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Advising Philosophy

"As an academic advisor, I believe that advising is a holistic, student-centered practice that empowers individuals to achieve their personal, academic, and professional goals. Advising is not merely transactional; it is a dynamic and collaborative process rooted in trust, respect, and mutual accountability. At its core, advising is a partnership—a relationship that nurtures growth and fosters resilience while equipping students with the tools and confidence to navigate their unique academic journeys.

Each student brings distinctive strengths, aspirations, and challenges. My role is to meet them where they are, honor their individuality, and tailor my approach to their specific needs. By fostering an inclusive and welcoming environment, I strive to ensure that every student feels valued and respected, regardless of their background or life experiences.

Advising goes beyond course selection; I believe it should help students connect their academic experiences to their broader life goals. By posing thoughtful questions and engaging in reflective dialogue, I aim to help students uncover their passions, set meaningful goals, and develop critical thinking, self-awareness, and resilience. Through open communication and trust, I support students in identifying their strengths, clarifying their goals, and overcoming obstacles along the way.

While I provide guidance, encouragement, and mentorship, I also recognize the importance of promoting autonomy and self-efficacy. Empowering students to take ownership of their decisions enables them to become active participants in their education and fosters their growth into confident, lifelong learners.

I am committed to continuous growth and development in my role as an advisor. Staying informed about institutional policies, evolving best practices, and trends in higher education ensures that I provide the highest quality support to students. At the same time, I value learning from my interactions with students, allowing their diverse perspectives and experiences to inform and enhance my approach."



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