AUTHENTICITY TO ACTION
Writing an Advising Philosophy that Works
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https://www.nacada.ksu.edu/Resources/Pillars.aspx
Concept of Academic Advising

- Academic advising draws primarily from theories in social sciences, humanities, and education
- Incorporates the preparation, facilitation, documents, and assessment of advising interactions
- Articulate what students will demonstrate, know, value, and do as a result of academic advising

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Academic Advising Core Competencies

• The **Conceptual** component provides the context for the delivery of academic advising. It covers the ideas and theories that advisors must understand to effectively advise their students.

• The **Informational** component provides the substance of academic advising. It covers the knowledge advisors must gain to be able to guide the students at their institution.

• The **Relational** component provides the skills that enable academic advisors to convey the concepts and information from the other two components to their advisees.
CAS Standards for Academic Advising

- CAS standard contains 12 common criteria categories - referred to as “general standards”
- Each general standard is comprised of both specialty standards and guidelines.
- Guidelines are designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard.

Personal Advising Philosophy Resources

NACADA:
- Creating a personal philosophy of academic advising, by David Freitag, 2011

UNI:
- Writing your Advising Philosophy

Other:
- Statement of Advising Philosophy Prompts
writing is for everyone

The Power of Writing Down Your Goals and Dreams
https://www.huffingtonpost.com/marymorrissey/the-power-of-writing-down_b_12002348.html

The Write to Flourish

The New Science of Wise Psychological Interventions

writing changes things

“Some people want it to happen, some wish it would happen, others make it happen.”
—Michael Jordan.
ANY WAY YOU CAN!

How to Start?
https://startwithwhy.com/

Advising Philosophy Prompts

- What have I learned from students?
- When I advise students, I aspire to...
- What approaches do I use with students?
- The thing I value most about working with students is...
- Why am I an academic advisor?
- I know I’m making a difference for students when...
- My greatest accomplishment as an advisor is...
- How do my students know that they matter?
- I always try to be mindful of...
- What are my most developed advising skills?
- I try to create a welcoming and inclusive environment by...
- Do I have an affinity for certain types of students?
- Advising matters because...
- What are my strengths as an academic advisor?
- Excellent advisors are...
- How do I make a difference in the lives of students?
- I believe the purpose of advising is...
- I expect my advisees...
Consider a specific student you’ve worked with in an advising capacity.

- **WHY do you do what you do?**
  Advising mattered to the student because…
  The purpose of my advising was…
  The thing that excited me most/I valued most about working with this student was…

- **HOW do you do what you do?**
  I tried to create a welcoming and inclusive environment by…
  The approaches I used with the advisee included…
  I expected my advisee to…

- **WHAT results do you achieve?**
  I made a difference in the life of this student by…
  The most important thing my advisee accomplished was…

- **WHAT do you aspire to achieve?**
  An approach I want to improve is…
  A strength I want to use in more moderation is…

**LOGICAL DOCUMENT STRUCTURE:**

I. **WHY do you do what you do?**
II. **HOW do you do what you do?**
III. **WHAT results do you achieve?**
IV. **WHAT do you aspire to achieve?**
### Vague & Lacking An Authentic Human Voice

As an academic advisor my primary mission is to help students navigate successfully through their academic careers while exploring their educational and career options. My goal is for my advising sessions to be educational experiences where students connect who they are now with what they are learning and who they want to become (Pettay, 2007).

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.

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### NACADA Examples

<table>
<thead>
<tr>
<th>What do you want your Philosophy to Be?</th>
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</thead>
<tbody>
<tr>
<td>Checklist?</td>
</tr>
<tr>
<td>Citation?</td>
</tr>
<tr>
<td>Aspiration?</td>
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<tr>
<td>Student Instruction?</td>
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<td>Support for Award?</td>
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**In my three years in advising, I have learned a lot about my advising style, and my personal advising philosophy. I commit to the following with every student:**

**Embrace diversity.** I define diversity using the broadest sense of the word. I believe that the strongest communities include those where students, faculty and staff are representative of different ethnic cultures, races, religions, economic backgrounds, geographic origins, genders, sexualities, and beliefs.

I learn something new from every community member with whom I work; this would not be possible if everyone I worked with had the same beliefs, values and backgrounds as myself. Students learn the most from people with different views from their own as well. Students are in a “safe zone” when they are with me. (Helm’s White Identity Development Model)
Creativity and Flexibility

- Many of our Construction Management students transfer from other colleges and universities, and many times have a tremendous amount of work experience. Often these students work full-time and schedule their courses at night. Therefore, I tend to offer advising times both during the day and in the evening. On several occasions, I have met with my students at their jobsite, local libraries, coffee houses, and even my own home for advising meetings. Advising is not something simply done in a university office, advising occurs at any time and all times.

Pluralistic Approach

- Reflected in my membership with the Campus Climate committee, I believe that a pluralistic body of faculty and students are vital to the health of any university. Without diverse individuals and perspective, the best we can hope for is the stagnant reproduction of the status quo, or as Walter Lippmann stated, “Where all men [sic] think alike, no one thinks very much.” I believe my students recognize that they can confide in me and that my office is a “safe space” at NKU.

More Specific & Individualized (still room for improvement!)

Many students can successfully navigate the requirements of their degrees without intervention from an academic advisor. Indeed, before the advent of the advising hold and other electronic forms of encouragement, large numbers of students graduated without periodic meetings with an advisor. To some extent, the same is true of academic learning. Some students do not need professors to learn the material covered in their courses and receive good grades. Few would argue, however, that professors are unnecessary because of the existence of such independent and highly motivated students. Over millennia, professors have illustrated their worth by being much more than a mechanism for knowledge transfer. They contextualize; they elucidate nuance and subtlety; they challenge; they connect. Similarly, academic advising offers much more than adherence to a plan of study. Each student is an individual, with strengths, weaknesses, interests and personality that are different from those of other students. Thus, the advising experience should be individualized and unique for each student, crafted to amplify moral, social and academic strengths, confront and eliminate weaknesses, with the outcome being an educated person and a more perfect human being. This is the promise of academic advising. To fulfill this promise, an advisor must be knowledgeable and exhibit sensitivity to the student’s goals, needs and dreams. An advisor must also listen keenly. These are the characteristics I try to bring to the task of advising.
Perfecting the Writing

- Content
- Connections
- Expression
- Citation
- Sentence Construction
- Punctuation