

My Advising Philosophy and How it Engages My Work With Students

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Prior to this course, I had thought I knew what advising looked like, and how to advise students, but I grew to learn so much more. Having speakers come into the class to share their perspectives and engagements with students has been instrumental in my growth and learning of what goes into advising students. Learning how my experiences help influence how I advise students, from someone who has advised and coached students for a while, helps me get a better understanding of how I need to work through my experiences to help students get what they need. This advising ideology has allowed me to reflect on my knowledge of student development theories and which theory is the foundation for my advising philosophy, and even afterward, has given me time to process through different theories and how my work is instrumental in helping students achieve what they need to.

Throughout this class, over the course of the semester, we also had opportunities to spend some time to reflect on our thoughts and growth of advising students, as well as practicing with our cohort mates through different advising and coaching models. This activity of practicing is a great action to reflect upon and assess our advising and coaching methodologies and interactions with the students we engage with. The guest speakers that shared their theory foundations, opened my eyes to other ways of advising students as they continue through their collegiate growth. As I had stated in the artifact,

“To give my advising philosophy a base to start from, I tend to utilize a mixture of a few different student development theories and some generic life-sustaining theories. The student development theories I think of most often are identity theories that explore privilege and oppression, Rendon’s Validation Theory on validating their experiences and

journeys, and emphasizing Maslow's Hierarchy of Needs. I like to use a blend of all of these when I go into an advising session." (K. Hamlin, Personal Communication, 2021) where I expand further on my own personal theories I use as a way to build up on the growth of the student by reflecting on their past and their growth.

As I reflect on my time through this course and the learning and experience I had, I can pinpoint how I engage on student advising and coaching, apply self-awareness and self-regulation practices through advising, vary my leadership approaches as I coach students through trying times, engage in meaningful outcomes-based assessment by finding out how I can adjust and be better for the next student I work with, communicate ideas effectively, and employ equity-mindedness when working with the students I advise (PLO 1, PLO 2, PLO 3, PLO 5, PLO 7, and PLO 8). Specifically, I plan to engage in consistent evaluations and feedback so I can make sure that how I am advising students and coaching them through situations, that I am doing so in a manner consistent with their engagement style. I need to be able to adjust my leadership approaches as I would my engagement approaches as it pertains to meaningful and productive dialogue with my students I advise and coach on a daily basis (PLO 3). The more I work in this area, I feel more energized to explore student development (PLO 1) and help communicate effectively with students and with those who I advise (PLO 7) as they work through their own student development.

Reflecting on my revised and original program goals I had set, I have not completed any that I had set for myself through this artifact or my work outside the program, similar as my out of class artifact for this semester. This class allowed me to reflect on who I want to be and where I want to go, but didn't touch on any of my unmet goals I had set for myself, yet I had touched

on goals that I had already completed from previous courses and artifacts. One goal I have made from this course that I plan to implement into my future work, is that I plan to ask questions about the student's background as I enter into advising sessions, as to gather historical background and have a better understanding of where the student has come from. I will use this in a way to make sure that as I help the student move forward, that I am not guiding them down a path that they have either already been down, or that I am not directing them into an area that they aren't wanting to do.

References

SDSU PELSA. (2021). *Curriculum*. ARPE | College of Education | SDSU.

<https://education.sdsu.edu/arpe/ma-student-affairs/curriculum>