

## **Personal Statement of Advising**

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Since 2013, I have been professionally advising and supporting students and individuals of various ages. My current approach to student advising comes from my experience working in residence life and residential student services, student organization activities and leadership, and then academic advising. The theoretical approach I infuse into my practice comes from my own academic background in interpersonal communication and identity development theories, both from my undergraduate and graduate degrees. I also recognize my own experiences impact my practice, especially as someone that comes from a lower socioeconomic background, is a first-generation college student, and totally independent from any family support.

I believe most advisors take a unique approach based on their own backgrounds and experiences, but the most important aspects of advising are supporting individuals in accomplishing achievable goals and building strong interpersonal relationships. It is difficult to advise, support, and challenge anyone with whom there is no trust, relationship, or mutual understanding of each other's roles.

When I meet with someone who needs advising, I always ask the basic questions of what I can help with, what is needed from me, and what are the goals to be accomplished. I keep in mind challenges can present themselves including financial strains, family or personal obligations, work, and generally maintaining an enjoyable life where hobbies and interests can still be supported. I help students make sensible plans that support their needs in all these areas and provide the best advice on other aspects that can support their success as well. When it comes to WSU students particularly, I believe I am well-suited for this role since I also attended WSU for my first degree and am working on my third here as well. That gives me the ability to speak to personal experience at the university both with using resources that are available and referring students to those resources from a professional standpoint.

Finally, I believe that my work is not finished for 3-6 months once the student leaves the appointment. I like to complete regular check-ins and ask about specific topics or personal things that have been shared with me to remind students I care about their overall success. This reiterates the importance of the ongoing relationship and reminds students there is always someone there to ask things when uncertainty presents, or additional support is needed. It also makes the tough conversations about courses, timelines, success, and failure a little easier when it comes from a familiar and caring individual. Overall, I want to empower students to make the most reasonable choices, commit myself to seeing those goals achieved, and always recognize that the individual experiences, identities, social structures, and world events have the potential to impact students and result in new struggles, achievements, successes, and necessary pivots.