

## **Graduate Student Advising Philosophy**

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As an advisor I help students achieve their educational and career goals while becoming independent, life-long learners and outstanding researchers. I also aim to create an active peer mentoring community among my current and former advisees. Below I summarize my primary responsibilities as an advisor and what I expect of my advisees. I then outline my primary stipulations for serving as a student's advisor, advisory committee member, and dissertation committee member or chair.

### **My primary responsibilities as an advisor are:**

1. Assist with course scheduling, program planning, and successful completion of degree requirements.
2. Assist with brainstorming research paper plans each semester.
3. Review research papers prior to submission to peer-reviewed conferences and journals (when adequate review time is provided) and assist throughout the publication process.
4. Assist with grant proposals.
5. Assist in navigating teaching.
6. Guide successful preparation for comprehensive exams.
7. Guide dissertation topic selection and writing.
8. Guide preparation for a successful job search (academic or non-academic).
9. Involve students in my funded research projects as possible and as relevant.

### **I expect my advisees to:**

1. Be self-starters.
2. Prioritize their graduate studies and optimize their time in the program.
3. Carefully consider their academic and career goals and openly share this information with me.
4. Take responsibility for their education, program planning, and successful completion of degree requirements by following through on their commitments, producing outstanding work, and managing their (any my) time well.
5. Make meaningful contributions to the field through their research.

### **Stipulations for Serving as an Advisor**

1. To serve as a student's advisor **there must a clear link between my research expertise and the subject** the student pursues while in graduate school. My primary area of expertise is government risk and crisis communication.

2. I expect my **advisees to actively submit high quality manuscripts** to conferences and peer-reviewed journals.
3. **I will not be offended if a student asks me to step down as advisor** if another faculty member better matches the student's evolving research interests. Graduate school is too short for students not to be matched with the best possible advisor.

### **Stipulations for Chairing/Serving on an Advisory Committee**

1. To serve as a member of an advisory committee **there must a clear link between my research expertise and the plan of study** the student is pursuing. My primary area of expertise is government risk and crisis communication.
2. **I will not be offended if students ask me to step down from an advisory committee** if they decide another faculty member's expertise is a better fit for their evolving interests. Likewise, I will not be offended if students ask me to join advisory committees later on in their graduate studies.

### **Stipulations for Chairing/Serving on a Dissertation Committee**

1. To serve as the **chair or a member** of a dissertation committee **there must a clear link between my research expertise and the subject matter** covered in the dissertation. My primary area of expertise is government risk and crisis communication. **I must also be familiar with the social science method(s)** used in the dissertation for dissertation committees that I chair.
2. **To serve as chair of a student's dissertation committee**, the student must have successfully completed at least one course or research project with me.
3. **Unless I am a student's advisor, I generally will not review drafts of a student's prospectus or dissertation prior to the defense meetings.** I am available to meet to discuss questions/concerns before defenses

In sum, my advising philosophy is best summed as "If you work hard, I work hard for you."