

My Advising Philosophy

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My advising philosophy was created by the knowledge I have gained over time combined with many of my life experiences. My experiences as a student, a counselor, and a colleague are just a few of the lenses I have used to create my philosophy. As a student, I rarely met with my advisor. I saw it as a quick check to make sure I had the right classes to graduate. As an advisor, I have used common barriers and preconceived notions I had as a student to explore ways to engage students. I want them to feel comfortable coming to me for much more than just what classes to take. As a counselor, I have learned how to build rapport and treat everyone as an individual with unique needs. As a colleague, I have had a plethora of opportunities to observe and collaborate with other advisors to help grow my own skills. Through committees or lunch conversations, I have been able to engross myself in the rich community of advisors that have innovative ideas and vast amounts of knowledge waiting to be shared and explored.

I think it is imperative that I meet students where they are at. To me, this means looking at each student individually and holistically. I accomplish this by utilizing appreciative advising and developmental advising. Appreciative advising allows me to build rapport with students while allowing me to get to know their hopes and strengths. I use open-ended questions to aid students in their self-reflection and to clarify what they want their future to look like and why. I truly believe we are meant to guide students and not just tell them what to do. I want to empower students to make their own decisions and take control of their education. I want them to use their autonomy and self-advocacy to realize their own strengths and abilities. We then use their self-efficacy and the discussions we have had to build a plan that will continue to develop their personal and professional life while on their way to gaining knowledge and achieving these goals.

Developmental advising helps advisors to individualize how they work with students. Students come to me with varied backgrounds, support systems, responsibilities, and breadth of knowledge. This must all be taken into consideration. Their past and their ideas for the future greatly affect their path. The support and information each student requires needs to be assessed on an individual basis. This is a continuous process. As students mature, their needs will change. I need to adjust my advising accordingly as I notice this growth.

The opportunity to collaborate continues to be paramount for my job. Not only do I value collaborating with students, but I find it necessary and greatly beneficial to collaborate with colleagues. I have been lucky enough to work with experienced and new advisors that all add great perspectives and ideas to discussions. Collaborating on committees and being able to share information has made me a stronger advisor.

My goal is to provide accurate and helpful information. I want students to come to me with their questions and when they need to explore their ideas about their path. I hope they feel my genuineness and excitement to be part of their journey.