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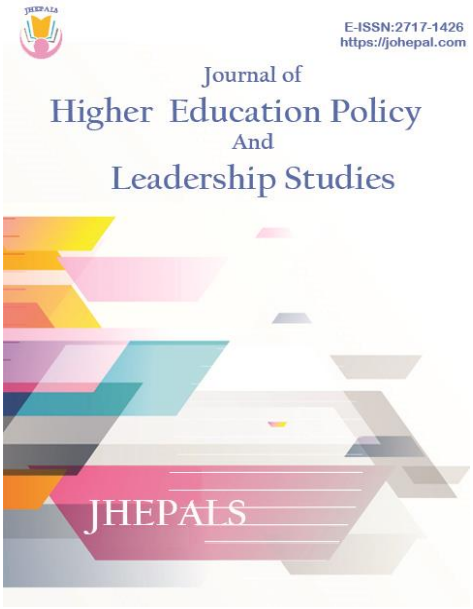
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Chronic Codeswitching for Multiracial Student Leaders

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Abstract

Codeswitching is not a new phenomenon and was first identified by Einar Haugen (1953) describing the ability to navigate languages and dialects in multilingual individuals depending on the social context. Wright (2021) expanded on this concept by focusing on (Black/White) multiracial individuals making behavioral adjustments to navigate the various social demographics in the higher education environment, coining the term chronic codeswitching. Wright (2022) wrote how multiracial students were forced into chronic codeswitching by outside influences, which damaged their sense of belonging on the college campus and restricted students from being truly authentic. In this article, I argue chronic codeswitching is used not only as a defense mechanism, but also advantageously as a strategy to navigate the complexity of the college campus. Throughout this article, I center multiracial perspectives to illuminate the underexplored dimensions of multiracial leadership identity in higher education. Grasping a more comprehensive understanding of how to support multiracial student leaders and analyzing the strength of chronic codeswitching informs more inclusive approaches for this population. Although this manuscript is situated in the context of the United States, the exploration of culturally relevant leadership and identity development offer insights for global scholars and educators across all educational settings.

Keywords: Chronic Codeswitching; Multiracial; Biracial; Authenticity; Critical Mixed Race Studies; Leadership; Higher Education

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Navigating Multiracial Leadership Identity

In the United States, navigating the multiracial leadership identity is heavily influenced by historical context. Discriminatory factors such as slavery, the one-drop rule, anti-miscegenation, the U.S. Census, and racism were designed to keep the monoracial White class in power and keep individuals of color as "inferior" (Daniel, 2022). Although policies were established against the multiracial population, this population continues to grow and the most recent 2020 U.S. Census reported more than 10% of the population identified with this group (Jones et al., 2021). As the multiracial population continues to grow exponentially and more emphasis is placed on higher education, scholarship must highlight the experiences of multiracial students, especially as they navigate their leadership identity in higher education.

Although multiraciality represents one of the fastest-growing demographics in the United States (Vespa et al., 2020), it challenges traditional racial norms and the monoracial paradigm. In the United States, the question of who can claim multiraciality is challenged, but it is commonly defined as an individual of two or more racial backgrounds (Song, 2021). This racial group is often misunderstood due to the nuance and complexity of multiraciality. Multiracial individuals navigate multiple cultural backgrounds and influences, which encourages their individualized identity development. The multiracial student population requires further exploration to fully understand their experiences and find the best way to support these individuals socially, psychologically, and culturally, especially as they matriculate into the higher education environment and become leaders.

As a multiracial professional in higher education dedicated to promoting student identity development, my researcher positionality shaped the focus of this article on multiracial students, especially as they occupy leadership roles within the higher education context. Leadership roles receive additional spotlight which can pose added societal pressures for the multiracial population. Multiracial students adapt to the ever-changing cultural context to fit into the environment. This adaptive technique encourages the multiracial student to reflect on the intersectionality in their identity, and at times conform to societal pressures in a resilient process known as chronic codeswitching. The strategy of chronic codeswitching was originally described as losing authenticity to gain belonging (Wright, 2021). After additional research and observations, it is urgent to critically reflect on the process of chronic codeswitching to better understand the impact on multiracial students' identity, belonging, and overall well-being. By exploring agency in chronic codeswitching for multiracial student leaders, professionals can ensure authentic leadership identity development for this population.

Chronic Codeswitching

Codeswitching is a technique of changing personality in various environments in search of acceptance. This is something that is not new to People of Color and was first identified in multilingual individuals as a strategy to increase closeness with different groups (Haugen, 1953). Codeswitching is a unique way of managing culture advantageously in the environment (Elkins & Hanke, 2018). Wright (2021) conducted a study focused on Black/White multiracial students and explored their sense of belonging while enrolled in a

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predominantly White institution. Wright (2021) found all 11 multiracial participants interviewed felt a sense of belonging, but only because of the diverse racial demographics of the institution, not because of any specific initiatives or organized support for this population.

For many multiracial students, college was the first time they connected with people of common racial backgrounds. This familiarity with being around other multiracial individuals helped their feelings of comfort, but they still had a challenging time being their authentic selves in all areas of campus (Wright et al., 2022). This lack of authenticity was due to the racial polarization of environments in the predominantly White institution. Several of the multiracial participants interviewed by Wright (2021) held leadership roles on campus and discussed the pressure to wear a mask when in monoracial organizations. To better navigate the racially polarized dynamics of campus, multiracial students engaged in chronic codeswitching. Chronic codeswitching is described as "primarily a behavioral (and or cognitive) adjustment that can be visible (adjusting words they use, or as one participant describes, having more or less swagger) to optimize others' comfort in exchange for acceptance, feeling included within social groups" (Wright et al., 2022, p. 12). Wright et al. (2022) believed the term chronic codeswitching captured how Black/White multiracial participants not only existed but navigated broader intersectional ties stemming from the multiracial identities they held. Although chronic codeswitching was first identified in (Black/White) multiracial students, I argue it is generalizable for all multiracial college students and highlighted as they occupy leadership positions.

Chronic Codeswitching as A Survival Strategy

Chronic codeswitching was identified to describe the influence the college social context has on multiracial students and emerges as a survival strategy to navigate the diverse social landscape of the college environment in exchange for acceptance (Wright, 2021). Many higher education campuses hold an array of monoracial social groups, which compel multiracial students to prioritize certain aspects of their identity over others for acceptance (Chaudhari, 2022). This need to prioritize aspects of their identity is magnified when multiracial students occupy leadership positions. Multiracial students mask certain parts of their identity in search of social acceptance and to avoid multiracial microaggressions (Harris, 2017). Due to adapting so quickly and being influenced by their cultural knowledge, multiracial students utilize chronic codeswitching as a survival mechanism and as a reflection of the complexities of their peers. The skill of chronic codeswitching is often rooted in the desire for a sense of belonging in college. Still, this survival technique places demands on a student to recalibrate their identity in response to pressures within the college context. Chronic codeswitching in a "forced choice" scenario can lead to multiracial students feeling fatigued and the perception that their whole self is not always welcome in monoracially designed spaces throughout the higher education environment (Wright, 2024).

Challenges of Chronic Codeswitching

Chronic codeswitching as a survival strategy is effective in navigating the monoracial paradigm in the college campus but can have negative consequences on multiracial students' authenticity. This is exemplified directly in Wright's (2021) study when the participant HalleBerry states that they are "…constantly having to change who I am based

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on who I am around…" (p. 80) or when referring to monoracial peers' states, "...I feel like I have to put on a veil to get them to be receptive" (p. 80). Constantly feeling a need to put on a veil or rapidly codeswitch has psychological impacts on students' self-identity and mental health (Smith, 2021). This is displayed by another multiracial participant with the pseudonym Paige discussing feelings of anxiety by saying "I am always just nervous about being the person that is not following the identity other people give me" (p. 107). This experience highlights the mental impact of chronically codeswitching to meet the expectations of others in the college context. Navigating these additional mental health pressures is challenging for all multiracial students, but especially for leaders because it can obscure their sense of belonging and self-assurance.

Using the defense mechanism of chronic codeswitching has additional psychological impacts, which can lead to feelings of inauthenticity. Being uncomfortable expressing your authentic identity due to fear of repercussions leads to emotional strain and disconnection from peers and oneself. Chronically codeswitching in this way defends against social disconnect at the cost of losing authenticity, which is highlighted by the participant with the pseudonym Sage stating, "I don't really know who my true authentic self is because I am constantly codeswitching." Many multiracial students like Sage feel coerced into codeswitching rapidly, and over time may feel a fragmented sense of self. Although chronic codeswitching for multiracial students as a survival strategy has consequences on overall well-being, I argue that when using agency in chronic codeswitching, it is a strength that can be leveraged with authenticity by multiracial student leaders.

Exploring Agency in Chronic Codeswitching

Chronic codeswitching is exemplified as a survival strategy for some multiracial students, but I argue others actively exhibit agency and exemplify chronic codeswitching as a unique strength. Renn (2000, 2004) described five patterns of identity development for multiracial college students. Renn (2004) discussed situational identity as multiracial students identifying different racially based on their surroundings. In their study of fifty-six students at six institutions, Renn (2004) found 61% identified themselves situationally. Adapting identity and perspectives this way is a strength through agency in chronic codeswitching for multiracial student leaders. Goryunova (2020) describes a similar process leaders use as a metacognitive strategy for effective communication across cultural lines by having a shared identity or perspective. Multiracial individuals holding shared identities simultaneously or being in an "in-between" space is a beneficial asset known as liminality (Bowling & Combs, 2023).

Liminality in multiracial students is best understood through the lens of Critical Mixed Race Studies (Jolivétte, 2014), which centers multiracial perspectives. Explicitly in Critical Mixed Race Studies, Root (1997) named the multiracial experience as existing in a liminal position, calling attention not only to the fluidity of race but also the complexities of colonization as liminal. Similarly, Brayboy (2005) asserts liminality as the third tenet of TribalCrit referring to the Indigenous experience as an in-between space of a racialized and politicized existence. In this liminal space, the argument of holding both spaces without being forced to choose one or the other is made regarding Indigenous people in their political and racial context. This liminality is not a weakness, but a strength when exerted through agency. Analyzing this information through the lens of Critical Mixed Race Studies,

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I argue that multiracial student leaders chronic codeswitch as a defense mechanism, but also as a way of leveraging their unique racial identity as a strength.

Chronic codeswitching is more than a defensive response to ostracization on the college campus, it is a unique strength that many multiracial students use to strategically navigate the college campus (Wright et al., 2024). By expressing fluidity in their multiracial identity, multiracial students navigate the quickly changing college social context exemplifying versatility in their leadership. By leveraging the breadth of their cultural backgrounds, multiracial students find understanding in various groups in the complex educational environment (Johnston-Guerrero & Renn, 2016). This strength to adapt is a leadership asset that challenges monoracial notions of identity. Multiracial student leaders connecting with multiple racially diverse student groups provide themselves and their peers with a nuanced understanding of identity and belonging (Wright et al., 2024). Multiracial students are not confined by the societal pressures on the college campus to chronically codeswitch, but they harness the strength in their identity to build connections. Chronic codeswitching as a strength encourages multiracial students to interact with a wide range of perspectives and serves not only as a survival mechanism but also as a tool to build connection through agency in their authentic multiracial identity.

Leadership Identity Development

Understanding leadership through the lens of multiracial identity development requires an exploration of how individuals navigate their racial identity while cultivating an authentic leadership style. Theories surrounding authentic leadership often call for vulnerability and relational transparency (Gardner et al., 2021), yet this can pose consequences to multiracial student leaders in communities that do not always affirm all aspects of their identity. Multiracial individuals in monoracially designed spaces often search for a sense of belonging in higher education institutions that may not always affirm their experiences or recognize all aspects of their identity. As they form a personal leadership identity, they draw on their personal experiences, physical characteristics, and skills adapting to complex social landscapes. Authentic leadership identity development for multiracial students often requires balancing societal expectations with identity expression. This section explores how multiracial individuals cultivate an authentic leadership style by embracing their identity and connections in the context of higher education.

Multiracial Identity Formation

Multiracial identity formation, like college student development, is complex and filled with multiple influences. Multiracial identity is influenced by personal experiences, cultural background, physical characteristics, perceptions in society, and cultural expectations (Poston, 1990; Renn, 2004). Multiracial students navigate spaces on the college campus that may view them as ambiguous, sparking challenges with belonging and authenticity. Multiracial identity formation combines self-discovery and outside influences on identity (Renn, 2008; Wright, 2021). For multiracial student leaders, this nuanced identity formation is a different experience than their monoracial peers. Multiracial students have a greater sense of authenticity when they have a heightened level of multiracial consciousness, gaining a better sense of self-awareness in their context (Malaney-Brown, 2022).

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Chronic Codeswitching

The Importance of Context

The role of context heavily impacts multiracial college student identity. In the scenario of multiracial student leaders, the context has several layers, including self, family/friends, college/community, and culture. Self refers to physical characteristics, and racial ambiguity is a factor in racial socialization (Brunsma & Rockquemore, 2004), determining multiracial student treatment and acceptance in society. For multiracial college students, society is the college campus they traverse. Family/friends describe the individuals the multiracial person is close to and their connection with their family background. This connection determines cultural knowledge the multiracial student possesses (Renn, 2008). College/community describes their institution of higher education and the diversity in the surrounding environment. Culture describes the values, beliefs, and attitudes of the environment. Describing the campus culture in this way allows for a better understanding of the importance of context.

Culturally relevant leadership learning (CRLL) addresses the dynamics throughout the campus culture and emphasizes the role identity has in context (Beatty & Guthrie, 2021; Jones et al., 2016). A reciprocal influential relationship between the student and the campus environment occurs and impacts leadership identity development. In the lived experiences of multiracial student leaders, they navigate various layers in the context that shape their involvement. Higher education institutions have a history of enforcing rigid racial categories that often force minoritized individuals to assimilate to dominant norms. This legacy of exclusion still deeply shapes the experiences of multiracial individuals as they seek involvement and leadership opportunities on campus. When the history of exclusion is partnered with the lack of compositional diversity in the campus organizations, it leads to multiracial individuals developing a high level of adaptability, while managing feelings of isolation. Multiracial students often bring these realities into their involvement with student groups.

Student groups typically promote belonging, but when monoracially designed they can result in a negotiation of identity for multiracial students. In monoracially designed student organizations, multiracial student leaders often carry the weight of representation. Being expected to represent all the communities they are connected with can be an exhausting and lonely experience. To navigate harm while balancing community, multiracial student leaders intentionally engage in placemaking by traversing microaggressions in the college campus to locate peers with shared experiences (Sasso et al., 2023). Multiracial students on the college campus are heavily influenced by their peers, leading to fluidity in search of belonging (Wright, 2022). Belonging leads to self-actualization, which promotes multiracial students to be their most authentic selves (Maslow, 1954).

Authenticity

Effectively teaching true authenticity to all student leaders requires a critically reflexive approach of self-awareness, acknowledging the barriers and complexities in the student population (Ladkin, 2021; Tomkins & Nicholds, 2017). Authenticity promotes meaningful relationships, improved communication, and enhanced mental health (Gravett & Winstone, 2022). Authenticity involves being genuine, self-aware, and defined by oneself, rather than the expectations others have of the person (Abes et al., 2019). Although authenticity has several benefits, it is challenging for multiracial college students under the societal influence

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of peers to remain authentic at all times (Wright, 2021). Authenticity can be deeply troubling for marginalized students who are encouraged to bring their true selves in places that are not designed to affirm all of their identities. In the college environment, being authentic poses the risk of being discriminated against, forcing students to balance authenticity with self-preservation. For multiracial student leaders, calls for true authenticity ignore the racialized realities of navigating social groups on the college campus.

Authentic leadership is an approach that emphasizes the importance of aligning actions with core values and emphasizing relational transparency. Authentic leadership relies on absolute transparency and a unitary version of the leader (Gardner et al., 2021). Colleges typically promote authentic leadership as an effective way to build trust and vulnerability in the student population, but this does not account for the nuance in multiracial student leaders. Through the process of chronic codeswitching, multiracial students quickly adapt to navigate their context. Using agency in this way shields the multiracial student leaders from harm in the social environment while advantageously increasing opportunities for connection. Practicing fluidity for multiracial student leaders is contradictory to the authentic leadership theory but is a way multiracial student leaders practice authenticity on the college campus.

In a study focused on sense of belonging for multiracial students, Wright (2021) encouraged participants to form their own definition of what the term authenticity meant. Multiracial students in this research study defined authenticity as being their "real, true, genuine self." Nearly all multiracial students in Wright's (2021) study did not feel they could be their completely authentic selves in all aspects of the institution's social context. Multiracial students generally felt comfortable being completely authentic around close intimate friends. One participant with the pseudonym HalleBerry mentioned that she could not be her completely authentic self at all times, but she affirmed, "The only people that I am authentic around are my two best friends who are also, who are more lighter skin people…we are kind of the only people that get our struggle" (Wright, 2021). HalleBerry discussed the comfort of being around people with similar racial identities without needing to validate their identity. Not being forced to defend racial validation leads to authenticity for the multiracial student population (Harris, 2017). As student leaders, authenticity leads to trust in relationships and cultivates meaningful identity development both individually and in a group.

Although multiracial individuals feel commonality with other multiracial peers, participants in Wright's (2021) study discussed their experiences with monoracial peers. HalleBerry continued and stated, "I don't really know as much as these other Black people do about the Black struggle…but at the same time I grew up in an all-White area, so I face that feeling of being ostracized and that White discrimination" (p. 68). As a student leader, HalleBerry practiced transparency by mentioning not having the same cultural knowledge as monoracial Black peers and discussed it created barriers in their relationships. Cultural knowledge can dictate how a multiracial person navigates space on a college campus (Renn, 2004). This participant does not have the same cultural knowledge as other Black people, but just as in Renn's (2000) findings, she is still authentic in her private space. HalleBerry is completely authentic around her close intimate friends who are racially identical and are not restricted by racial expectations. These students have a mutual perspective and understand the discrimination that each other encounters. HalleBerry engaged in

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placemaking by being around a small group of trusted individuals with shared experiences, resulting in gained confidence and freedom of expression without the fear of judgement (Sasso et al., 2023). Multiracial students being authentic with close intimate friends allows them to have increased confidence and comfort in their racial identity without the need to justify their existence (Renn, 2000; 2004). Being authentic with close intimate friends confirms Renn's (2000; 2004) idea of space, whether it be public in social groups or private with intimate friends. This notion of authenticity being confined to private spaces is further complicated by the heightened scrutiny placed on college student leaders. Being a student leader on a college campus elevates students in a public format. Having the additional challenge of always being authentic in public space highlights the focus on authentic leadership development for the multiracial college student population.

Authentic Leadership Development

Authentic leadership development requires heightened self-awareness, where one continually learns about their beliefs, purpose, and identity (Avolio & Gardner, 2005). To fully understand leadership development, it is necessary to center social identities and disrupt dominant ways of understanding (Guthrie & Beatty, 2022). Leadership identity is extremely influential, especially for multiracial students on the college campus. All students are positively and negatively impacted by their experiences in the higher education environment, but this is especially true for multiracial students. A large reason for this focuses on multiracial students navigating the dynamics of the monoracial spaces on the college campus in search of belonging. The multiracial student experience influences their leadership identity. Guthrie & Devies (2024) express that leadership identity, capacity, and efficacy must be a focus for effective leadership learning in the leadership process. For this reason, a deeper understanding of multiracial student leadership identity is necessary.

Multiracial student leaders utilize resilience and adaptability as they develop as leaders to meet the expectations of peers. Chronic codeswitching is a unique skill of social camouflage but can motivate multiracial student leaders to experience internal tension if it is forced (Wright, 2022). This internal tension encourages the multiracial student to contemplate authenticity. By embracing the multiracial experience, these student leaders develop an authentic leadership style with foundations of empathy, adaptability, and inclusivity. Developing this leadership style encourages these leaders to put authenticity at the forefront and genuinely lead with integrity. A stronger sense of authenticity in multiracial student leaders' development can also contribute to increased leader efficacy, resulting in more confidence in their individuality. The lived experiences of multiracial student leaders position them to challenge traditional notions of student leadership, which often pressures individuals to conform to a singular identity or schema. Embracing authenticity in this way allows their individuality to shine and connect with others who share any part of their identity.

Building Bridges Through Multiracial Student Leadership

Multiracial student leaders are uniquely positioned to influence a network of genuine connections on college campuses due to their ability to chronic codeswitch advantageously to navigate cultural spaces (Wright, 2024). The lived experiences of many multiracial student

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leaders provide an acute understanding of what it means to belong holistically in a space. This experience motivates multiracial students to create environments where students of all backgrounds and identities are holistically welcomed (Sasso et al., 2023). For many multiracial students, their awareness of multiple perspectives encourages them to promote dialogue with people who may typically feel isolated within the community.

Authentic leadership development in multiracial students radiates vulnerability, self-reflection, and empathy. Goryunova (2020) discussed using these qualities strategically and leading with empathy allows for gaining cross-cultural partnerships through conscious cultural awareness. Multiracial student leaders exemplifying these qualities build trusting relationships and inspire others to be more engaged with their own individuality. Having the elevated position of a student leader creates a ripple effect on campus that encourages their peers to embrace their identities. This is especially helpful when multiple perspectives are joined together to serve a common good. When people from diverse backgrounds come together to solve an issue, it can be challenging to find a solution that meets the needs of everyone. In these situations, Goryunova (2020) mentions that conscious cultural awareness must be demonstrated to achieve a desirable goal, using situational awareness. Monoracial student leaders may have a more challenging time seeing others' points of view, but multiracial student leaders are prone to advocate for a wider audience than just themselves, contrary to the monolithic experience (Wright, 2021). Developing a deeper understanding of others enables multiracial student leaders to operationalize chronic codeswitching to excel as impactful leaders. By leveraging chronic codeswitching in multiraciality, student leaders bridge connections and foster environments of better understanding. In this way, multiracial student leaders redefine authentic leadership for themselves and encourage others to be authentic, building an inclusive college culture for all students.

Supporting Identity Development in Multiracial Student Leaders

Student services professionals are positioned to foster meaningful growth in both student and leadership identity development. Leadership development is not a singular event, but an ongoing journey through the interconnection of personal identities, leadership capacity, and leadership efficacy (Guthrie et al., 2021). This is true of students from all racial backgrounds, but especially multiracial students. Identity development for multiracial student leaders is supported through trust, relative resources, and centering multiraciality. Although these strategies are informed by the U.S. context, they are intended to be adaptable for international scholars and practitioners who are influencing leaders in the educational environment.

Building & Maintaining Trust

To support multiracial student leaders, professionals must start by validating their existence (Harris, 2017). Many multiracial students have had issues with peers and professionals previously assuming their identity, which leads to distrust (Harris, 2017; Wright, 2021). Student services professionals honoring multiracial experiences create a relationship and an environment for trust. After forming a trusting relationship, the student services professional must be culturally competent in racial identity development, especially multiraciality. The professional does not need to be an expert but needs a basic

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understanding of multiraciality to provide relevant resources salient to the student's identity. Many times, multiracial individuals do not want to be the teacher or represent their entire racial category (Wright, 2021), the student services professional needs to come to the conversation with previous knowledge and a willingness to learn. By gaining background knowledge of multiraciality, the student services professionals build a foundation of trust for being a resource to the multiracial student leader.

Multiracial Student Leadership Resources

Multiracial student leaders seek resources that cater to their needs and interests. Dedicated programs focused on multiraciality are needed, especially because many multiracial student leaders discuss they never have had an opportunity to reflect on their multiracial identity in the educational environment (Wright, 2021). Reflection is key to effective leadership education and fosters greater self-awareness for meaning-making (Guthrie & Jenkins, 2018). Actively analyzing previous experiences allows multiracial students to gain a deeper understanding and improves future leadership behaviors. Reflection must be an intentional initiative.

Creating programs promoting this insightful activity is needed to support the identity development of this population. These programs could be identity-based groups (Sasso et al, 2023), creating near-peer racial microclimates through mentorship programs led by multiracial individuals (Longerbeam et al., 2022), and discussions focused on multiracial student issues alongside multiracial peers (Narvaez & Kivlighan III, 2021). Hosting programs focused on multiraciality create opportunities for connection, reflection, and relationships to build. Programs such as these benefit multiracial student leaders and all members of the college campus by promoting educational opportunities that acknowledge fluidity and encourage multiracial students to engage in identity exploration (Wright, 2022).

Centering Multiraciality

Supporting identity development in multiracial leaders helps monoracial higher education employees engage in lifelong learning. Professionals foster student identity development, requiring a deeper understanding of the diverse identities that shape their experiences. This knowledge of identity development is needed for all students, especially the multiracial population. Providing professional development opportunities centered on multiraciality is helpful for student leaders and ensures monoracial professionals are trained in multiracial experiences, which builds trust. A great way to host educational training is to center multiraciality and multiracial voices through current events, literature, and multiracial speakers. Thoughtful observation of relative situations is a strategy to practically apply theoretical knowledge (Devies et al., 2024). Intentionally centering multiracial experiences in this way further affirms the importance of multiracial individuals on the college campus.

By effectively building trust, creating relevant resources, and centering multiraciality, professionals support identity development for multiracial student leaders. Supporting authentic multiracial student leadership identity development involves professionals motivating students to find strength in their identity. Many times, multiracial students are encouraged to feel “less than” or “not enough” by monoracial peers (Harris, 2017; Wright, 2024). Highlighting value in perspectives and equipping multiracial student leaders with

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relevant resources helps them navigate challenges with confidence, leading to identity growth as student leaders.

Conclusion

While this manuscript is grounded in the context of the United States' Higher Education system, many principles surrounding culturally relevant leadership learning and identity negotiation resonate across the global education system where structures of exclusion manifest differently, yet consistently. To truly support multiracial student leaders, student services professionals must disrupt the monoracial paradigms in higher education that do not validate the existence of a multiracial reality (Harris, 2017). This begins with acknowledging that race is not static or monolithic. Gaining a better understanding of multiraciality and centering multiracial experiences gives opportunities for professionals to support multiracial student leaders as they engage in chronic codeswitching. Chronic codeswitching is not a constant negotiation of one's identity, but an increased awareness of oneself, their environment, and the network of identities that make up the individual (Wright, 2022). Reflecting on chronic codeswitching deepens the understanding of multiracial identity and challenges student services professionals to better support college student identity development for this population. Multiracial student leaders do not need to fragment their identity or authenticity to meet the demands of their peers in pursuit of acceptance. By truly reflecting and encouraging multiracial students to explore agency in chronic codeswitching, multiracial student leaders develop an authentic leadership identity.

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Human Participants

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Originality Note

The author affirms that this research is their original contribution to the field.

Use of Generative AI/ AI-assisted Technologies Statement

The author claimed that there is "No Use of Generative AI/ AI-assisted Technologies" in preparing this research.

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