*Personal Statement of My Advising Philosophy*

As the Director of Undergraduate Advising at Simmons College, I strive to build a strong rapport with each of my advisees and colleagues. My advising philosophy incorporates the Developmental Advising Model along with psychologist Nevitt Sanford's Challenge and Support Theory.

 NACADA’s website provides multiple definitions of Developmental Advising Model. The definition that best connects with my advising philosophy is, “Creamer and Creamer (1994) say, ‘Developmental academic advising is the use of interactive teaching, counseling, and administrative strategies to assist students to achieve specific learning, developmental, career, and life goals. These goals are set by students in partnership with advisors and are used to guide all interactions between advisor and student’,” (NACADA, 2017).

Sanford emphasized in his theory of Challenge and Support “a college should be a developmental community in which the student encounters both challenge and support”, (Evans, Forney, and Guido-DiBrito, 1998). This student affairs theory really connected with me and my style of advising. Different student populations experience different challenges. I strive to listen to each student’s individual challenge and provide them with the support they need to achieve academic success, improve self-esteem, and personal growth.

I am dedicated to creating a safe, challenging, and supportive learning environment for my students and colleagues. It is important to me to offer each advisee the support they need and make them aware of the resources around them they can utilize. By doing this, I am helping my advisees achieve their personal, academic, social and career goals. During my sessions I help them explore their life goals while offering ways to improve study skills and helping students develop their self-esteem. I strive to assist my colleagues by listening to them, providing mentorship to new advising professionals, and ensuring they are recognized for their dedication to the profession. Developing positive rapport with students and colleagues is the best way to foster trust while ensuring collaborative success in the helping relationship.

To continually provide my advisees with superior support, I participate regularly in training to further improve my academic and career advising skills. Certifications I received are Career & Education Advisor certification, Myers-Briggs Type Indicator certification, and Facilitating Career Develop certification. Attending NACADA events as a facilitator, volunteer, host, or participant are additional ways I strive to improve my advising skills and collaborate with others in the profession. Being actively involved in NACADA is important to me and my professional growth.

 As a professional within the field of academic advising, I abide by the NACADA Mission, Core Values of Academic Advising and give back to the profession. Regularly attending professional development events and supporting my colleagues in their professional growth is important to me. I believe giving back to the profession is important to help NACADA continue to achieve its mission and values which is why I assumed the role of Massachusetts State Liaison from 10/2015 – 03/2018.

I continuously work to improve myself as well as my advising skills. While incorporating theory, NACADA resources, and basic helping skills such as listening, asking open ended questions as well as having good eye contact, I believe these are the best ways to develop rapport with my advisees and my colleagues to help them achieve their goals.

Sincerely,
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