Personal Philosophy of Advising

My philosophy of advising is an extension of my general philosophy which is based on my belief in respect and care for others. I firmly believe that you have to meet each person where they are in any situation and then determine how best to help them.

I view each student as a unique individual and use my knowledge and skills to help them to reach their academic and personal goals. I base my advising on knowledge of student development and try to share relevant information so I can support the student in his or her college experience.

My philosophy is supported by my Strengths finder results which indicate that my first strength is in the area of in individualization which speaks to the ability to see people as unique individuals. My strength as developer also speaks to my role in advising because of the ability to help people learn and grow. These top two strengths joined with strengths in responsibility, communication and arranging make the role of advising a good fit to me and a great support for my personal philosophy.

My personal and advising philosophy embraces the NACADA core values of academic advising with emphasis on responsibility to the students I advise. As appropriate, I involve others in the advising process such as faculty, the director of student disabilities, etc. I am very knowledgeable about the values of the institution and implement those in my advising meetings. Also I have a strong focus on my own professional practices.

My experiences emphasize the value of establishing trust with student advisees. As a result and because of my continued efforts, many students return to me for guidance not only about their academic success, but about varied life problems. I have worked on making students responsible for their own success and have also become more direct in individual discussions (e.g. strongly advising changing a major when not being successful). Although these conversations are difficult, I believe it is my ethical responsibility to raise such questions and continue to let students know I will support them in their decisions, even if I don’t agree. I also use much of Lowenstein’s (2014) integrative theory which describes advising as an academic endeavor where the student is an active participant and learning is core in my advising sessions.

My philosophy is not static but continues to evolve with my experiences.

Marc Lowenstein, Ph.D. 2014Lowenstein, M. (2000, April). Academic advising and the “logic” of the curriculum. The Mentor: An Academic Advising Journal 2(2). Retrieved from <http://psu.edu/dus/mentor/>.