

by [Tiara L. Marshall \(Tiara Marshall - tmarsh2\)](#)

### Tiara L. Marshall ePortfolio



### Contact & Website Information

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### Biography

Currently, I am an Ed.M. student in the Education Policy, Organization and Leadership program with a concentration in Higher Education at the University of Illinois at Urbana-Champaign. In 2010 I received my B.A. in Communication also at the University of Illinois at Urbana-Champaign. Some of my research interests include academic advising and its effects on student development, retention, and completion.

Right now I am an academic advisor at Illinois in the Department of Sociology as a graduate assistant and in the Division of General Studies as a graduate intern. The experiences I am receiving with both of these positions are adding so much to my future. These opportunities, as well as my education on student development and retention, are helping me prepare to be the best academic professional I can be. And because of these experiences and the education at received at Illinois I have been offered a position at Colorado State University as an Academic Support Coordinator. This opportunity will assist in my growth as an academic professional and give me the education and experience I need.

### Education History

Start date	End date	Qualification
August 2013	December 2014	Education Policy, Organization and Leadership - Higher Education (Masters Degree) at University of Illinois at Urbana-Champaign
August 2006	May 2010	Communication (Bachelors Degree) at University of Illinois at Urbana-Champaign

### Writing Samples

- [Rebecca C...lew.docx](#)  
132.6KB | Sunday, 07 December 2014 | [Details](#)
- [James And...lew.docx](#)  
82.8KB | Sunday, 07 December 2014 | [Details](#)
- [Advising ...lew.docx](#)  
114.2KB | Sunday, 07 December 2014 | [Details](#)

### Employment History

Start date	End date	Position
May 2014		Academic Advisor: University of Illinois at Urbana-Champaign Division of General Studies
September 2013		Academic Advisor: University of Illinois at Urbana-Champaign Department of Sociology
September 2013	August 2014	Graduate Research Assistant: Office of Community College Research and Leadership

### Skills

Microsoft Office, degree audit report system (DARS), Banner, Undergraduate Records (UGradRecs), knowledge of various records and file maintenance, excellent organizational, planning, and communication skills; including, but not limited to persuasion theory, interpersonal communication, research, and student development theory.

### Professional Memberships

Start date	End date	Title
January 2014		Phi Kappa Phi Honor Society
August 2013		National Academic Advising Association (NACADA)
August 2013	3013	Higher Education Student Association (HESA)

### Awards

Date	Title
August 2014	Carl W. Knox Fellow

### Conferences

*Ethnography of the University Initiative Campus Conference*, Poster Presentation

December 2013

- EOL 570, Organization of Higher Education, final class project on Student Satisfaction with Academic Advising
- Consisted of a final co-written paper (25-30 pages) and poster presentation at the EUI Conference
- Conducted several student interviews within different departments on the Illinois campus
- Presented to other undergraduate and graduate students, faculty, staff, and visitors

### Activities

*African American Business Resource Group - Coca-Cola Refreshments*, Membership Retention and Recruitment

June 2010 – July 2013

- Assisted in the planning of socials charity events and speaking engagements that were open to the entire company
- Participated in monthly committee conference calls
- Assisted in membership retention and recruitment by supervising give-aways and prizes during events
- Managed budget when one was allotted

*University of Illinois Black Chorus*, Member/Attire Chair/Stage Crew

August 2007 – May 2010

### Academic Advising Philosophy

More often than not an academic advisor is the first person a student sees in a department. Advisors are the face of the department and the first impression a student gets of a department so that first encounter has to be a positive one. Students seeking academic advising tend to need help with course selection, career counseling, or counseling in general. Advisors have to be able to adapt to varying student needs and treat every student as an individual.

Every student is their own person; something that I have learned since I've been an advisor. Major requirements are always that same, but the student is always different. I get to know my students as individuals. I want to know who they are and how they are doing, how their classes are going, are they involved on campus and in what organizations, and their goals for life after college. Knowing these pieces of my students help me advise them holistically and not just the piece that is the student looking for advice about classes. A lot of this is easier said than done. Sometimes students aren't as open so something I use to assist me in learning about a student as a whole is Chickering's Theory of Identity Development. Studying Chickering helps identify which vector a student may be in, in their identity development. For instance, are they developing competence, are they learning how to manage their emotions, or moving through autonomy toward interdependence. Striving to know my students holistically is always a priority for me. I want them to know that I care and want to see them through completion.

Knowing a student as a person helps me figure out which advising approach would be best. Most times developmental advising is the approach I use. The student and I work together to tackle the issue for that specific appointment, like course selection for the next semester. We share that responsibility. However, there are times when I can see that a student prefers a prescriptive advising approach. I maintain more of a structured setting where I lay out the academic plan for the student. Again every student is their own person and some may be self-motivated and only need support and confirmation for the plan that they designed, while others need help and need direct goals placed in front of them. I have learned to adjust these approaches when necessary.

Another key characteristic I feel is necessary for me to continue being a successful academic advisor is the level of knowledge needed of different courses, course requirements for majors, and campus resources. Being confident and knowing this information puts the student at ease and makes them feel more comfortable about the advice I give them. At times this can be a difficult part of being an advisor because requirements and resources change often, but it is something that needs to be done to help students navigate all of the academic processes associated with earning a degree. Learning all you need to know requires patience and diligence and to be a successful advisor I try to stay up to date with new and old processes.

I sincerely believe that being an academic advisor is not for everyone. This is not just a regular job. Just like I realized the corporate world was not for me, academic advising may not be for the next person. I believe you have to have a passion for helping young adults during this time in their lives. Coming to college can be a culture shock and they will need all the support they can get. They deserve someone that understands what they will go through, someone that just gets it. I whole heartedly believe that I am that person and I will continue to be that for all of my students.

\*To read full philosophy see file in "Other Documents" section.

### Resources

- <http://www.nacada.ksu.edu>
- <https://www.insidehighered.com>
- <http://chronicle.com/section/Home/5>

### Other Documents

- [Tiara Mar...nces.doc](#)  
70.5KB | Monday, 08 December 2014 | [Details](#)
- [Tiara Mar...ter.docx](#)  
18.1KB | Monday, 08 December 2014 | [Details](#)
- [Academic ...phy.docx](#)  
17KB | Monday, 08 December 2014 | [Details](#)

- Responsible for all attire of 100+ members including t-shirts, choir robes, formal wear and costumes
- Contacted members via email or phone for fittings and attire distribution dates
- Took measurements of new choir members
- Completed inventory for all attire at the end and beginning of each semester
- Acted as a part of a 6 member crew that organized acts and edited stage production schedules for annual concerts

## Feedback

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