

Graduate Advising Philosophy
Carly S. Woods

The best advising relationships are built on collaboration and mutual respect. I expect a lot of my advisees, and in return, I provide detailed feedback on their work and extensive advice on their development as teacher-scholars. As a graduate advisor, I see myself as an advocate for my advisees during and beyond the graduate program. I am dedicated to connecting them to department, university, disciplinary, and community resources and work hard to make sure they know that their well-being is paramount.

It is important to me that the students I work with are 1) intellectually curious, 2) engaged department members, and 3) committed to making higher education a better place for people of all races, genders, sexualities, abilities, nationalities, and socioeconomic backgrounds. My advisees pursue a range of topics situated in rhetoric, communication, and critical/cultural studies. My [advisees](#) have completed projects focused on social change, race & ethnicity, gender & sexuality, citizenship, transnational belonging, higher education, space & place, and public memory.

Current and prospective students, please feel free to reach out to me at cswoods@umd.edu.