

# Allie Teagarden

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## **Personal Philosophy of Academic Advising**

My professional experience in public higher education at large, four-year, research universities has spanned the entire college education process – from recruitment to admissions to new student orientation to advising current students to working with employers to support career outcomes for students upon graduation. I have had the privilege of working with thousands of students with unique identities, backgrounds, interests, and goals. These experiences have shaped my current philosophy of academic advising. However, my philosophy will certainly continue to develop as I gain more knowledge and experience, and support more students in the years to come. Academic advising philosophies are a good starting point, but I firmly believe that academic advising should be tailored to the needs of each individual student at any given time in their educational pursuit.

### **Statement on Student Success**

Foundational to my philosophy of academic advising is my definition of student success. Retention, graduation, and post-graduation outcomes are certainly important metrics, however I do not believe these are the only measures of student success. I would include identity development, social development, and goal development as additional critical markers of student success that enable our students to thrive in their personal and professional lives post-graduation.

### **Identity Development**

As an academic advisor, I want to support students as they identify their interests and strengths so they can better connect that to an academic and career path. I also want to foster students' sense of responsibility and accountability for themselves and their actions.

### **Social Development**

Helping students navigate transitions in their personal lives is critical to foster academic achievement and success beyond college. Learning how to live independently away from family, forming new friendships, and developing confidence in professional networking settings are all crucial to a students' success. Additionally, it is important for students to develop cultural competence and empathy as they prepare to enter into an increasingly global and diverse society.

### **Goal Development**

Supporting students as they identify their personal and professional goals is critical to student success. I want students to develop a sense of purpose for their lives and the unique contributions they bring to the world around them. As an academic advisor, I aim to support students in planning for their future so they feel prepared for life beyond graduation. At the same time, I want students to be confident in embracing their futures with flexibility, knowing that life brings many unexpected challenges and opportunities.

### **A Focus on Developmental Academic Advising**

Many, though certainly not all, of the undergraduate students I have previously and continue to work with are considered to be emerging adults, aged 18 to 25. This developmental stage is a time of tremendous transition, exploration, and uncertainty regarding the future (Arnett, 2000). I aim to empower students to be “effective agents for their own lifelong learning and personal development” (Chickering, 1994).

- As an academic advisor, I commit to the following for each student I serve:
  - I will support students in exploring and identifying their interests. Through this process, I will connect students' interests to an academic goal and program.
  - I will support students in their academic progress, understanding their curriculum and relevant academic policies and informing them of this information at timely points in their undergraduate education.
  - I will empower students to understand that an academic major does not translate to one specific career path, and encourage them to broaden their perspective on the career opportunities that may be available to them in the future.
  - I will encourage students to engage in and out of the classroom, gaining a well-rounded college education and developing the soft skills that are critical to their personal and professional success.
  - I will connect students to resources, people, and practices that meet students' unique needs and support them in finding success.

#### References

Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469–480. <https://doi.org/10.1037/0003-066X.55.5.469>

Chickering, A. W. (1994). Empowering Lifelong Self-Development. *NACADA JOURNAL*, 14(2), 50–53.