

Personal Statement on Advising

History

Developing a personal advising philosophy has been a daunting task for me for quite some time. I have started and stopped many times and throughout the years, have made many revisions. For my current version, I reference a number of advising and student affairs theories to ground and guide me. I recently attended a NACADA webinar where the committee unveiled the new NACADA core competencies that were constructed based on Habley's essential advising components and I was so excited because those components resonated and helped me to refine my advising philosophy.

I am also grateful to work in an advising office that values relationship and connection and allows me to have a caseload of students that start with me as their advisor in their first year, and work with me until they graduate. I thrive in this environment because I am able to take time to get to know each student and build a relationship with them as they grow and develop throughout college. My individual approach to advising matches closely with my advising office's mission statement:

The McCombs BBA Academic Advising team is committed to providing an atmosphere that fosters student success through comprehensive, quality academic advising in an environment that is welcoming, inclusive, and supportive. Our programs and services are designed to help students develop decision-making skills that will empower them to take full advantage of their educational experiences.

Personal Advising Philosophy

As an academic advisor, I strive to equip students with the information and resources they need to make the best decision for their unique situation in order to maximize their college experience. I believe the role of the advisor is critical and that each student comes to me as a unique individual with a variety of needs. I strive to be a person who will challenge, motivate, encourage, and celebrate students, while holding them accountable and providing a new perspective for them to consider. In order for any exchange to be productive, I also must ensure that the environment is open, inclusive, and inviting for students so they feel comfortable sharing information with me.

Relational

As an advisor, I highly value relationship and I believe that no relationship is complete without:

- *Empathy*: understanding the emotions of others so that I may know them, serve them, and connect with them more effectively.
- *Shared Responsibility*: working closely with a student toward a common goal, ensuring that both parties are bringing their whole selves to the table, and both parties find the relationship beneficial.
- *Inclusivity*: creating a space for a wide array of ideas, perspectives, backgrounds, and experiences to ensure I support students in a caring, judgement free environment.
- *Connectedness*: creating a connection with a student is often what will inspire/encourage a student to continue seeking help from university resources. Each advising session, I hope to make at least one small connection with a student in hopes they would recall that connection and continue seeking help from me and other university resources.

- *Honesty*: providing students the information they need to hear, even when it does not always align with what they want to hear.

Informational

As an advisor, it is imperative that I am:

- *Accurate*: Providing up to date, precise and correct information in order to be reliable resources for all students.
- *Prepared*: Reviewing all relevant materials, including previous notes, past classes, and current classes and research answers to anticipated questions in the appointment.
- *Collaborative*: Connecting with campus colleagues in order to learn about academic programs, co-curricular opportunities and to know individuals offices across campus so I can be a helpful referral agent on a very large campus.

Conceptual:

As an advisor, an understanding of theory provides a foundation that guides my work with students.

- *Advising is Teaching*: I approach each advising session as a learning opportunity, both for me and for the student I am meeting. I am here to answer questions, refer to campus resources, help set goals, be an accountability partner, ask challenging questions, encourage new experiences, and provide additional information to help broaden the scope and ultimately to build student confidence.
- *Chickering's 7 Vectors of Student Development*: College is a unique place where young adults have new experiences and embark on the journey of finding out who they are, who they want to be and how to make those two align. Chickering's seven vectors (Evans, 1998) provide a platform to better understand how students may embark on this journey, while also leaving enough space for each journey to be unique and for students to move in all directions throughout their time in college.
- *Sanford's Challenge and Support Theory*: As students navigate through and the vectors of development in Chickering's model (Evans, 1998), I embrace my role as someone who can challenge them to question/consider their own beliefs and decisions while also providing a safe, supportive space for them to wrestle with these ideas.

Each day, I come to work to help students build the decision-making skills and confidence they need and in beyond college to develop into engaged and equipped citizens. College is such an exciting and important time in a person's life and I love being even a small part of that time for my students.

Sources:

Evans, N. J., Forney, D. S., Guido-DiBrito, F. (1998). *Student Development in College: Theory, Research, and Practice*. San Francisco, CA: Jossey-Bass.

Habley, W. R. (2000). Current Practices in academic advising. V. N. Gordon & Habley, W. R. & Associates, *Academic Advising: A comprehensive handbook*. San Francisco, CA: Jossey-Bass.

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