

## Personal Advising Philosophy

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Academic Advisor

I believe advising should focus on helping and encouraging a student rather than just helping a student with a singular purpose. I want my students to feel as if I am not just someone who is only capable of helping them with their classes, but a wealth of information and knowledge. I hope students feel encouraged to ask for help from me and come to me if they have issues that they do not have the answers to. I try to help this process by taking the first step to reach out to the student to establish this connection. Echoing Erwing-Cooper and Kami Merrifield's *The Eight Crises of College Students: Advising with Erikson Across a Student's Academic Lifespan* I hope to "encourage[s] students to take responsibility for their education and feel comfortable asking their advisor (and other university personnel) for assistance."

**Know When, Where, and How to Refer.** While I can advise students on future courses, graduation requirements, and pathways to graduation, students often have questions that don't always pertain to my specific sphere of influence. This doesn't mean that I can't help by referring them to the correct location. By being aware of where a student needs to be referred, I can ensure a student is receiving the care that they need.

**Be Flexible.** Students often have busy schedules and lives that lead to a lot of questions or requests of their advisors. It is important that I understand where a student is coming from and try to accommodate them to the best of my ability.

**Be Approachable.** As an advisor, it is important for the student to see me as a readily available resource. I try to be kind and encouraging so that students are more likely to ask questions to receive the care they need. I reach out to students frequently to establish a rapport with them and keep an open mind when students discuss their concerns with me.

**Communicate Effectively.** Communication is a core aspect of being an advisor. I am continually communicating with students, faculty, and staff. If I have a question, I try to establish a dialogue with whomever may have that answer. If a student is falling behind or a concern has arisen with them, I reach out to see if there is anything I can do to help.

**Be Proactive.** A lot of problems that students have are often created when they do not realize that something has happened. As an advisor, it is easier to see some of these problems a student may not see. Things such as low grades or not enrolling for classes may escape a student's priority whereas I recognize this importance. This can also be applied to any faculty who may not know a student's situation that needs to be conveyed to accurately portray a student.