

Statement of Advising Philosophy

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I believe the purpose of advising is to facilitate student success and development by guiding them to discover their strengths, abilities, and skills; encouraging the formation of self-identity; and fostering personal responsibility. As the ROTC advisor, I push my students to weigh the pros and cons of the choices they make. This population of students seeks officer commissions in the military and needs to practice the executive skills needed to make decisions and lead effectively; I believe that the development of these competencies starts with them taking an active role in their own educational success now.

By guiding the students to be active participants in their education, I rely on self-authorship theory, developmental advising, and appreciative advising to direct students toward making decisions that are likely to result in success. I believe it is important to explain all different options and the rationale behind all choices, so that the student recognizes the *why*.

For me, successful advising results in a responsible individual who is able to critically assess situations and make sound decisions based on available information. This individual has a firm understanding of who they are, who they want to be, and how to get there.

When I advise students, I aspire to help them become competent, capable, conscientious human beings. I struggle when students' dreams and abilities do not match well with their strengths. I try always to be mindful of telling a student that their plan will not result in success, but some of the military scholarships do not have the temporal flexibility to accommodate years of pre-general education math. I want to become more familiar with helping these students find a compatible career path that will make them happy.

Due to military requirements, advising ROTC students is by nature somewhat prescriptive. Timeframes, forms that prescribe the entire degree path, and additional requirements can make options rather inflexible. However, this is not to say that the students lack freedom or choice. There is plenty of option space in general education and a fair bit of elective flexibility within the different degree programs. I balance the prescriptive tendencies with my advising philosophy by structuring the required framework and discussing the options to fill in the "free space" that remains.