

The prominent goals in my professional academic advising career, center around my commitment to student success by being an informed student advocate, and providing caring and supportive guidance on the student's path to degree completion. I do this in a variety of ways, including continual review and understanding of institutional policies and processes, a personal goal of attending a minimum of 10 professional development activities each academic year, and I recognize my own limitations and refer students to appropriate and relevant resources whenever necessary. Locally, I successfully collaborate with faculty members in course planning, offering frequencies, program creation and implementation, and provide the student perspective during decision making which impacts students. With students, I display genuine care, promote inclusivity, and have a sincere interest in empowering each student throughout the various turns, yields and milestones they will encounter. I believe, for student success, students must feel safe to share experiences, goals, passions and strengths, and that I provide consistent delivery of an individual that hears them and sees them, and offers an environment to facilitate these exchanges.

With intention, during each student interaction I aim to be present and to actively listen in order to guide them during their processing of failures, offer considerations of how to learn from failures to try again, as well as celebrate their successes. I aspire to be mindful and respectful of each student's individuality; to be an informed, welcoming, and open-minded resource; to promote a growth mindset, and help them in achieving a sense of overall peace and understanding. I believe in the healing energy of Earth, including rocks and gemstones, I have many on display in my office, and they are an easy conversation starter and they allow me to visually share a little about myself with students, which starts the exchange of information between us. In unique circumstances, I offer to give one to a student when I feel that they need to hold the stone for a physical reminder of support, after leaving my office.

Daily, I practice multiple advising methods and theories in some way, ranging from Proactive Advising, Developmental Advising, and Appreciative Advising. With the use of UAccess Analytics, I intentionally use data to connect with students to schedule meetings, send reminders, follow-up emails, check-ins after missed appointments, and overall support. Weaved into our interactions, I use strengths-based advising; my top 5 Clifton Strengths are shared with students verbally and with a creative sign in my office. For those that complete our career readiness course, they are also provided their own top 5 Clifton Strengths. Sharing my top 5, allows for deeper connections with students and can be used as a measure of growth for the student when we discuss how they are practicing their strengths (effort) with their talents to make it a refined skill, which will eventually lead to success. This deliberate process is from Angela Lee Duckworth "Talent x Effort = Skill and Skill x Effort = Achievement/Success".

In practice of Appreciative Advising, the environment I create is meant not only to inform and be a comfortable, safe space, it is also meant to visually present who I am. My behavior is meant to verbally and non-verbally instill a sense of trust and release any anxiety, distrust, or fear, so that we can formulate a plan to achieve their goals. The personal items I bring into the space are meant to allow the student discovery about me, which allows me to advance the conversation to inquire and discover about them. I display objects, signals of information and inclusivity, placards identifying me as a safe space and informed resource for students, and that I actively support various student populations such as 1<sup>st</sup> generation, unhoused, and foster students. They also represent that I am an active ally for: Veteran and military connected students with Veterans Alliance, LGBTQA+ students will identify the Safe Zone sign as the first visual they see, as well as my identification as an accomplice to undocumented, immigrant and DACA students. As I build a relationship with each advisee I ask them to share their ultimate goals, and as we progress we map out what that looks like. While I send encouragement to all students and provide opportunities available to them, when I know opportunities align with the goals we discussed, I will proactively nudge the specific students directly and reference our past conversations to further motivate them to deliver on the path to their destination. Sometimes, ensuring that a student continues realizing and moving toward their goals, can be as simple as a few words of encouragement, and other times it is having in-depth conversations to reveal and assess the meaning behind their slowed progression, and together revise their plan that was previously designed, and when needed, redesign their plan towards a new goal.

My greatest accomplishment as an academic advisor occurs when students recognize and reach their goals. One obvious tangible is each December and May when I have the privilege of attending convocation, I share each student's excitement and happiness, and I find joy in knowing that along their academic and personal journey, thus far, I successfully remained a student advocate empowering them to grow, and achieve their goals.