

In my combined five years as an emerging scholarly professional I have had many opportunities to develop my knowledge and reflect on the experiences and values that continue to shape my professional identity. Each interaction with the wide-range of diverse students I previously and continue to serve influences my personal philosophy of academic advising. As student demands continue to increase and diversify, my personal philosophy will evolve to meet new student needs. At the core of this philosophy are the following key principles I commit myself to with each student I have the honor of serving.

Dedicated Advising Relationship. Advising professionals must balance multiple various high-demanding roles and it is important that each student I meet with understands I am firmly committed to their holistic development. Developing a meaningful relationship with my advisees is a critical first-step in assisting with their personal and academic success and must be done through a complete comprehensive approach using multiple academic advising frameworks. The prescriptive advising approach is an excellent way to introduce the critical building blocks necessary for student development to occur, Fielstein (1994). Once these prerequisite activities are in place, the advising relationship will evolve. Simply put I must work to gain the respect of each student I serve before I can expect to push them towards success. Utilizing a combination of developmental advising, advising as coaching and appreciative advising approaches helps me continue to solidify a positive relationship with each student, so time spent in appointments can be focused on specific learning outcomes tailored to meet each student and their needs.

Cultivating Scholars for Next-Level Engagement. The overarching vision of higher education is to prepare students to be equipped with the tools necessary to be actively engaged citizens following graduation. As an academic advisor I have a key role in this preparation. Focus on student engagement and involvement must extend past the boundaries of the academic classroom and into local communities. Each experience and opportunity students encounter shapes their future. I commit myself to meet my students wherever they may be in their academic and personal development and encourage them to begin preparing for their next steps. Students must see that the value of their education extends past their degree. I will help foster this sense of academically engaged scholarship by utilizing the learning-centered paradigm. Students must understand they have the power, autonomy, and agency to assert their voices and cultivate positive change at a local, national and global level.

Engage in Research, Professional Development Opportunities and Creating Knowledge. I firmly believe that advising is teaching, requiring a continuous life-long love and commitment to learning and pursuing knowledge. Conducting research, seeking professional development opportunities and creating knowledge is vital to the evolution of my career. I must continue to be armed with the best-known information, tools and resources to share with my students. When students look to me for advice, I want them to see an example of what scholarly engagement looks like. I cannot expect my students to come into my office appreciating the value of education if I don't take the power of my own education or theirs seriously. I can continue to build upon my skillsets and knowledge to help guide them in their development. My goal is for my students to leave my office confident in their own abilities and recognize the power behind education.

Resources:

Fielstein, L. L. (1994). Developmental versus prescriptive advising: Must it be one or the other. *NACADA Journal*, 14(2), 76-79.