

Setting a Personal Foundation for Influencing Change Presentation **Moderated by Marilee J. Bresciani, Ph.D.**

In 2010, NASPA and ACPA came together to draft and approve competency areas for Student Affairs professionals. One of the competency areas they developed was that of personal foundations (<http://www.naspa.org/programs/profdev/personalfoundations.cfm>). Inspired by Patty Perillo, Associate Dean of Student Life at Davidson College, the intent of articulating our commitment to intentionally developing our own personal foundation of our scholarship and practice is so that we can serve our students and lead postsecondary education in a manner that is grounded in our authenticity and centered in our personal well-being. Such grounding allows us to not only role-model what we teach, but it provides a firm foundation to serve and lead from the core of our unique expression of who we are and who we are becoming.

Consider this analogy adapted from Ayurvedic and Chinese medicine when you consider what it means to provide a firm personal foundation for your practice and your scholarship. Picture yourself as a tree. Envision the roots of the tree. Some roots are deep and wide; some roots spread far into the ground anchoring the tree firmly into the ground, even into the rock. Other roots appear only at the surface even though they spread far away from the tree. Some roots that are close to the surface of the ground show evidence of being trampled on while roots of other trees can barely be seen.

Now envision the trunk of the tree. Some trunks are thick, others are thin; some bend in the wind, others don't even move; some have rough bark, others have smooth bark; some have evidence of scars and disease and some have evidence of limbs being torn from them, others do not.

Now envision the leaves of the tree. Many leaves have fallen to the ground and some are barely clinging to their branches. Some leaves show evidence of being nourished, while others show signs of neglect. Some trees have blossoms, others do not. Some trees reveal an area where many have picked the blossoms and used them for their own nourishment, while others do not. Some trees have lopsided growth, others do not. Some have ornaments adorning the leaves, others do not. Some have been scorched by fire and this, leaves no longer grow in those places, others do not.

In this analogy, your vehicle for practice of your profession is the trunk. Your body is the trunk of the tree. Within your body is housed your mind, your emotions, and all of your senses. The leaves are your expression of your personal and professional practice. We often first notice the leaves of a tree before we notice the trunk; however some will notice the trunk before the trees. It doesn't matter what is noticed first; there is no right or wrong. The point is that in our life journey, we tend to focus on the leaves or the trunk, and we rarely pay attention to the roots ... until we trip on one of them. If you want to nourish your personal and professional expression (the leaves) of who you are (the trunk), then you must tend to the nourishment of your foundation (roots). We seek to share with you some questions for you to consider as you move forward in nourishing the foundation of your personal and professional practice so that your fullest expression of

yourself will be done in great health and authenticity.

Drawing on organizational and leadership theories as well as personal experience, and a commitment to individual and organizational well-being, these leaders share how the cognitive aspects of their work intertwine with their commitment to personal transformation - all culminating in purposeful strategies for organizational transformation. Thus, each one of the panelists will address how they operationalize one of the ACPA/NASPA competency area personal foundation advanced outcomes (<http://www.naspa.org/programs/profdev/personalfoundations.cfm>) and then share inquiry questions for participants to consider and journal on as they move to implement that principle in their own lives, honoring their own unique expression of who they are and who they are becoming.

Bios of panelists follow the reflection questions that are intended to align with one of the articulated personal foundation advanced outcomes. A list of references is further provided for additional exploration.

Dr. Larry Roper - "Mediate incongruencies between one's professional life and one's personal life."

1. What are your most deeply held personal values?
2. Where are you challenged to manage your personal values in the performance of your professional role?
3. In what ways do your professional responsibilities conflict with your ability/desire to honor personal commitments?
4. What approaches do you utilize to hold sacred in your life the people and things that matter most to you, while also successfully performing your professional responsibilities?

Dr. Penny Rue – "Seek environments and collaborations that provide adequate challenge such that personal development is promoted, and provide sufficient support such that development is possible."

1. When have you stretched yourself so that you were both challenged to use your best gifts and also to move beyond your comfort zone?
2. What was going on the last time you asked yourself to do something that required you to be brave?
3. Who do you most want to talk to when faced with an ethical dilemma?
4. If I directed you to, "go where the energy is," where would you turn?

Dr. Kevin Kruger - "Demonstrate awareness of the psychological wellness of others in the workplace, and seek to engage with colleagues in a way that supports such wellness."

- questions are in development and will be distributed on site at the conference session

Dr. Javaune Adams-Gaston - "Serve as a role model and mentor by sharing personal experiences and nurturing others' competency in this area, and assist colleagues in achieving work/life balance."

1. In the past semester/quarter, how often can I honestly say that I have shared a piece of personal information with a colleague? When I did it, did it make me feel uncomfortable and why?
2. What have I done to encourage colleagues and students (to do their best, to complete a difficult project, to achieve their goals, etc.)?
3. Who do I consider a mentor and why? Have I reached out to this person recently?
4. Do I know of someone earlier in his/her career with common interests who could use a mentor? Have I reached out to this person recently?
5. If I were to ask a group of colleagues and/or students with whom I work regularly, "Do you think you know the real me?" what would they say?
6. How open am I to hearing personal information about others (from them directly)? Why or why not?
7. Do I make people feel as if they can approach me about being a mentor?
8. How much vacation time do I currently have and what are my plans to use it?
9. Do I come to work sick?
10. How would I define my own personal, optimal work/life balance? Am I living by this definition? If not, what can I do to start and whose support do I need?
11. What is my mode of stress relief? Have I engaged in this activity in the last week? If not, what has kept me from this and what is my plan for re-engaging?

Dr. Marilee Bresciani – "Create and implement an individualized plan for healthy living."

1. How do you envision yourself fully engaged in a healthy lifestyle?
2. What is the thought you need to think that will lead you toward believing you can engage in that healthy lifestyle?
3. What is the feeling you need to feel to empower you into believing you can engage in that healthy lifestyle?
4. What are the words you need to speak and to whom in order to create the expectation for yourself to others that you will be engaging in that envisioned healthy lifestyle?
5. What is one decision you can make right now, in this moment, that enacts your vision for living a healthy lifestyle?

Brief Bios

Dr. Javaune Adams-Gaston became Vice President for Student Life at the Ohio State University in January, 2009. She came to Ohio State from the University of Maryland, where she had served in a variety of administrative and faculty positions since 1985. Those positions included executive director of the University of Maryland's Career Center and the President's Promise, associate dean of undergraduate studies, assistant athletic director of intercollegiate athletics, and equity administrator for the Division of Student Affairs. She also was a member of the graduate faculty, teaching courses in leadership and organizational change and counseling.

As vice president for student life, Dr. Adams-Gaston oversees the operation of the Office of Student Life and its constituent departments. In that capacity, she has broad leadership responsibility for nearly all the operations affecting students outside the classroom. She also represents the Office of Student Life within the university's senior administration and provides leadership on issues affecting students. Trained as a psychologist, Vice President Adams-Gaston holds a bachelor's degree in biology, psychology, and general science from the University of Dubuque; a master's degree in psychology from Loras College; and a Ph.D. in psychology from Iowa State University.

Dr. Kevin Kruger is currently the Associate Executive Director of the National Association of Student Personnel Administrators (NASPA), the leading national association for college and university student affairs administrators, where he serves as the chief operating and financial officer for the association. Prior to NASPA, Kevin worked for fifteen years at the University of Maryland College Park and the University of Maryland Baltimore County. During his tenure at the University of Maryland he worked in orientation, student activities, leadership development, admissions and with the Vice President for Student Affairs office. Kevin has also served as an adjunct faculty member in the Student Development in Higher Education program at Trinity College in Washington, DC. Kevin received both his Master of Arts and Doctor of Philosophy degrees in Counseling and Personnel Services from the University of Maryland College Park.

Kevin has published and presented nationally on leadership development, using technology in student affairs administration, international education and is a regular lecturer on technology in student affairs, the Myers Briggs Type Indicator, assessment and student learning. He is the editor of two Jossey-Bass publications, *Technology Innovations in Student Services* and *Using Technology to Promote Student Learning*. He also has chapters in *The Handbook of Student Affairs Administration; Understanding the Role of Academic and Student Affairs Collaboration in Creating a Successful Learning Environment; Beyond Borders: How International Developments are Changing Student Affairs Practice*; and *Involving Commuter Students in Learning*.

Dr. Larry Roper has served as Vice Provost for Student Affairs and Professor of Ethnic Studies at Oregon State University since 1995. He has an undergraduate degree from Heidelberg College, M.A. from Bowling Green State University, and Ph.D. from the University of Maryland. He has held numerous positions in student affairs, including Director of Housing; Associate Dean of Students; Coordinator of Multicultural Affairs; and Vice President for Student Affairs/Dean of Students. Larry currently teaches courses in Speech Communications, College Student Services Administration, Ethnic Studies, and the Doctoral Program in Community College Leadership. He served as the principle investigator and Project Director for a Kellogg Foundation grant for the Leadership for Institutional Change in Higher Education Initiative (1999-2005).

Involvement in professional associations, include elected and appointed leadership positions in the National Association of Student Personnel Administrators (NASPA) and the American College Personnel Association (ACPA). He served as an ACPA Senior Scholar and now carries the designation of Senior Scholar Diplomate. He served a 4-year term as Editor of the *NASPA Journal*. Larry just completed terms as a member of the Board of Directors of the National Association of State Universities and Land Grant Colleges and a Commissioner with the Northwest Commission on Colleges and Universities. Larry has more than 20 publications in the form of book chapters, journal articles, magazine articles, book reviews and monographs. He is co-editor of book, *Teaching For Change: The Difference, Power and Discrimination Model*, which currently at press.

Dr. Penny Rue serves as Vice Chancellor-Student Affairs at the University of California, San Diego, with broad responsibility for the safety and well being of students and their education outside the classroom. She serves as an adjunct faculty member in the Student Affairs Graduate Program at San Diego State University, where she teaches the Master's Capstone course. She also served for eight years as Dean of Students at the University of Virginia where she also served on the faculty of the Curry School's Center for the Study of Higher Education, teaching *College Student Development*. She served for five years as Senior Associate Dean of Students at Georgetown University, where she had general responsibility for crisis management, administration and planning and supervised Student Programs, Volunteer and Public Service, Health Insurance, and Public Safety. She served for seven years as Georgetown's Director of Student Programs, where she developed comprehensive leadership programs and co-founded the Faculty Institute on Integrating Service into the Curriculum. Rue has taught *Contemporary Issues in Leadership for Women* in the Georgetown MBA Program and has chaired the National Conference for College Women Student Leaders.

Penny is active in NASPA and APLU, and she recently was named by NASPA as a Pillar of the Profession. Her doctorate is in Counseling and Personnel Services from the University of Maryland, where her dissertation research focused on a conceptual study of community on the college campus. She has an M.A. in Student Personnel Services from The Ohio State University, from whom she recently received the Maude Stuart Alumni Award for sustained leadership to student affairs. She has and an A.B. *magna cum laude*

in English and Religion from Duke University. Earlier in her career she held posts at The University of Maryland and the University of North Carolina at Chapel Hill.

Marilee J. Bresciani, Ph.D. serves as a Professor of Postsecondary Educational Leadership at San Diego State University, where she coordinates the certificate in institutional research, planning, and assessment, and the doctorate in community college/postsecondary education leadership. Dr. Bresciani's past research has focused on the evaluation of student learning and development and the role leaders play in using evidence to improve student learning and development in higher education. Her most recent research explores the roles of intuition, authenticity, and self-inquiry in evidence-based decision making. Previously as Assistant Vice President for Institutional Assessment at Texas A&M University and as Director of Assessment at North Carolina State University, Dr. Bresciani led university-wide initiatives to embed faculty-driven outcomes-based assessment in the curriculum. She has led reforms in outcomes-based assessment program review, assessment of general education, quality enhancement, and assessment of the co-curricular.

Dr. Bresciani has been invited to present and publish her findings on assessment and is a leading author of five books on assessing student learning and outcomes-based assessment program review and two books on self-inquiry and authenticity exploration. Dr. Bresciani has developed and delivered several courses on assessment of student learning, as well as self-inquiry. She is a managing partner in an international assessment and enrollment management consulting firm and the Founder of Rushing to Yoga Foundation (www.rushingtoyoga.org), a foundation that promotes peace through the process of self-inquiry.

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