

Personal Advising Philosophy

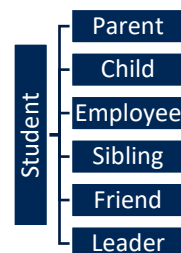
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As a professional advisor, I often find myself working with the most brilliant and outstanding students. As an added bonus, I also get to work with the talented faculty and staff that make up the institution and mobilize its efforts. My philosophy on advising is three-fold: values, beliefs, and practices.

Beliefs:

One of the best things I can do for students: meet them where they are. I cannot meet them where they are without first understanding who they are. According to Abes, Jones, and McEwen's (2007) Reconceptualized Model of Multiple Dimensions of Identity, students operate on multiple identities at once. Students often are not only students but parents, children, coworkers, siblings, etc. Within a student's multiple identities, there can oftentimes be a "clash" where two (or more) of the identities intersect at once, causing the student distress. One of the most common examples of this: a required course is scheduled at the same time the student is supposed to be at work. Similarly, if a required course is scheduled to meet at the same time a student must pick their child up from school. More often than not, the student is going to choose the course second. As the student's advisor, I should work with them to identify if there are alternatives, on either side, to prevent the class and allow the student's multiple identities to co-exist in harmony. Advising is no longer constrained to the selection of courses and the four walls of the institution but rather to aiding the student in their educational journey and the boundaryless walls of communication.



The values that I abide by as a professional advisor come from professional experience and supported research.

Values:

1. Advisors are, first and foremost, advocates for students.
2. Advisors should be approachable: physically; emotionally; geographically.
3. Effective advising is advising the whole person. (Understanding they're more than just a student.)
4. Proper communication and transparency are essential to effective advising.
5. Advisors do not operate on an island.
6. Professional & Faculty Advisors Work Together to Support Student Success
7. Advisors must continue to learn new skills and information.
8. NACADA Core Values must be conveyed in Academic Advising.

*The NACADA values of **respect, professionalism, integrity, inclusivity, empowerment, caring, and commitment** are crucial to the success of academic advising. None of these values apply to just one group of people but rather to every interaction within the profession as a whole.*

Practices:

1. I constantly strive to ensure I am up to date on policies, best practices, and technology regarding academic advising and student success.
2. I do not work in a silo. When I have what I believe to be a best practice or idea, I share it with others. The success of my students and colleagues is not only my success, but the success of the institution.
3. I support the growth and development of student employees. I often challenge traditional roles and encourage student employees to grow and find joy in the work they do.
4. I continually observe and research ways to make administrative tasks easier with less room for error.
5. I strive to not only work with colleagues and students, but to build meaningful relationships.