

Advising Self-Evaluation, AY24-25

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In reviewing my advising contributions during the 2024–2025 academic year, I remain proud of the continued growth and consistency in my approach to student support. I advised students across multiple programs, including the Literacy in Post-Secondary Settings certificate, the Libraries, Informatics, and Technology in Education (LITE) master’s program, and the SPED/ELED undergraduate programs. I continue to prioritize proactive communication and individualized support to guide students through each stage of their academic progress.

At the start of each advising cycle, I send out a detailed email well in advance of priority registration, offering clear next steps and opportunities so students can easily schedule Zoom or in-person appointments. This approach ensures students are aware of degree requirements, scheduling needs, and any upcoming changes to program curricula.

For new LITE students, I continue to hold one-on-one meetings to develop personalized degree plans, focusing on aligning coursework with their long-term career goals. I work closely with students to identify course sequencing strategies that support timely graduation and encourage flexibility where appropriate. Additionally, I provide ongoing advising support to SPED/ELED undergraduates, even as they approach graduation, maintaining my commitment to their academic success.

Beyond my direct advising duties, I continue to assist colleagues by answering advising-related questions, helping interpret curriculum pathways, and sharing effective advising

strategies. I see advising as a shared responsibility, and I value opportunities to strengthen the overall advising culture within our programs.

Ultimately, my advising philosophy centers on responsiveness, clarity, and care. I strive to ensure every student receives the guidance they need to feel confident in their academic choices and supported in their educational journey.