The cornerstone of my approach to advising is using the tandem bicycle analogy based on the theory of self-authorship. The student is on the front, guiding the journey and figuring out what direction to go, while the advisor is on the back helping power the bicycle. I put this into practice by finding out from each student what they would like to cover in their appointment. Instead of giving them an answer to many of their questions, I give them various options and outcomes for the student to figure out what direction they want to go. I also view my role as a tour guide; I ensure that students know their resources to be successful. If I do not know the answer, I connect the student with someone who does.

I believe the purpose of advising is to help students navigate the university setting. The policies and requirements can sometimes be hard to understand. It can especially be difficult for a first-generation student who may feel alone in this journey. An essential part of the advising role is to help students navigate the policies and requirements. It is critical for me not only to share the information but where it is located. If I am sharing a policy, I try to explain the reasoning behind the policy. I believe an advisor can equip a student with all the tools necessary to navigate the university campus. Students would describe my advising as informative, helpful, and respectful. I continue to always grow and learn as an advisor.