Areas for Growth Narrative (LO 3, 4, 8, 9, 10; Artifacts A, B, F, H, I, K)

The Student Development Administration learning outcome number 10 provides a comprehensive integrative theme for my areas for growth. Prior to entering the program, during the program, and my growth after I graduate relate to my professional identity (Artifact I).

I had a challenging time in my transition back to school in a field I had no professional experience in. My resume when I entered the program (Artifact A1) shows how most of my experience was in software engineering; however, I was able to organize my experiences as an undergraduate to speak to my student affairs skills. Consequently, when I was accepted and chose to attend Seattle University, I felt like I did not have a solid foundation in student development.

Multicultural Competence (LO 3, 4, 10; Artifacts B, C, H)

One of my first classes assigned reading before our first class and I spent time learning about multicultural competence. Upon reflecting on my competency levels in line with the NASPA/ACPA competencies (Artifact H), I realize how much I have grown and how multicultural competency is a lifelong learning process. Now a part of my professional identity and mission (Artifact B2), the framework laid out by Pope, Reynolds, and Mueller (2004) of multicultural awareness, knowledge, and skills resonated with me and sparked a passion to question the role of student development in higher education. Early on in my theory class, I learned to critically analyze and synthesize identity development models with other theories pertaining to social justice and determine which populations theory was actually serving (Artifact C2).

In particular, I feel called to serve Asian American Pacific Islander (AAPI) students, partially based on my own salient identity. Due to the lack of disaggregated data and stereotypes of the model minority, AAPI students often have difficulty connecting with a community at a predominantly white institution (Museus, 2008). According to Brazzell and Reisser (1999), creating inclusive communities is not only a best practice in student affairs, but crucial to the success of the institution. Likewise as part of my professional mission statement (Artifact B2), I commit to serving students to the best of my abilities by creating those communities (hooks, 2003). I have adopted these philosophies as a part of my ethical leadership development. In order to do what is right in my leadership, I must be courageous when taking often unpopular positions to advocate for underrepresented students. Personally, I am still learning about and growing within my identity as a mixed AAPI professional and will let my identity inform my professional practice.

Interconnectedness (LO 4, 8, 9, 10; Artifacts C, F, H)

Another area I have identified as one for growth is the understanding of the interconnectedness of an institution with the community, and local and federal government. In Artifact H, I identified knowledge of the impact of government law and policy to be an area where I need to do my own work. In general, I know I can and will learn about how policies affect different institutions. For example, the unique dynamic of a private and land grant institution at Cornell University (see Artifact C3) and the impact of Referendum 502, legalizing marijuana use in Washington state, on the Office of Wellness and Health Promotion at Seattle University. In a future position, I will utilize a

combination of researching and reaching out to colleagues to understand the impact on my campus.

A second aspect of connectedness comes from a Jesuit perspective of educating the whole person. Seattle University is the first place I heard about Jesuit educational values and many of the idea resonate with me. Kouzes and Posner (2007) outline encourage the heart as a key idea in leadership. I believe this cornerstone encompasses caring for and educating the whole student by using strong relationships to build teams and hold students to high expectations of achievement. I have identified this aspect of leadership one of my areas for major growth – I need to be more intentional at building relationships with my colleagues and students in ways that feel genuine to me.

Introversion (LO 3, 8, 10; Artifacts F, H)

The final area I have identified is being confident in my leadership and working style. I identify high on the introversion scale and struggle to feel affirmed in such a people person oriented field. After reading *Quiet* by Susan Cain (2009), I felt affirmed in leadership roles because she asserts traits can be taught; contexts will come and go; but leadership requires commitment, passion, and service. In my assessment of my own competencies (Artifact H), I rank myself high in the leadership competency after learning how to use my experiences and strengths effectively. Furthermore, my development plan moving forward contains solidifying and enhancing my professional identity. One of my goals is to stretch my ability to be an adaptive leader. This concept asserted by Heifetz, Grashow, & Linsky (2009), outlines how an effective leader can effectively change roles within a context to empower constituents, uphold accountability, encourage creativity, and incite positive change.

Staying true to my leadership style and strengths while becoming an adaptive leader, I am better able to exhibit ethical leadership and integrity. I was reminded and challenged constantly to look at myself and my own identities and apply the theories I learned. I looked at myself using Yosso's (2005) assets-based framework. I strive to look inward at my own leadership identity and identify strengths not normally valued in our culture. I also realize introversion does not mean hard to work with or isolated. I recognize I need time to recharge after a day filled with colleagues and students to prevent burnout from student development (hooks, 2003)

Conclusion (LO 10; Artifacts F, K)

Upon reflecting on my portfolio process (Artifact K), I realize how much I have grown in my professional identity and how much potential I hold for even more growth. I aspire to obtain a job that facilitates my growth as a professional. I want to clearly communicate my goals for professional development as well as listen to the plan my supervisor and mentor has in place. This will create a consistency in my perception and my supervisor's perception of my development, which is often missed in an employee/supervisor relationship (Cuyjet, Longwell-Grice, & Molina, 2009).

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