

I am a first-generation college student and a CSU alumni. My journey working in higher education started as a student employee in an advising office for international students, while I was earning my Bachelor's degree. During that time, I found fulfillment in educating students about general university policy and procedure. Those experiences helped shape my career path.

Now I have been in the field of academic advising for over five years and I continue feeling passionate about the work that I do. The principle tenets of my advising philosophy are grounded in holistic, proactive and developmental advising.

I feel a holistic understanding of a student serves as the foundation for our advising sessions. Holistic advising allows me to see students as a whole person, outside of the academic setting (Kardash, 2020). I like to ask students questions such as what their career goals are or how many hours a week they work. These types of questions help shape the session and my recommendations.

I like to then approach the session in a proactive manner. Proactive advising allows for opportunities to educate students on all options and increase the probability of student success (Varney, 2012). Sometimes there are issues in the student's record that we can address now before they become bigger. I welcome the opportunity to address or find solutions to future problems. For instance, if you are meeting with me regarding a low-GPA, I am going to make sure you leave the session with petitions, a plan for next term or if graduation is a year away, solid information on remaining requirements and how/when to apply.

I believe the only way students can grow is through developmental advising. This means I educate my students on how to understand their curriculum, degree requirements or university policy. To educate students through advising goes beyond providing information (Crookston, 1972). Each session provides the opportunity to teach students skills they can apply to their time at the university and into their daily lives as well.