Ultimate Guide to Working with Zach

Helping You Understand My Mind, My Motivations, My Values, My Quirks, & My Philosophies

Working and Supervision Style

➔ **Motivation, Accountability, and Constructive Feedback:** I am a firm believer in both individual encouragement and motivation, as well as team-based and supervision-oriented encouragement and motivation. As a supervisor, I will be your biggest cheerleader and your biggest assessor. I will challenge you to constantly seek improvement, and will expect you to hold yourself to high standards and expectations, not needing me to constantly coddle you or 'keep an eye' on you. I will respectfully provide you with constructive feedback, not done with malice in mind, but rather as a tool to motivate for improvement and so that you meet high expectations of our staff. As a supervisee, I am obsessed with self-improvement and constructive feedback. I work best when feedback is immediate, detailed, and impactful for ongoing improvement, and when one-on-ones are structured to balance recognition of success and identification of areas for improvement, leaning more heavily on the latter.

➔ **Overthinking and Perseverating:** I tend to perseverate on mistakes and failures, and I very much overthink sometimes menial or nondescript interactions. Intent may not always equate to impact, but a very brief, but awkward and out-of-place interaction or conversation may cause me to relive it in my head.

➔ **Communication Styles:** Speaking of overthinking, I appreciate direct communication rather than indirect communication. I tend to overanalyze indirect communication styles. Therefore, direct communication works best for me, especially if the content of the communication is based in conflict or constructive feedback. I definitely love meeting up in person and am comfortable with meeting in non-standard settings, permissible by Human Resources policies. Please reach out with requests to meet if you feel that what you need to say may be lost in translation if relayed via electronic modalities.

➔ **Communication Modes and Frequency:** I very much believe that more communication is always superior to less communication. I like to send my team and my supervisor updates on projects for feedback and review, and I appreciate responses, even soft responses like, "got it, will read later," that let me know that you got my message. However, when I'm overwhelmed with projects or other to-do list items, I won't necessarily send constant updates, just important ones, and I may not immediately reply to your messages. Don't be scared to follow-up; in all likelihood, I forgot to respond and I cleared the notification on my phone since notifications stress me out. If you need or want more updated information pertaining to projects, please don't hesitate to ask me via any contact method most comfortable for you. I encourage my staff and supervisors to stop by, call, text, and email whenever needed, noting that I will respond as soon as possible and will update when I'm not available.

➔ **Open Door Policy:** In education, I am a firm believer in an open-door policy for staff and students alike. We need to let people know that we care enough about them to hear them and to help them. Part of that is by keeping doors, ears, hearts, and minds open. Unless I'm engaged in deep, focused work, or in a confidential meeting, you'll see my door open, and I encourage you to stop by with questions, comments, concerns, opinions, or to just say hey.

- ➔ **Discussion:** I love brainstorming, group-think, asking questions, and playing the devil's advocate to support contingency planning. Oftentimes, I ask a ton of questions. I also offer a ton of feedback and a ton of suggestions. I will actively and vocally engage staff to do the same. I do this to understand the thought process and logic of decisions, projects, concepts, and event planning, while also intentionally drawing in everyone to make sure consensus is attained as often as possible.

- ➔ **Evidence-Based Decision-Making and Using Data:** You are expected to use evidence, data, logic, theory, and research and assessment in your daily work, ~~for I am a nerd~~ (lol) for we are dedicated to high-quality, student-centered offerings and interventions in service and education of our students. Logic in arguments and data in decision-making speak volumes to me. Naturally, I am a skeptic. Plus, we must showcase accountability towards students and stakeholders. I strive to understand data and thought processes for me to accept concepts.

- ➔ **Project Management and Directed Independence:** As a supervisee, I work best when a vision and a goal are explained to me and I have independence to achieve that goal. I am a BIG picture thinker, as well as a DETAILS focused planner. Micromanaging makes me lose focus of the bigger picture and often derails my creativity and thinking. I do not do well with ambiguity on large projects with little to no late notice. As a supervisor, you should expect me to establish vision for the office and to help you build goals for your area and for individual projects or events; however, you should not expect me to micromanage you, nor should you expect me to pick up your slack unless extraordinary circumstances develop. It's important to note for you, though, that I will never, EVER, ask you to do work that I myself would not be willing to do. I work best with timelines, to-do lists, and project plans. For every project, task, or event that I undertake, I record them on those organizational tools. I do this to keep myself organized and to have a roadmap for project and task prioritization and for work product accountability.

- ➔ **Stress and Work-Life Balance:** You should be aware that sometimes, whenever I have a ton of work before me, or whenever I have competing demands for my time, or whenever I have very limited time to complete work to my high standards, I will get stressed out and some of my affability will seemingly disappear. You may internalize this and you may ask yourself why I would be mad at you. However, it literally isn't you; it's me and how my serious face manifests (in the past, my students and my direct reports have referred to this status as "Zach Mode"). I routinely put in very long hours in the office. Just because I'm at work doesn't mean that you need to stay. I want to improve my own self-care pertaining to work-life balance in this new role. I will also hold you accountable for taking care of yourselves, as well. You should also know that I work more effectively and efficiently under a bit of pressure, based on my years of successful procrastination and all-nighters in college and grad school. Timeframes with firm due dates and deadlines put a sense of urgency on me and force me to perform at my highest abilities. However, too much (of every task) can burn me out, and I will absolutely draw firm boundaries for when staff members or supervisors are expecting too much from me.

- ➔ **Complexity and Processing Time:** I am a prolific and profound thinker, so complex issues do not scare me. However, complex concepts or assignments require more time for me to successfully process. Certain concepts need time for me to completely process. Sometimes, I won't fully understand a variable in one meeting or conversation; I will come back to you in a couple hours with questions. So please be patient with me.

- ➔ **Learning and Doing Styles:** I am an experiential and visual learner. The best way to explain a concept to me is to visualize it, or to undertake a dry-run or test-run with me. I love visualizing because it allows me to easily understand how things are connected; I love experimenting because it allows me to practice in a structured environment where failure is safe and less impactful.

- ➔ **Transparency:** I don't like operating in the shadows in work or educational environments. I believe that sunshine and out in the open is where the most effective service and accountability will be done for our students. You should expect that I will 'give it to you straight,' and I will let you know when something is going to impact our team - the good, the bad, and the ugly. When decisions are made, I will speak openly about the implications and results of those decisions, whether positive or negative, with you, and I will include you in decision-making structures as often as possible. However, I will let you know when decisions are being made at levels higher than yours, or mine, or the division's, etc. I will always share important information with you, like what I'm working on, and encourage you to do the same. This transparency will help us trust each other and help our students trust us, too.

- ➔ **Delegating and Finding Passion:** I want to get to know you, not just as an invaluable part of this team, but as a person. I want to know what drives you, what excites you, and what motivates you to greatness, both in and out of the office environment. If something isn't formalized as part of your job description, but you want to explore it professionally, let's talk about how we can start including it within your role (as long as it follows Human Resources policies). I'm a HUGE supporter of professional development, and you should expect to engage in such as part of your work with me, both internally (peer- or director-developed) and externally (professional associations). Additionally, with such a large and talented team, you should expect me to delegate tasks and projects that fall within your job areas and within your passion areas. However, I don't believe in using delegation as an obfuscation tool, but rather as a means to engage all team members in meaningful and impactful work.

- ➔ **Conflict and Rebuilding Trust:** Rebuilding teams, addressing conflict, operationalizing meaningful change, and establishing team cohesion are primary goals of mine for the first year, and it may necessitate the reexamining of operations and programming. You should expect to first reflect upon and then verbalize discomfort and concerns you have as part of the team. This isn't done to punish the team; my primary focus in sitting with and addressing such discomfort is to work through it, process it, and clear the air so that the team can recalibrate and work towards its common goal of providing student-centered delivery of programs, services, and development. We cannot accomplish our mission, vision, and goals if we do not trust each other, so you should also expect to engage in consistent team activities to address group dynamics so as to slowly but surely rebuild trust with each other.

- ➔ **Failure:** I've already indicated that I don't do well with failure personally, and that's certainly a quirk of being me. But, I do want to state emphatically that I do not have a problem with my team members failing. If you gave it your all, if you checked off all to-do list items, if you made logical, student-centered, and evidence-based decisions, and if you covered all bases, I will stand by you. Failure isn't negative so long as the failure wasn't the direct result of laziness, apathy, dereliction, or intentional oversight. Failure due to circumstances beyond our immediate control will be met with conversation of how to improve moving forward, since failure is oftentimes the ultimate teacher. Yet, I am also a firm believer in accountability, so if the failure is a direct result of one of those intentionalities, you should expect to have a harder conversation with me.

Leadership Style

My leadership style is a blend of five major, peer-reviewed, established leadership styles: servant, democratic, transformational, coach / motivational, and visionary. These styles have merged together over time as an outgrowth of my educational, cocurricular, and professional experiences, coupled with passions in my personal life. My styles tend to be situational, wherein different professional and personal experiences may demand a different style be more dominant; yet, each style still influences my overarching leadership style. I offer these perspectives not to be overly prescriptive for you, but rather to provide you a starting point of understanding as we first start to work together on the team.

→ **Servant Leadership:** I will always keep what's best for my team at the forefront of my decision-making. I will always advocate for my team, and will endlessly work for their success. I will oftentimes lead from behind, encouraging them to take up the mantle of success and quietly offer encouragement, direction, and ideas from the background. I will stress the importance of communicating and listening, building a strong and trusting team, and remaining transparent, open, and honest with each other. I will never ask a team member to do something that I myself would not be willing to do; I'm just as comfortable setting up tables and picking up trash as my team.

→ **Democratic Leadership:** I will foster an environment where everyone has a seat at the table and everyone has a voice in the decision-making processes of our team. I will actively dismantle systems that have 'othered' individuals, and I will devote time specifically to ensure that our team is equitable and inclusive. I will remain supportive of individual team members, as well as the team overall. I will always defer to consensus-based decision-making strategies, but will respect majority opinions even if my opinion falls in the minority. I will value innovation and will think outside of the box to solve problems, and will encourage my team to do the same.

→ **Transformational Leadership:** I never want the team to feel like a detriment to someone's professional or personal goals and experiences. Rather, I want my team to sap every modicum of growth from their experiences on the team as possible. I want them to grow and learn and develop just as much as our students do. This means that we will challenge each other to do more, know more, and be more; this means that we commit against the status quo in our team. I will communicate ideas and ideals, as well as feedback for support and growth.

→ **Motivational Leadership:** I will dig into the trenches with the team. I do not believe in strict hierarchical constructs; these only exist to further subjugate instead of empower. I will coach improvement wherever possible, and will hone in on individual strengths, weaknesses, motivations, and passions, so as to help each individual improve in their individual role on the team. I will reject one-size fits all mentalities while working with the team.

→ **Visionary Leadership:** I will commit to progress and will help grow the team, the team's deliverables, and our impact for the institutional community. I will inspire a recommitment to the 'why.' I will help establish the vision for the team, and will rely on the team's individual expertise to help build interventions, supports, and programs to meet that vision. I will help establish the tone and tenor for the team, and will rely on the team's individual willingness and openness to work together. I will help establish the pathway to our recommitment to our 'why,' and will rely on the team's input on individual strengths, passions, and motivations to help get there.

What Motivates Me

Informed by my CliftonStrengths® assessment results, my professional motivations follow.

➔ **High Quality Work and Achievement:** I am a perfectionist, and I set very high standards for myself and the work output that I produce. I love seeing the results of putting in a ton of time and energy into a project or event, especially if others find it useful, impactful, or enjoyable. I expect my team to respect that and commit themselves to producing high quality (not necessarily perfect) work on behalf of our students.

➔ **Growing Connections and Lifting Up Individuals:** I love figuring out what makes an individual tick: what motivates them, what they're good at, what they're worried about, what they love to do outside of work, and what they'd like to do after their current experience ends. I'm passionate about seeing individuals as just that, someone beautiful, wonderful, and unique, adding value to the team that no one else can. Each person is a puzzle piece.

➔ **Learning More, Doing More, Growing More, and Always Innovating:** I am a lifelong learner, and I love the challenge of new projects, new knowledge, new data, and new problems. I enjoy innovating and pivoting. I like developing new skills. I reject the status quo, and truly do believe that the most dangerous phrase in education is, "but we've always done it that way." I believe that we can all do and be better, continuously improving.

➔ **Gathering Information:** I value continuously gathering new information, new knowledge, and new data, not just to make better decisions, but to best understand what's truly going on in any one situation or environment. Sometimes this comes across as me being nosey, but realistically I just want to be fully aware of what's actually going on in public and behind the scenes.

➔ **Understanding Context:** To that end, I believe that understanding context, as in the full picture of what's happened in a situation or environment's past, to best understand the present. This also helps me make better decisions now and to help shape future interventions. Educators, especially in student affairs, tend to run full speed into situations without taking time to understand what's occurred or understated nuances.

➔ **Planning, Strategizing, and Developing Contingencies:** I plan, plan, and plan again. I plan contingencies just in case original plans don't work. I also plan contingencies for my contingencies. I am uncomfortable without to-do lists, schedules, itineraries, calendars, or due dates. I tend to develop solutions to problems innovatively and quickly, and ask for input broadly. I spot patterns easily and tend to predict issues before developing.

➔ **Meeting New People and Making New Friends and Connections:** I love, love, love meeting new people, making new friends, forming new connections, and finding commonalities with others. I have a huge circle of friends and a huge circle of work peers. I tend to be the life of the party and am comfortable when the center of attention. Orientations and Open Houses come naturally to me, as I can strike up a conversation with anyone.

➔ **Communication:** Whether it's small talk or deep, emotional conversations, in-person or via electronic devices, I am passionate about communicating and adept at getting my thoughts and opinions across to others. I am talented at advocacy on behalf of myself or others, and can be incredibly persuasive when I couple my communication and listening skills with my passion areas. I'm a natural conversationalist and love public speaking.

➔ **Interconnectedness:** I truly believe that everything happens for a reason, even if it takes a ton of time for that reason to be made evident to us. Every event and every eventuality are connected in a complex web of influences and impacts. I love understanding those influences and impacts. I also strive to understand my meaning in life. Uncovering this meaning helps me know my purpose, my values, my mission, and my path.

➔ **Converting Thoughts, Words, and Ideas into Action, Results, and Progress:** I do not do well with teams that are all talk and no action; rather, I am an action-oriented, results-oriented, progress-oriented professional. I enter a space, examine it holistically, develop and activate plans, lead strategically, manage tactically, assess results, reexamine the space for progress, and start over. I am driven to leave a space better than where I found it.

➔ **Impact:** This one isn't a CliftonStrengths® data point, but I very much am driven by the idea of wanting to make an impact on this world, whether it's on an individual, an office or team, an institution, or a community. I endeavor to live a life of meaning, one that's worth living. This is in honor of my father, who died young, unfairly so.

Plus, I'm driven by my passions, which include:

➔ **Technology:** I love figuring out how to best integrate meaningful technology to support student affairs programs, services, and facilities, but not replace vitally important interpersonal skill development.

➔ **Professional Development:** I love participating in ongoing learning and teaching opportunities, trainings, and skill development, attending conferences, and getting involved with professional associations, such as the National Association for Campus Activities (NACA) and the Assessment Institute (AI).

➔ **Assessment, Evaluation, and Research:** I love building comprehensive assessment frameworks for student affairs offices and helping staff incorporate meaningful, easy assessment into their daily operations to benefit students. Currently, I'm spearheading two in-depth, peer-reviewed research projects.

➔ **Telling Our Story:** I love translating data and research into meaningful storytelling for constituents and stakeholders so as to best represent how student affairs positively impacts student learning, development, and success, while also honestly showcasing our shortcomings and how we're addressing them.

➔ **Generational Studies:** I love researching the different generations living and working in the United States and across the globe right now, especially about understanding how these different generations interact in the workplace and the classroom and how to help them find common ground. I've published and presented on this.

➔ **Community Service and Social Justice Initiatives:** I love knowing that there are bigger things than me, and I love making an impact. I love helping my community become something better, stronger, and more welcoming to all people. I love supporting those that have been minoritized systemically and amplifying voices that have been traditionally quieted by power structures.

➔ **Taking Time to Unplug:** I love spending time with my partner, Karen. I love hiking, biking, and being outdoors. I love cooking and baking. I love exploring new areas of the world. I love craft beer and visiting different craft breweries. I love being able to do all these things so as to recharge my batteries and recommit to our team.

What I Value

My professional values include:

→ **Disruption:** I value being a disruptor. I challenge the status quo, and I bust barriers that oppress individual success. My default is to reconfigure a system that is misfiring versus living with the bumpy ride.

→ **People-Centeredness:** I value you. I value students. I value people with their joys, pains, strengths, weaknesses, quirks, and brokenness. I see systems in service of people, not the other way around.

→ **Flexibility, Nimbleness, and Innovation:** I value responding to problems and changing quickly and efficiently. I value thoughts, words, and ideas that are followed by action. I value new ideas to solve big, complex problems.

→ **Assessment:** I value data, and I respond best to evidence shown through assessment, evaluation, and research. I appreciate when staff utilize data to back their opinion and when an idea will benefit the community.

→ **Leadership and Service:** I value providing leadership development, community service, and other cocurricular opportunities to students, since we have nearly sixty years of data showcasing the impact these have on success.

→ **Critical Thinking and Learning:** I value providing opportunities for students and staff to continuously learn and develop key critical thinking skills. I value the academic and cocurricular mission of our institution.

→ **Excellence:** I value an agreed commitment to excellence, an understood ideal that the team will endeavor to produce high-quality, high-impact programming, interventions, and supports for our students.

→ **Collaboration and Partnerships:** I value teamwork, brainstorming, working together to accomplish goals and solve problems. I value forming new collaborations and working with new partners, while strengthening old ones.

→ **Diversity, Equity, and Inclusion:** I value initiatives that support diversity, equity, inclusion, and social justice for all members of our community, so as to address systemic inequity and tear down systems of oppression.

→ **Stewardship and Accountability:** I value remaining faithful and accountable stewards of all resources entrusted to us by our students, including student activity fees, equipment, facilities, and supplies.

→ **Challenge and Support:** I value balancing the creation of supports for success with the acceptance of challenges when most appropriate, for in that discomfort, learning and development arise.

→ **Transparency and Fairness:** I value openness, honesty, transparency, and fairness. I value operating as an office and as a team with input from all, consensus-based decision-making, and broad information sharing.

→ **Building Community, Sense of Belonging, Wayfinding, and Capacity:** I value our work as a means of constructing building blocks for ongoing student learning, development, retention, persistence, and success.

→ **Advocacy and the Student Voice:** I value our role as advocates for students when speaking truth to power, giving legitimacy to the student voice. I value our positionality as advisors and as teachers.

My Quirks and My Personality

Some other things you should be aware of:

→ **Workaholic:** As I mentioned above, I tend to be a bit of a workaholic. This oftentimes negatively impacts my personal life and sometimes negatively impacts my professional relationships since I get laser-focused in my work.

→ **Persistence of Care:** I tend to struggle with other professionals who do not demonstrate the same level of care and commitment to tasks or goals that I do. Sometimes this is based in assumption; sometimes this is experience.

→ **Pittsburghese:** You all may or may not know this, but Western Pennsylvania, the great region where I am from, has its own dialect of American English, so you will hear some nuances in my vocabulary, grammar, cadence, and syntax. Regarding vocabulary, you'll probably hear me say *neb* (to be nosey), *buggy* (cart), *gumband* (rubber band), *n'at* (et cetera), *slippy* (slippery), *redd up* (clean up), *yinz* (you all), *sweep* (vacuum), and more. Regarding syntax, we Pittsburghers often drop 'to be' from action verbs, merge vowels (so that 'steel' and 'still' sound the same), and form lazy diphthongs (in that two vowels back-to-back form a completely different sound than they should - 'downtown' becomes 'dahntahn'). I love Pittsburgh, and I bleed black and gold. It will always be my home, and is a huge part of my personality. Andrew Carnegie said, "Pittsburgh entered the core of my heart when I was a boy and cannot be torn out." I understand what he meant, and it's not just the French fries that come standard on salads.

→ **Cleanliness:** I tend to be a major neat freak. I very much believe that cleanliness and organization are next to godliness, and I do not do well in environments that are messy or disorganized. I expect organized common areas.

→ **Perfectionist:** As I mentioned above, I tend to be a bit of a perfectionist, which manifests as me not being able to half-heartedly approach anything, even menial tasks. I give everything 1000% and sacrifice other areas to do so.

→ **Moodiness, Frustrations, Slips into Melancholy, Sentimentality, and Sensitivities:** As a Cancer (*if you believe in that - I don't but it's still neat*) and an ENFJ (*more on that shortly*), I tend to come across as moody when stressed and slip into melancholy when I fail. In such high stress and emotional contexts, I tend to wear my heart on my sleeve and struggle to mask my emotions, manifesting differently depending on the situation. 98% of the time, it has nothing to do with you, so please don't think that it is unless I address a concern with you directly and it will be done respectfully and professionally. I definitely am in touch with my feels. I am an empath and feel the emotions others feel. I care a great deal about very specific things, professionally and personally, and when something or someone threatens those things, I react viscerally.

→ **Open Book:** I tend to be an open book, so please always feel free to ask me anything, of which I may reserve an answer or I may overshare. I apologize for the latter now. I just want you to know with whom you're working.

→ **Health Issues:** Speaking of being an open book, I want to alert you to a few important health issues that I have, including epilepsy, autoimmune factors (Celiac disease and pre-Crohn's factor), and inflammatory diseases.

→ **Affability:** Despite all of these quirks, I still have a great sense of humor and love laughing and having a good time! This is a HUGE part of my personality, especially since I want everyone to feel welcome and warm with me.

➔ **I am an ENFJ:** What does ENFJ mean? Well, this is my Myers-Briggs Personality Type, and it is quite interesting:

- ◆ **Extraversion (E):** I tend to focus on the outer world and draw energy from others, rather than focusing on my own inner world and shying away from others.
- ◆ **Intuition (N):** I tend to collect information by relying on my gut, preferring to interpret information and adding meaning rather than just focusing on the facts.
- ◆ **Feeling (F):** I tend to make decisions by examining people and circumstances (as well as my own strong emotional compass), rather than wholly looking at logic and consistency.
- ◆ **Judging (J):** I tend to prefer firm decision structures and black-and-white honesty when examining the outside world, rather than remaining open to new information and options.
- ◆ "ENFJs are **warm**, **empathetic**, **responsive**, and **responsible**. They are highly attuned to the **emotions, needs, and motivations** of others. ENFJs find the **potential in everyone** and want to **help others fulfill their potential**. They **catalyze individual and group growth**. They are also **loyal**, and respond well to **praise and criticism** (but may take it *too personally*). ENFJs are **sociable**. They **facilitate** others in a group. And they provide **inspiring leadership**."
- ◆ "**ENFJ strengths** include: tolerant, reliable, charismatic, altruistic, and natural leaders. **ENFJ weaknesses** include: overly idealistic, overly sensitive, overly selfless, fluctuating self-esteem / prone to melancholy, and struggle to make tough, no-win decisions."

Fundamental Truths I Believe

1. **Great success** is often preceded by **failure**. Failure can be the **greatest teacher** if you let it. Failure isn't necessarily negative, but it is negative **if its foundation is in apathy, lethargy, or carelessness**.

2. Being **busy** does not equal being **productive**. Working smarter, not harder is **real**. **Innovate**!

3. You're only **as good** as those you **associate** with. Much like a sponge, you absorb the **energy** and the **care** you put into the world from those in your circle. **Guard** it, and associate with **positive** energy folks.

4. You're living the life **you've created**. Bad stuff **happens**, and sometimes it happens to the best of us for no reason at all - trust me. But, all those pieces are **connected** to get you there. So, **keep moving forward**.

5. **Fear** is the #1 source of **regret**. Sit with your discomfort. Name your fears. Verbalize what's holding you back with loved ones. Once you **recognize and acknowledge** what scares you, you finally exert **control** over it.

6. You don't have to wait for an apology **to forgive**. The apology is much more important for **your healing** versus the other person anyway. You **cannot** control the actions of others; you merely interface with the **environment**.

7. Live in the **moment**. You never know when life will be **ripped away** from you or your loved ones. **Take time off**. Take care of yourselves and your loved ones, **mind, body, heart, and soul**. I am here to **help** with this.

8. Your self-worth must come from **within**. If you rely on others, you are setting yourself up for disappointment; others won't often do this intentionally. But, human beings are complex creatures. **Love yourself first**.

9. **Change is inevitable**—**embrace** it. **Lean** into it. Use it as a **learning** opportunity, as a means to **improve** yourself and what you provide to our students and to our community.

10. Staying focused and asking the hard questions can be extremely **uncomfortable**. None of us **learn and grow** by sticking with what's comfortable. That gap offered by cognitive dissonance is where we **shine**.

My Management Promises to You

→ At the beginning of our professional relationship, we'll have a weekly 1:1. I value this time together. I expect that cancellations will be few and far between, but I acknowledge that either of us may need to cancel one. Please try to reschedule with me if you cancel, and I'll do the same with you if I need to cancel.

→ I will include our 1:1 agenda in the meeting invite or in a prior email so we remember important topics. However, we're not limited to only discussing those topics! The structure of our 1:1s will be thirty minutes, and will include 5 minutes of catch-up, 10 minutes of feedback and information from me to you, and then 15 minutes of feedback, questions, and information from you to me. I want you to have as much time controlling the 1:1 as realistic.

→ When I schedule a meeting with you, either in person or electronically, I'll include the purpose and topics that we will cover. To this end, I want to minimize team anxiety and mistrust as much as possible.

→ When I communicate with you via electronic media, I will use the "hi and why" methodology, again to minimize anxiety and mistrust. No suspense, no small talk, no worry, all while you are wondering what I want and why I'm darkening your phone or computer. The "hi and why" isn't meant to be cold or impersonal, but again to make sure you aren't left hanging and worried.

→ News, information, and announcements that significantly impact you, your work, or your area will come from me directly in a 1:1 meeting or in a direct conversation, not revealed in a big meeting. Nobody likes to get blindsided. Additionally, news, information, and announcements that impact us, our work, and our team will come directly from me in a group setting, preferably in person, punctuated by a follow-up email.

→ I promise to give you feedback when it's fresh. I do not provide feedback in an annual review or formal performance review that you've never heard before, or that hasn't been given to you already. I will set up an informal and formal system of staff evaluations, centered on growth and development, with no other nefarious purposes, all of which falling within official Human Resources guidelines.

→ I trust you to manage your own time. You need to follow Human Resources guidelines, but I'm flexible when it comes to time management in Student Activities and Inclusion. Our hours are non-standard, and I'm here to support your self-care.

→ Your work gets done your way. You are the expert in your area. I will focus on vision and outcomes, not necessarily output. Once we're clear on where we need to go, how to get there is up to you. If I ever find it necessary to suggest a specific approach, I will supply an example and as much support as you request.

➔ A team is strongest when it's working together, looking after one another, and taking care of each other. Offer help to your colleagues. Ask for help from your colleagues. Nobody works alone.

➔ I trust you to skip a level and talk to Dr. Lara or other senior administrators about anything you feel is relevant. You don't need to clear it with me; all I ask is that you know your audience and adjust accordingly, and bring me up to speed on what's going on so that I'm not blindsided. I don't want to look like an idiot, which is definitely one of my triggers. I promise I won't get weird when you skip over me.

➔ I will attribute credit appropriately to you and the team. I will never exaggerate my own role or minimize your contribution. I'll be especially certain to nail down attribution when senior administrators are hearing of our accomplishments, progress, and successes. Blame and mistakes tend to sit with leadership; I am comfortable with accepting blame on behalf of the team's failures so long as those failures were not based in apathy or carelessness. However, I encourage you to own your mistakes and refrain from pointing fingers at your peers.

➔ I promise to spend a ton of time during our first year listening and learning, while committing time and energy to rebuilding the team, forging cohesion after a very disjointed team, resolving long-standing conflict, setting a new and reenergized vision for SAI, and regrow a vibrant, progressive offering of campus life initiatives.

Learning and Development Philosophy Alignment

The following student learning and development theories inform my personal educational philosophy, for which SAI will align itself moving forward:

➔ **Hierarchy of Student Needs (Maslow):** There are five levels in Maslow's pyramid. From the bottom of the hierarchy upwards, the needs are: physiological (food and clothing), safety (job security), love and belonging needs (friendship), esteem (belief in oneself), and self-actualization (attaining goals and realizing success).

➔ **Taxonomy of Educational Objectives and Student Learning (Bloom):** Bloom's taxonomy is a set of three hierarchical models used for classification of educational learning objectives into levels of complexity and specificity. The three lists cover the learning objectives in cognitive, affective, and psychomotor domains, all of which are aligned with six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

➔ **Theory of Student Involvement (Astin):** Astin's theory of Student Involvement explains how desirable outcomes for institutions of higher education are viewed in relation to how students change and develop as a result of being involved cocurricularly.

➔ **Model of Student Engagement (Kahu, built from Kuh):** Kahu's critical analysis of the literature identified three approaches to engagement: behavioral, emphasizing student behaviors and teaching practices (stemming from Astin's early work); psychological, viewing engagement as an internal psycho-social process with behavioral, cognitive, and affective dimensions; and socio-cultural, emphasizing the broader social context of engagement. Drawing these approaches together, Kahu proposes an integrative framework which emphasizes engagement as a variable state that is influenced by a wide array of student and institutional factors, as well as by the socio-political context within which the students, teachers, and institutions are situated. The framework also acknowledges the outcomes of engagement: It is through being engaged with their study that students learn and thus not only acquire skills and knowledge, but also experience academic success and personal growth.

- → **Student Transition Theory (Schlossberg):** Transitions, events or nonevents resulting in changed relationships, routine, assumptions, or roles, are critical moments in development. Remember the 4 S's: Situation, Self, Support, Strategies.

- → **Psychosocial Identity Development Theory (Chickering & Reisser):** Chickering's theory focuses primarily on identity development. It examines this by means of seven vectors of development which contribute to the development of identity: developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity. These vectors can be thought of as a series of stages or tasks that deal with feeling, thinking, believing, and relating to others. Individuals may progress through the vectors at different rates. The vectors tend to interact with each other, and this can cause reevaluation of issues associated with vectors that had already been worked through. Although the vectors do build on one another, the vectors do not follow a strict sequential order. Developing in multiple vectors allows individuals to function with greater stability and intellectual complexity.

- → **Cognitive-Structural Development Theory (Perry):** Perry's theory is based on his studies of cognitive and ethical development in undergraduate students. He believes that college students go through four stages of mental and moral development. The four states are dualism, multiplicity, relativism, and commitment. These four stages are then further divided into nine positions. Perry's theory is especially useful because he details not only specific stages but how people arrive and change to get to each stage.

- → **Myers-Briggs Personality Typology Inventory (Myers & Briggs):** In personality typology, the MBTI is an introspective self-report questionnaire indicating differing psychological preferences in how people perceive the world and make decisions, divided by four dualities: extraversion or introversion, intuition or sensing, feeling or thinking, and judging or perceiving.

- → **CliftonStrengths Leadership Assessment (Clifton and Gallup):** The CliftonStrengths assessment was developed by researcher Don Clifton and The Gallup Organization, helping individuals discover their top 5 strengths to assist in learning, development, and teamwork, organizing 34 themes in 4 categories: strategic thinking, relationship building, influencing, and executing.

- → **Diversity and Inclusion Theories, including Identity Development Theories:** Each of these theories or models was constructed to offer a perspective on how minoritized students develop bonds within a community and come to understand their identity and how it connects with other identities. The ADDRESSING Model explores how individuals have multiple, often competing identities. The DEI Strategic Framework Model explores how institutions can meaningfully and impactfully adjust their offerings to be more just, equitable, inclusive, and diverse, as well as responsive to criticism.

  - ◆ *ADDRESSING Model of Intersectionality (Hays)*
  - ◆ ***Diversity, Equity, and Inclusion Strategic Framework Model (Smith)***
  - ◆ *Models of Women Identity Development (Josselson; Belenky; Gilligan)*
  - ◆ *Model of Black Identity Development (Cross)*
  - ◆ *Models of White Identity Development and Racial Awareness (Helms; Row)*
  - ◆ *Model of Ethnic Identity Development (Phinney)*
  - ◆ *Models of Sexual / LGBTQIA+ Identity Development (Kinsey; Cass; D'Augelli; Fassinger)*

- → **Meaningful Assessment Models (Knefelkamp, et. al.):** Knefelkamp and her team designed this model as a feedback loop to consistently improve programs and services by incorporating information gleaned from environmental and student feedback, applicable theory, assessment data, and analysis of data, coupled with interventions and reanalysis after interventions are implemented.

- → **Person-Environment Influence Constructs (Sandeen):** Administrators and educators should take into consideration these influences from a student's environment: 1. Clarity and consistency of objectives; 2. Institutional size; 3. Curriculum, teaching, and evaluation; 4. Residence hall (living-learning) arrangements; 5. Faculty and administration; 6. Friends, groups, and student culture.