

Implications for Practice Narrative (LO 1, 6; Artifacts B, C, D, G, J)

Using my awareness of my strengths and areas of growth, I can integrate both into their implications for my professional practice. Two main areas characterized by Student Development Administration (SDA) learning outcomes emerge as clear themes: the foundations of student affairs (LO 1) and leadership and collaboration (LO 6) within my integrative theme of theory to practice.

Foundations of Student Affairs (LO 1; Artifacts B, G, J)

I believe I need to understand the foundation and original mission of student affairs to fully comprehend the current state of the field. The American Council on Education Studies (1937; 1949) provides a look into the original intent of student affairs and where these professionals saw the field developing in the future. Even from 1937, professionals were looking at developing a student to their full potential by providing support services. Furthermore, although they did not specify the types of diversity, the initiatives looked at all students and how professionals can use the strengths of the students to contribute to their academic success. All of this is incorporated into my mission statements for professional practice (Artifact B). Also, it is important to mention despite where I work, the changing student populations, and the challenges that follow (Hirt, 2006), the fundamental goals and mission of student affairs remains consistent, relevant, and compelling.

The original mission of student affairs has informed my work in developing programs for the Office for Wellness and Health Promotion. Although 1937 and 1949 already looked at education through a different lens, the Jesuit educational imperative (Thon, 2013) built off of that mission. It stresses caring for each student as whole people

and likewise developing them and educating them holistically. One program I have worked on is called Bah Humbug Bingo (Artifact G), focusing on student wellness and education about HIV. It approached the topic through a variety of dimensions of the individual and involves creating a learning community in line with the Jesuit values. Another program I have researched and in the process of implementing is a comprehensive peer education team of men educating other men to be pro-social bystanders against sexual violence (Wingmen; Artifact J). In line with caring for students and string for more out of a co-curricular program, Wingmen uses identity-based workshops to create change by reframing the role of men as a solution instead of perpetrators.

Leadership and Collaboration (LO 6; Artifacts C, D)

Leadership as a process is crucial for practice. Heifetz, Grashow, & Linsky (2009) further explain effective leadership as adaptive to the context, situation, and constituents present. To be an adaptive leader, I need to build relationships with my colleagues and students to provide the best service possible. An example of this in practice is my time at Cornell University (Artifact D). Through this presentation, I was able to articulate how I needed to adapt my multicultural awareness and knowledge to the necessary skills (Pope, Reynolds, & Mueller, 2004) needed to implement a program to support incoming transfer students of color.

True leadership came when I was serving students (hooks, 2003). Dungy (2012) asserts collaboration between faculty and staff in student affairs is the answer to effective service. In the process creating the transfer students of color brunch, I had to reach out to different professionals in student affairs and those in the faculty. I wanted to connect

these students as soon as they stepped onto campus to provide a seamless and consistent message between academics and the rest of college life.

Another example of collaboration across offices was my research project on alcohol sanctions at Seattle University (Artifact C1). I worked with both Wellness and Health Promotion and Integrity Formation throughout the entire process, aligning the learning objectives from both offices in order for my research to be effective. I understand the value of collaboration across boundaries and want to place a lot of intention around reaching out to fellow colleagues in a future position. We have a common foundational mission of supporting student success and I believe it can be effectively achieved through a seamless experience between academics and co-curricular activities on campus.

References

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