USE YOUR PHILOSOPHY TO:

- Improve your advising strategy in your daily work
- Enhance your presence with students
- Share your statement with your community via your website
- Assist your advising office in developing or continuously improving their philosophy
- Use it for professional enhancement and job search
- Awareness allows examination and opportunity to reflect on your growth as an advisor
- Having your goals and values displayed can show your students what kind of advisor you are, and in turn provide a deeper relationship with them through their journey

REFERENCES

- http://www.albany.edu/advisement/Newsite/staff.html
- https://www.nacada.ksu.edu/About-Us/NACADA-Leadership/Administrative-Division/Professional-Development-Committee/PDC-Advisor-Competencies.aspx
- http://standards.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2F647CDFCD29B7D0
- http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Personal-philosophy-of-academic-advising.aspx
- http://www.purdue.edu/advisors/training/philosophy.html
ADVISING PHILOSOPHY

PURDUE UNIVERSITY

BRAINSTORM
- Use Reflection prompts and be introspective on your hopes and aspiration as an advisor. Use the next page to make notes about your thoughts.

USE RESOURCES
- The CAS Standards and NACADA’s Core Values and Core Competencies are a great resource to use in helping you brainstorm.

DRAFT
- Use the notes pages or whatever helps get you in your zone to write. Use this draft intentionally and make multiple until you find one that fits.

DISCUSS
- Join us for the brown-bag follow up session to discuss and share. Learn from others’ unique thoughts and process.

FINALIZE & MODIFY
- Use these first steps as a starting point and then dive in. After you finalize, revisit and share with your students, staff, and institution. Being open about your expectations and aspirations will only help you further in achieving your goals.

WHY

Freitag, D. (2011) reflects on the work of Dyer (2007) to emphasize that an advising philosophy can be helpful to: provide structure in advising meetings and clarity in interactions and career goals.

But most importantly, you should be able to answer the following:
- Why am I an academic advisor?
- How do I make a difference in the lives of students and colleagues?
- Do my students know their lives matter?

Content gathered from the NACADA Website at: http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Personal-philosophy-of-academic-advising.aspx and Purdue at: http://www.purdue.edu/advisors/training/philosophy.html

EXAMPLES
ADVISING PHILOSOPHY

Advising as Teaching and Learning. Julian Hermida via NACADA

“I approach advising as a learning situation for all my advisees. My main goal of academic advising is to foster the development of critical thinking skills, problem-solving competences, and a sense of full responsibility.

In this era of global communications, information on curriculum and graduation requirements are easily available in a variety of formats. So, instead of merely providing information, I will encourage you to reflect on that information, and discuss it with me. By encouraging you to make sound personal and academic choices, I will help you develop problem-solving skills while at the same time you will learn to assume full responsibility for your own actions in the academic milieu. I will also challenge you to justify choices and to make connections between personal and educational goals. I hope that this approach to academic advising can become a powerful part of your education.

My role and responsibilities:
- Help you reflect on career goals.
- Help you plan your future professional or academic career.
- Provide you with opportunities to critically reflect on academic choices and to develop decision-making skills.
- Provide you with opportunities to develop problem-solving skills.
- Help you develop suitable educational plans and select appropriate courses and other educational experiences.
- Clarify and interpret institutional requirements.
- Refer you to appropriate institutional and community support services.

Your role and responsibilities:
- Be proactive and initiate contact with me.
- Give thoughtful consideration to your academic and career goals.
- Prepare a list of questions and issues to discuss before each meeting with me.
- Actively participate in the advising session.
- Know the Academic Calendar. Do not miss deadlines. Know when to register and drop or add courses.
- Schedule courses that are consistent with your educational goals and that will meet degree requirements.”
I believe the purpose of advising is:
When I advise students I aspire to:
The thing I value most about working with students is:
The ideas/theories/methods that have most impacted my advising are:
My colleagues would describe my advising style as:
The three words students would use to describe my advising are:
What excites me about working with students is:
What I have learned from students is:
My role models and peers have shaped my advising by teaching me to:
I develop myself professionally by:

Advising matters because:
As a member of the advising community I think it is important to:
create an inclusive environment by:

Why am I an academic advisor?
How do I want to impact students in my role?
What advising approaches do I use with students?
What else might I include in my philosophy?
What makes me unique as an advisor?
What do I hope students gain from interacting with me?

Content gathered from the NACADA Website at: https://www.nacada.ksu.edu/About-Us/NACADA-Leadership/Administrative-Division/Professional-Development-Committee/PDC-Advisor-Competencies.aspx

Content gathered from the NACADA Website at: http://advisingmatters.berkeley.edu/sites/default/files/general/Statement%20of%20Advising%20Competencies.pdf
and Purdue at http://www.purdue.edu/advisors/training/philosophy.html
Linda Scoville, Ph.D., Assistant Director, Pre Law Advisor
“I have always believed that the student is the most important component here at the University at Albany, and my advising reflects this. What I am most interested in is your hopes, dreams, and plans, and how we can take the steps to make these into reality. I take the time to really listen to my students, and am always willing to help with any of your concerns. An advisor is a partner in a student’s academic career, and together we can plan for the future.”

Sesan Badejo, Academic Advisor
“My role, as your academic advisor, is to empower you to make informed decisions about choosing appropriate majors to accomplish your goals. I promise to listen attentively to you, and I will facilitate your access to the excellent resources and opportunities that the university provides to enable you achieve academic success. Individual students have unique abilities and interests. As you continue to grow intellectually and personally, I will work in partnership with you as you identify, explore, and enhance your strengths with the help of university resources. I am here to support you in your quest for a successful educational experience, and a bright future.”

Peter Monaco, Academic Advisor
“Aldous Huxley wrote “Experience is not what happens to you. It is what you do with what happens to you.” My role as your academic advisor is to encourage you to value and intensely engage each experience you have at the university, both in coursework and as an integral part of the academic community. I will work alongside you to identify and develop your strengths and interests so you may succeed professionally, intellectually, and creatively during this important time in your life. As an educator and advisor, I consider your progress a collaborative endeavor; together we will develop a path that not only ensures your success at the University at Albany, but also one that supports your development as a critical thinker and engaged citizen of the global community. This will be an exciting and engaging journey, for as Joe Strummer reminds us “The future is unwritten.”

EXAMPLES
ADVISING PHILOSOPHY
CORE VALUES OF ACADEMIC ADVISING

The Statement of Core Values provides a framework to guide professional practice and reminds advisors of their responsibilities to students, colleagues, institutions, society, and themselves.

1) Advisors are responsible to the individuals they advise.
2) Advisors are responsible for involving others, when appropriate, in the advising process.
3) Advisors are responsible to their institutions.
4) Advisors are responsible to higher education.
5) Advisors are responsible to their educational community.
6) Advisors are responsible for their professional practices and for themselves personally.

CAS ADVISING STANDARDS

Mission
The mission of Academic Advising Programs (AAP) is to assist students as they define, plan, and achieve their educational goals. The AAP must advocate for student success and persistence. AAP must develop, disseminate, implement, and regularly review their missions, which must be consistent with the mission of the institution and with applicable professional standards. The mission must be appropriate for the institution’s students and other constituents. Mission statements must reference student learning and development.

Student Learning and Development Domains and Dimensions
- Advisors must engage students in the shared responsibility of academic advising.
- Advisors must provide opportunities that help inform student choices and decisions about academic work and about educational, career, and life goals.
- Advisors should inform students that the ultimate responsibility for making decisions about educational plans and life goals rests with the individual student.
