

Advising Philosophy Statement

I am a multiracial, heterosexual woman of color who is passionate about higher education and seeing students succeed. This passion to help students began when I was a student myself. As a college student, I was actively involved in my own campus as leader within the Associated Students organization where I held several senate roles and led a committee. I also was a New Student Orientation leader. At the beginning of my sophomore year in college, I was hired as a student worker and was exposed to the importance of advising. I was a first generation college student who had to navigate college on my own. My job on campus exposed me to resources and assisted in me in my own academic journey and future career. The fire and passion that was ignited in me as a sophomore led me to pursue a master's degree and career within higher education.

As an academic advisor I strive to be accessible to my students, to be as helpful as possible, and to have knowledge regarding curriculum, academic policies, and processes. I pride myself in being an advocate for students in their individual educational journeys by providing an equitable advising experience for all students. In my career I've learned every student is unique- they have unique experiences, family lives, and cultural capital. In dealing with individual students, I apply different approaches, advising techniques, and student development theories.

Advising is Teaching

According to the National Academic Advising Association (NACADA), advising is teaching. As an advisor, I'm often teaching my students about procedures, explaining complex policies, and teaching them transferrable skills they can use in the workforce or in the pursuit of a graduate degree. I also believe that advising is much more than course scheduling, it is the discussion of career aspirations, a student's reason to pursue a higher education degree, and sharing ways in which a student can be successful beyond just academics. I am a firm believer in empowering students in their own education and will equip my students with the tools and resources they need to achieve excellence. My belief is when a student feels empowered, they then feel supported to navigate the challenging waters of choosing classes, a career path, and developing as a student.

Within each of my advising sessions, I use a holistic approach. Students tend to create boxes in their mind to compartmentalize their academics from their personal life. I challenge my students to think not in boxes but to view all parts of their life as a web that intersects. For example, if a student is having family issues at home, this will most likely impact their studies. I offer resources when advising to assist students not only academically, but emotionally as well. I strive to ensure that each student I meet with feels respected, welcomed, valued, and heard when they enter my office. In every advising interaction, my hope is that each student knows I have done all in my power to assist them with their specific need or issue.

Applying Advising Techniques and Theories to Practice

I use prescriptive, proactive, and developmental advising techniques interchangeably. I use prescriptive advising during peak advising times. I use proactive advising when working with at-risk students. I use different approaches to help students remain on track for graduation and not fall into further academic difficulty. I use developmental advising to partner with students in their educational journeys. In each of these advising styles, I believe that there is a shared responsibility between myself as the advisor and the advisee. I make every effort to give student accurate information, but I also believe that it is the student's responsibility to apply their newfound knowledge on their own and use the resources and tools I give them to think critically. I believe in empowering each student with the necessary knowledge to be successful past their advising interaction in my office.

I use different student development theories when engaging with students within different class levels. When working with first-time freshmen and transfer students I will usually use Bridges' Transition Theory (1991) in helping students understand the stages of ending, losing, letting go; the neutral zone, and the new beginning. Freshmen will typically have to process the differences between high school and higher education while transfer students have to understand the transition of the community college and a 4-year institution. I also am often thinking of Chickering's 7 vectors when advising students as well. Freshmen, sophomores, juniors, and seniors need to be advised differently as they transition through developing autonomy, establishing identity, and developing purpose throughout their journey in higher

education. In conjunction with Chickering's theory it is also thinking of the Abes, Jones & McEwen's (2007) Multiple Dimensions of Identity. Through a student's journey in higher education they are managing contextual influences along with filtering and making meaning of the new information and experiences they are having. In my seven years within higher education, it has been a privilege to see students move through different stages of development and see a further developed student at the time of graduation.

Commitment to Personal and Professional Development

In conclusion, I am passionate about advising and I am constantly in pursuit of newfound knowledge to implement new practices within the College of Science Advising Center I coordinate at Cal Poly Pomona. I find importance in staying up to date with current research and information through reading journal articles and books offered through various higher education resources. I also strive to become familiar with any new policy or procedure implemented on my own campus. I have a deep care for continuing to develop professionally by attending and presenting at conferences, and staying active within the advising community on and off my campus. Since I started my career I've made every effort to be a master advisor and I continue to develop and improve daily through continued research, personal reflection, and self-care. I hold my responsibility to my students, the faculty I partner with, and the university I am employed by with the highest regard, and I promise to continue to develop myself personally and professionally.