professional decision-making, developing autonomy, and occasional crises.

Finally, I strive toward multicultural competence in all of my teaching and mentoring activities. In the service of this aspiration, I work to model diversity affirming language and actions in all interactions. I seek to provide a supportive and nurturing environment in my lab for diversity in all of its forms, while insisting on an atmosphere of respect and integrity. Given my commitment to enhance diversity within my field, the majority of the students with whom I work in my research lab are first generation college students, ethnic or sexual minority, or from rural/frontier and low socioeconomic status backgrounds. Thus, I see my responsibility to continually grow my cultural competence and provide a supportive context as critical.