Academic Advising Philosophy

As a first-generation college student, I needed support from my undergraduate intuition. The support I needed was more than just tutoring services, or financial assistance. I needed someone who would help me understand processes; explore opportunities; find ways to build my confidence; and continually challenge me to develop and grow as a student and human. This support was given to me by my academic advisor. Now that I am providing this service, I consider my role as a huge responsibility and privilege.

I view my role as multi-dimensional, and one that modifies as the student grows through the educational process. I approach student advising sessions using relationship-based advising, and find ways to establish rapport and credibility with each student I meet with. As I have matured as an advisor, I rely heavily on developmental advising, and advising as teaching theories. I strive to ensure I am empowering students as they progress through their educational journey, as well as creating an environment where advising is part of the learning process.

I thoroughly enjoy the one-on-one and group advising sessions that I lead. I find inspiration, challenge, and excitement from listening to students, guiding them through their requirements, connecting them with resources, and challenging them to grow and explore. As I learn from students, I bring those lessons into my self-reflection and assessment to help me grow as an advisor. Here are the key components and strengths that I bring to my advising practice:

- **Guide to Individual Success**— During advising sessions, I listen to students to learn about their individualized concerns and needs. I strive to provide advice based on each individual student. After listening, I ask open-ended questions to clarify information, and assess and define the student’s goals and values. Listening and asking clarifying questions helps me establish a connection with students and show them that I will provide guidance based on their specific situation.

  I view myself as a guide along the pathway toward a degree. I inform students about academic requirements; show them how to find deadlines; refer them to support resources such as tutoring or
faculty; connect them with resources to help them establish or realize their goals (career advising, workshops, leadership activities, clubs); and help them create a map to meet their specific goals during their educational journey.

- **Supportive Environment**—I strive to create and open, supportive, and respectful environment to all students. I want students to feel like they can be honest, reflective, and express themselves during an advising session. In turn, I meet students with a non-judgmental space for true learning and growth to occur.

- **Advising as Teaching**—I help students see the importance of learning and understanding the requirements. I often help them tie “teachable moments” to real-world examples they may encounter in the workplace. As I establish an advising relationship with a student, I also find ways to challenge them to grow, and engage in self-reflection. It is not uncommon for me to ask, “what did you learn from this situation.”

- **Holistic Support**—I feel that as a representative of the university I should also take time to inquire if students are receiving the support they need to succeed both inside and outside of the classroom. I often find that students have issues with finances, emotional support, or living arrangements. I am able to refer them to services within the university to help them resolve these concerns.

Serving as an academic advisor is a privilege. As I expect my students to learn, grow and mature through their journey—I also hold the same goal for myself. I am committed to learning and adjusting as I receive student and supervisor feedback, perform research, and attend professional development opportunities.

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1 Gordon, Virgina N., Habley, Wesley R., and Associates. *Academic Advising: A Comprehensive Handbook*. Figure 2.1. pg. 29.