

Personal Advising Philosophy

My personal advising philosophy is generated from the love and respect I have for Wayne State University. For the past 38 years, I have been part of WSU's community either through my undergraduate and graduate studies or through my valued employment with the university. Learning, thriving, participating, and growing up in WSU's educational community engrains commitment, appreciation, and respect for the students and colleagues, I serve.

As an academic advisor I operate under the philosophy that all students matter and all students deserve the education that WSU provides. Ethnicity, social economic status, religious affiliation, gender, age, and sexual identity have no influence on my advising style or practice. My mind and heart are open, as I focus on the needs of students before me. My role is to guide and empower students through the dubious process of academic success.

I thrive on the uniqueness of each individual. Believing that our past life experiences shape and influence our educational opportunities and direction, I provide an atmosphere of openness and acceptance where students can share their concerns and experiences. Listening without judging and respecting the uniqueness of others is fundamental to my advising approach. When appropriate, I share my WSU stories to set a tone that higher education offers endless opportunities for personal growth, but requires hard work and commitment regardless of the life experiences students have encountered.

For optimal student success, I believe that regular guidance from an academic advisor is essential. Having semester advising sessions for review of educational progress and goals is the minimal time expediency. It is during our sessions, I utilize my professional advising training to analyze the student's situation and through mutual discussions focus on their progress. Ultimately I am reviewing the student's academic behavior and semester experiences to align their past efforts with the present outcome. My recommendations of services to ensure performance outcomes are only that, recommendations. Ultimately, it is the student who is responsible for their behavior leading to their educational success.

I believe there is an obtainable major for every student. Helping students understanding the academic vigor required in higher education and aligning educational goals with academic ability is an essential element to my advising practices.

I continuously work to improve my advising knowledge through participating in professional training and seminars. Presuming that we never stop learning, I am open to adapting new skills and techniques for the betterment of the students I serve. Beyond attending training sessions, reading scholarly publications relating to advising theory and student success is a continuous practice to build my skill-set. I believe I am continuously evolving as an advisor and welcome new learning material to incorporate into my advising sessions.

Recently I started researching Nancy Schlossberg's transition theory known as the 4 S's model. Her discussed concepts involve helping the student move in, though, and out of a situation involving a transition, such as transitioning into higher education. Moving in involves (assessing the student situation), moving through (checking the student's self and offering support) and moving out involves (providing strategies for student success). Understanding this theory and incorporating the techniques into my student advising sessions provides a framework for ensuring students' progress towards their educational goals.

My daily affirmations include developing good rapport with the students and colleagues I serve, and incorporating professional ethics and morals into my work.

References:

Schlossberg's Transition Theory. Retrieved November 13, 2018, from <http://www.unthsc.edu/students/wp-content/uploads/sites/26/Schlossberg.pdf>