

## Personal Advising Philosophy

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My philosophy for academic advising is to provide holistic support to all students while maintaining the NACADA core values, the values of UAFS, and the mission of the CAS Advising Center. It is my belief that you can't truly help students until you have developed a relationship with the student. Therefore, I strive to provide students with a comfortable environment to build mutual trust and meet students where they are. I believe that my role as an advisor is to support and assist students toward gaining independence and feeling empowered by their choices so that they may reach their fullest potential academically and beyond graduation.

My personal approach to advising most closely resembles developmental advising. At its core, developmental advising is recognizing the life stages of student development and understanding that students aren't always in the same stage and their needs will grow and change with them. I am drawn to developmental advising because it reflects my background in teaching in the sense that, like effective teaching, effective advising is not only focused on academic goals but also on the student's rational processes, interpersonal interactions, problem-solving, and decision-making abilities.

With developmental advising, students and advisors share responsibility. Students take responsibility for their decisions and advisors take responsibility for providing students with the information and environment to make the best possible choices. This theory guides me to start each advising appointment with big picture questions about goals and their ideas on how to get there, then transition to campus involvement and/resources, and continues with a deeper discussion on prospective classes where we work together to pick the best path for them.

As a new professional in the field, I am still testing various advising approaches and methods, and am open to the idea and believe that my advising philosophy will evolve over time. With the understanding that education and advising is everchanging as we adapt our processes and strategies to best meet student needs, I will continue expanding my knowledge of academic advising by staying subscribed to higher education journals and attending professional development events. As I grow more comfortable in my role, I hope to take on more responsibility, volunteer for campus events, and become a member of the First-Generation Student Success Committee. As my time at UAFS continues, I will continue to work toward building relationships with my students, my peers, and the Fort Smith community as a whole.