

Students in Transition: The Evolving System of Identity

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Introduction

- Welcome!
- Presenters
 - Beth Dittman
 - Jacelyn Keys
- Context

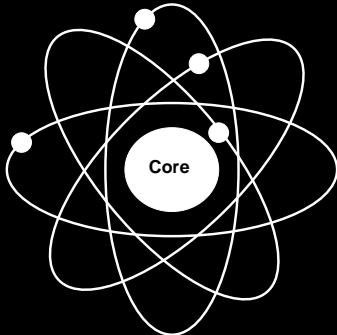
Introduction Cont.

- Presentation
 - Overview of Theories that guide our work and actions
 - Introduce Evolving System of Identity
 - Examples
 - Discussion
 - Questions and comments
- Purpose
 - Re-examine students
 - Integrate transition and basic needs into ID development
 - Move beyond acknowledging need to meeting it

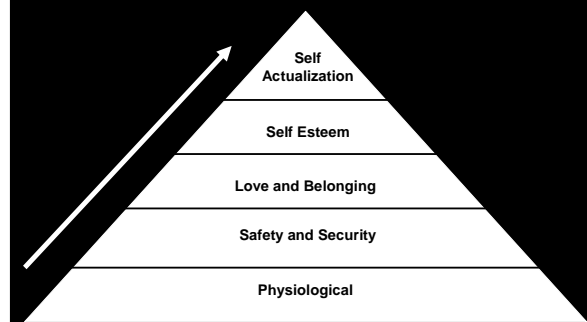
Theoretical Foundations

- Jones and McEwen (2000)
- Maslow (1943)
- Schlossberg et al. (1995)
- Phinney (1990)

Jones and McEwen



Maslow



Schlossberg – Transition Theory

- Situation
- Self
 - personal and demographic characteristics
 - psychological resources
- Support
 - Types
 - Functions
 - Measurement

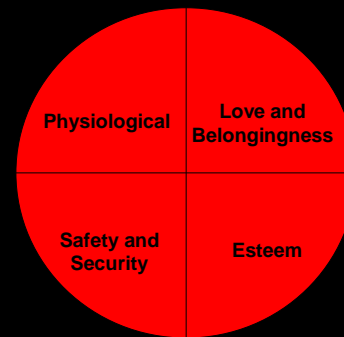
Phinney

- Postulated that ethnicity was comprised of shared culture, religion, geography, and language

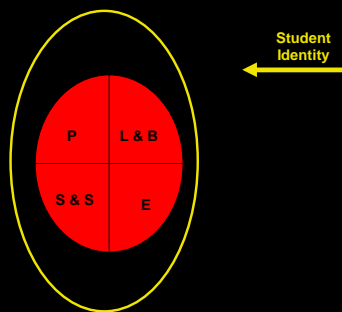
Evolving Systems of Identity

- Our Theory
 - How our theory came into being and what we seek to do
 - The pieces of our theory
 - Looks like MDI model
 - Core
 - Sub-system of each identity dimension
 - Actual vs. ideal
 - Repeated in a fractal like pattern

ESI - Core



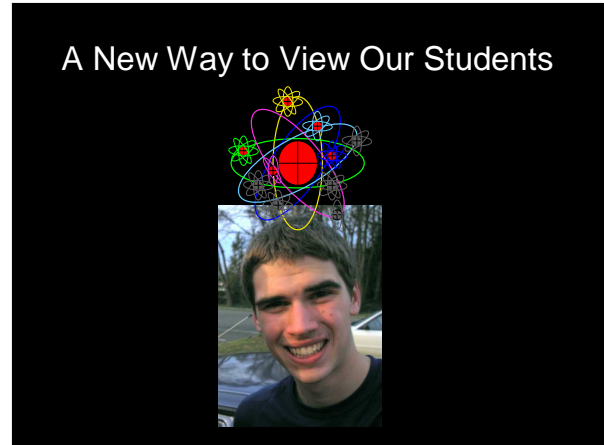
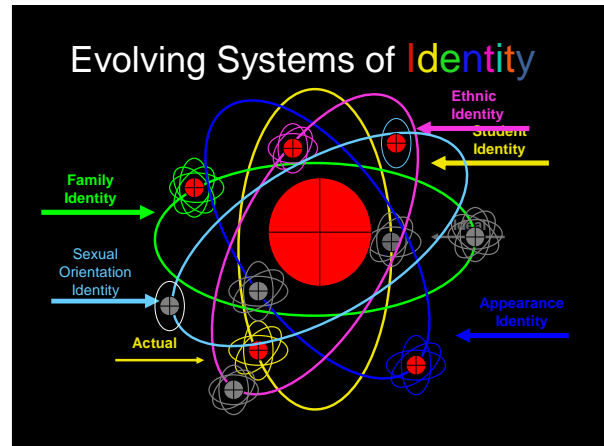
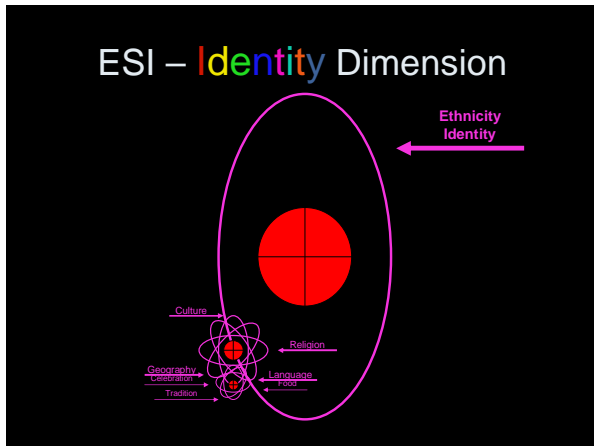
ESI – Core + Identity Dimension



"A fractal is a rough or fragmented geometric shape that can be subdivided into parts, each of which is (at least approximately) a reduced-size copy of the whole, a property called self-similarity

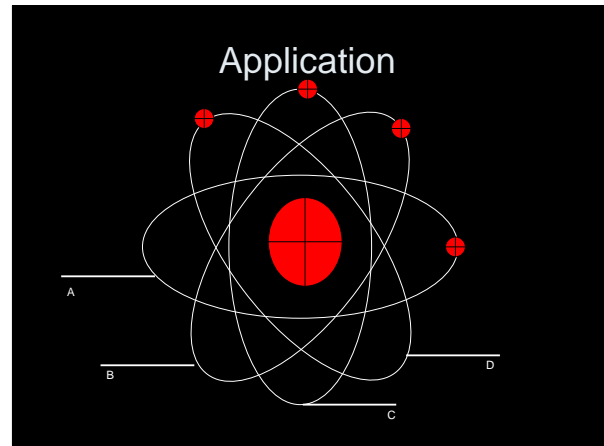
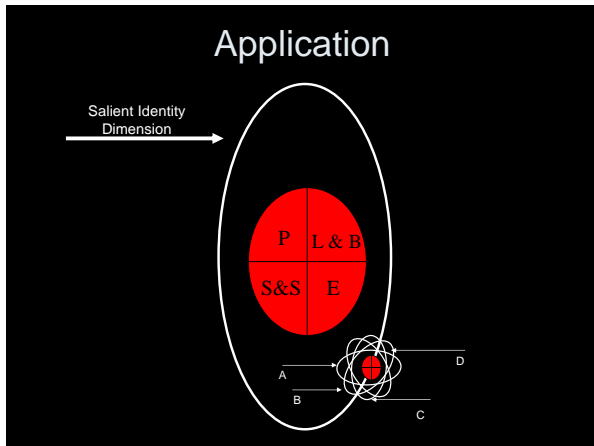
(Fractal, 2008)





- ### A New Way to Support Our Students
- Advising
 - Values based
 - Personality Assessments
 - Programming
 - Teaching tool for student leaders
 - Programming for invisible identity dimensions
 - Teaching
 - Self directed learning
 - Teaching philosophy

- ### A New Way to Provide Services
- Multiple Identities require integrated services
 - Basic needs affect identity development
 - Transitions are ever present
 - Make campus accessible
 - Jackie Balzer
 - South Texas College
 - Building partnerships



- ### Reflection, Further Application, and Dialogue
- Free write
 - How can you use ESI to aid your practice?
 - Discussion
 - What does using this theory look like to you?
 - Where is the theory wrong, lacking or deficient?
 - How can you use ESI to understand a student with whom you have had difficulty or challenges?
 - How can you use ESI to build a build campus and community partnerships?

- ### What we have learned about students.
- Students don't have just one identity.
 - Very seldom is the student focused on only one dimension of their identity.
 - Each identity impacts the others and thus how students move through transition, develop, and interact.
 - The identities we seek to support as practitioners are not always the most important identities to our students.
 - The student has to be viewed holistically and our service to them, from the custodial staff to the president, must also be holistic.

“Everybody has a story. The only way we can do our jobs is to know our students’ stories.”
 Darryl Dixon

“You can’t hate someone whose story you know.”
 Meg Wheatley

Thank you!

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