SELF-AUTHORSHIP AS A GATEWAY FOR STUDENT SUCCESS: INVOKING PERSONAL NARRATIVE FOR ACADEMIC PROGRESS

2017 NACADA Annual Conference
YOUR PRESENTERS...

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Arizona State University

**Dr. Casey Shadix**  
Academic Advisor/Lecturer  
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Academic Advisor/Lecturer  
North Carolina State University
LEARNING OUTCOMES

After today’s session, you will be able to:

• Identify benefits of Baxter Magolda's Self-Authorship Theory for advising.
• Synthesize uses of the theory to inform students' motivations for choices.
• Identify and analyze how your own “meaning making” influences advising.
• Resource Baxter Magolda's Theory of Self-Authorship for practical uses.
UNDERSTANDING YOUR WHY

• How do I know? (Personal epistemology)
  • Professional mentors/role models
  • Past experiences

• Who are you? (Intrapersonal)
  • Your voice in your development as a person and professional

• How do we construct relationships?
  • Personal and professional influences
SELF-AUTHORSHIP FRAMEWORK

THE 4 PHASES

Cognitive development: How do I know?

- Following formulas
  - Believe what "authority" believes
- Crossroads
  - See need for own vision
- Author of One's Life
  - Choose own beliefs
- Internal Foundation
  - Grounded in internal belief system

Intrapersonal development: Who am I?

- Define self through external others
- See need for internal definition
- Choose own values, identity
- Grounded in internal coherent sense of self

Interpersonal development: How we construct relationships

- Approval seeking in relationships
- See need for authenticity
- Being true to self - mutual needs met
- Grounded in mutuality

WHY SELF-AUTHORSHIP?

- Assisting students in discovering their voice
- Developing student self-efficacy
- Facilitating students as partners in their own success
COLLABORATIVE PARTNERSHIPS: DR. CASEY SHADIX

- Professional connections
  - Shadowing and/or interviewing
  - Values, strengths, and skills assessment

- Campus connections
  - Career services
  - Counseling services
  - Secondary advisors/mentors

- Social engagement
  - Living-learning programs
  - Intentional involvement
COLLABORATIVE PARTNERSHIPS: MS. MINDY SOPHER

• Linked Classes
• Service Learning Projects
• Diversity & Wellness Initiatives
• Common Reading
• Major / Career Development
• Leadership Potential Retreat
Developing Advising Professionals

- Recognizing and developing our own self-authorship
  - How does it affect our interactions with students?
  - With our advisors?

- Communication methods to invoke reflection and metacognition
  - For your advisors
  - For your advisors to use with students
Collaborative Partnerships: Mr. Tim Leyson

- Residential College Student Engagement Model: Engage | Connect | Develop
- Focus: Intentional Interactions
- How does my program, event, or experience engage, connect, and develop students living on-campus?
AVOIDING BIAS

• Lack of connection

• Impact of personal identities
  • Professional
  • Student

• Identity intersections and salience
  • Social identities and conflicting values
BENEFITS TO USING SELF-AUTHORSHIP

- Trust building
- Student ownership
- Confidence
- Intentionality
- Building Self-Efficacy
IMPLICATIONS OF USING SELF-AUTHORSHIP MODEL

- Unanticipated disclosures
  - Appropriate referrals

- Targeted Advisor training
  - Case studies
  - Skill-building exercises/workshops
  - Professionally intensive work (self-care)

- Scaling use
  - Advisor-to-advisee ratio
  - Individual versus group advising
REFERENCES


Thank you for coming to our presentation today!

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Thank you!