

Graduate Advising Philosophy
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The relationship between advisor and advisee is a co-constitutive, collaborative endeavor that should have as its foundation the needs, goals, and aspirations of the graduate student. My objective as an advisor and mentor is to support you on your path toward developing your scholarly identity and voice and, ultimately, becoming an independent scholar and impassioned worldmaker.

A successful advisor-advisee relationship is often a vulnerable one. We share a part of ourselves with one another each time we exchange ideas, reveal our uncertainties, and discuss topics that matter to us and our communities. I believe this relationship can only be successful when both parties enter with a sense of openness, including maintaining an open line of communication. You can trust me, as your mentor, to be an accomplice in your goals, to provide kind, straightforward, and actionable feedback, and to recognize and honor your humanity and identity as core parts of your academic journey. Moreover, academia is full of unwritten rules, norms, expectations, and assumptions that are notably difficult to navigate, especially for students from marginalized backgrounds. Thus, an important part of my job includes helping you navigate this complex web of academia's "hidden curriculum" and demystifying the path toward academic success to the best of my ability.

Mutual Expectations

One of my primary goals as an advisor is to foster a sense of intellectual curiosity and stoke your passion for your work. I invite you to come to me to brainstorm, bounce ideas off one another, and share those "ah-ha" moments that happen along the way as you explore, read, and write in new areas. I will ask that you approach our time together with a goal orientation—i.e. to ensure a generative and valuable interaction, please clearly communicate what you need out of our chats and meetings. I also expect that you consistently engage as an active part of your intellectual community; in other words, I encourage you to attend departmental offerings such as colloquiums and job talks, attend conferences and conventions, submit to conferences and journals, and build a support network of diverse peers and mentors. Overall, I expect you to take initiative and accountability for your academic career by setting goals, scheduling meetings with me, communicating your needs, managing your coursework, meeting deadlines, organizing your paperwork, reflecting on moments of growth and difficulty, and being proactive and open if you are struggling.

In turn, I will engage open discussion and provide guidance on items such as your degree plan, research ideas and questions, conference papers and presentations, comprehensive exam reading lists and study plans, professional development

(including topics such as publishing, the job market, and work/life balance), working toward and reaching academic milestones, and academic writing. I am also happy to set aside time to discuss things like pedagogy, theory, and academic life more broadly.

Serving on Advisory and Dissertation Committees

I am excited and willing to serve on advisory or dissertation committees for students whose projects intersect with my expertise in substantive ways. I am primarily equipped to advise/sit on committees for projects that are rhetorical in method and am open to serving on committees for projects that use other critical, interpretive methods. Topically, my areas of expertise include fat studies and activism, critical rhetorics, queer theory, feminist theory, intersectionality, embodied rhetorics, rhetorics of health and medicine, social media activism, abolitionist/liberatory pedagogy, and disability justice.

Please do not hesitate to stop by and chat any time my door is open. I am more than happy to have preliminary discussions to see if I might be a good fit as your advisor/committee member. As interests, goals, and projects evolve, I will never be offended if a student asks me to step down from my official advising capacity at any point. Though I am not able to provide my full suite of advisory offerings to all graduate students, I am happy to meet and talk about things like writing, teaching, professional development, and academic life in a broad sense to those who I do not directly advise.