**JoAnne C. Maffia**

***Academic-Career Advising Philosophy***

 I coined the term, **Therapy Lite** when describing Academic & Career Advising. Therapy Lite pulls from both the developmental and learning-centered models. There are three key areas: **Academic & Career Development, Personal Growth and Identity Development**. Each area should utilize first, second, and third-wave student development theories and assessments. I list a few for each area. Theories are not a one size fits all and should be utilized with caution.

1. **Academic & Career**: Help students discover their abilities, aptitudes, and objectives.
* Motivation and learning theories, learning style assessments, Kolb's Experiential Learning, Fenwick's philosophical approach to learning, Personality type assessments: Myers & Briggs and The Holland Code & Focus 2 (personality, aptitude, interests, values).
1. **Personal Growth:** Guide students toward their evolution of consciousness (Kegan, 1994): cognitive (understanding), intrapersonal (sense of self), and interpersonal (sensitivity to others).
* Mezirow's Transformation Theories, Schlossberg's Transition Theory including Marginality & Mattering, Theories of Self-Authorship, Psycho-social, and Epistemological theories.
1. **Identity Development:** Guide students’ individual, relational, collective, and material identity developments (Vignoles et al. 2011).
* Social development theories (race, ethnicity, gender, sexual orientation, disability, social class, etc.) Racial Identity theorists like William Cross, Critical Thinking & Perspectives (culture, positionality, privilege, context, power), Critical Race Theories/ Campus Culture Climate theories, Yosso's Community Cultural Wealth theory, Moral Development Theories, and Ecological Theories like Brofenbrenner's including Abes, Jones & McEwen’s Reconceptualized Model of Multiple Dimensions of Identity.

 Every student comes with their own unique set of circumstances, culture, influences, ideas, and perceptions about themselves, others, and the world. I will meet every student where they are.  I will let them tell me who they are, how they identify and want to be identified, and what they need/don’t need, want/don’t want, or desire, essentially utilizing a culturally responsive and appreciative advising approach. I will strive to be a mentor, a sounding board, an advocate, and a partner in their academic, personal growth, and career journey. I will share the responsibility towards progress and success. I will foster self- empowerment and help build their self-efficacy academically and around career decision making.

 I must establish trust, safety, meaningful connections, and a sense of belonging. I will continue to examine my own conscious and unconscious biases by doing the work in diversity, equity, inclusion, and justice, and I will practice empathy and compassion for all.

 I will possess knowledge of institutional policies and procedures. I will seek up-to-date theories, approaches, and research. I will establish cross-departmental relationships with the administration, faculty, and staff, especially counseling, disability and career services. I will work collaboratively across campus to better serve my students, and I will uphold professional, moral, and ethical standards.

An **Advisor Protocol** should also provide and assist in accessing data/information, help students transform data into knowledge, help students develop the wisdom of when to utilize or pass on the information and foster an understanding of why and when information is relevant. I would utilize and incorporate Virginia Gordon’s 3-1 Process (INQUIRE, INFORM, INTEGRATE) when guiding students through the development of their decision-making process.

 An overall theme for advising should come from the understanding that *one size does not fit all, it is case by case, student by student.*

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