In my work with students in higher education in an academic advising capacity I have come to strongly value the following:

- Validation and respect of individual student stories, experiences and backgrounds;
- Equal access to services, opportunities and support (inclusivity);
- Providing intentional challenge and support where appropriate (empowerment);
- Consistency and integrity in policy application and/or practice;
- Encouragement of self-efficacy and resilience (care);

I approach my role as an academic advising professional as a partnership with you, the student. I find my role as an advisor to be most effective in fostering independence, personal growth and critical thinking in students when practiced as a partnership. From the very first appointment, I make the effort to establish that moving forward, it is a “we.” In this way I am working to encourage you “to share authority and expertise…” (Magolda, 2009, p. 251), as we work to solve your problems and determine best, next steps in your academic, personal and career journeys. I find that much of my advising perspective aims at supporting the your intellectual, intrapersonal, cognitive and interpersonal development. Much of my approach to working in academia with undergraduate students is in line with The Learning Partnerships Model (LPM) by Magolda. The LPM is one that promotes self-authorship being “the capacity to internally generate one’s beliefs, values, identity and relationships – is a necessary foundation for transformational learning (Magolda, 2009, Journal of College and Character).

When I actively listen to your story and ask open-ended questions with a partnership mindset - I’m not implying I already know your circumstances, which then allows you to tell me what you want the outcome of their current circumstance(s) to be. From here, I’m able to challenge you to take ownership of your academic and eventual career pursuits. I will empower you to choose: to choose your classes; your experiential learning opportunities; your schedule; etc. I work to encourage and challenge you to determine the best solution(s) for your circumstances – I want you to “own” and know you have authority over your choices and the outcomes. Through these conversations and the opportunity to support and challenge your beliefs, you are then able to reframe what it is you believe and how you feel and why. Through this process of transformative learning, you can “learn to negotiate and act on your own purposes, values, feelings and meanings” (Mezirow, 2000). It is my hope, that you will “cultivate [your own] internal authority [and are] able to think critically, reason effectively, and articulate [your] values and beliefs (Magolda, 2009, Journal of College and Character).” It is then, with these new frameworks you can begin to make necessary shifts in what you believe about the world around you, what you believe about yourself and to self-author your own academic experiences.

Works Cited:
