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## Regional Director's Message

Dear NASPA Region VI Colleagues,

Kung Hee Fat Choy! Happy New Year! I hope this message finds you and in good spirits.

As I reflect and scribe my final message as your Regional Director, I am filled with gratitude for the entire experience these last two years. Thank you to our Regional Advisory Board for all your service to our members. Thank you to Henry Gee, Immediate Past Regional Director, mentor, and big brother, for your never-ending guidance and wisdom. Thank you to all members of of Region VI as it has been a true honor and a privilege to represent the best region in NASPA.

We have accomplished a lot during our time together. From hosting our two largest attended regional conferences in NASPA national history, to the various subregional events, to the establishment of new scholarships for graduate students across Region VI, we have much of which to be proud.

As we step toward our futures, let us do so with heart and passion. Our region is in excellent hands with Dr. Berenecea Johnson Eanes, Regional Director Elect. I look forward to continuing to contribute to our region and to the wonderful things in store under the leadership of Dr. Eanes. Thank you, again, for the opportunity to serve with and alongside you. For all of your support, mentorship, and love these past two years, I am truly grateful.

With humility,

Lori Ideta, Ed.D.  
Region VI Director  
Interim Vice Chancellor for Students  
University of Hawai'i at Mānoa





## *To our Regional Director, Dr. Lori Ideta:*

Words cannot express how grateful we are to have had you serve as our Region VI Director for the past two years. Through your leadership, you and your team have provided Region VI members with valuable professional development opportunities and endless amounts of wonderful and unforgettable memories. You have undoubtedly upheld everything Region VI represents and that is our commitment to pushing the envelope, raising standards, and providing our region valuable opportunities to develop professionally, academically, and personally. Under your leadership, both Western Regional Conferences had record breaking attendance and had attendees feeling rejuvenated when returning to their campuses.

As you prepare to pass on the gavel, we wanted to sincerely thank you for your leadership as our Regional Director. It has been our honor to have you serve as our Regional Director and it has been our honor to have you represent Region VI. We are forever grateful for your commitment to us, NASPA, our students and the Student Affairs and Higher Education community. From the bottom of our hearts, thank you.

*A hui hou,  
Your Region VI Family*





## Sharyn Slavin Miller, Ph.D.



It is with a heavy heart that we report the passing of Sharyn Slavin Miller, Ph.D., associate professor of higher education at Azusa Pacific University. Sharyn served as the director of the College Counseling and Student Development program at APU for 10 years. Sharyn was a longtime member and leader in NASPA, serving terms on both the National Board of Directors and the Region VI Advisory Board. In 2013, Sharyn received the association's highest honor, the Pillar of the Profession Award.

Sharyn joined the APU faculty full time in 2003, having served for 26 years in student affairs leadership roles at the University of Southern California and California Institute of Technology. Over the years, Sharyn mentored countless student affairs professionals with a caring heart and a firm, guiding hand. Her ability to listen, to provide sage advice, and to see and encourage the promise in all of us will be incredibly missed.



**AZUSA PACIFIC**  
UNIVERSITY

# People of Student Affairs

## Movers and Shakers at the University of Hawai'i at Mānoa!



**Dr. Christine Quemuel**, formerly the Director of the Women's Center, is now the Interim Assistant Vice Chancellor for Diversity and Director of Student Equity, Excellence and Diversity.



**Dr. Dee Uwono**, formerly the Director of Judicial Affairs at UH Mānoa and the Interim Dean of Students at Honolulu Community College, is now the Director of Title IX.



**Sabrina Fallejo Uganiza**, formerly the Operations Coordinator in the Office of Judicial Affairs, is now the Assistant to the Office of the Vice Chancellor for Students



**Isaac Rodriguez Lupercio**, formerly the Residence Director of Student Housing Services is now the Title IX Specialist.

*Congratulations to all!*

# Announcements

## AGAPSS Update

Hello Region VI AGAPSS members! It was terrific to see so many of you at the AGAPSS roundtable and meetup at the Western Regional Conference in Oakland in November. Let's continue the exchange in Indianapolis! If you will be attending the conference, please mark your calendar for the following:

Sunday, March 13

AGAPSS Pre-Conference

Legal Issues in Graduate and Professional Student Services

- Off-site: pre-registration required. Register today at: <http://conference2016.naspa.org/register>

AGAPSS Sponsored Programs:

- 3/14 10:00 am Providing student services to graduate and professional students in the Health Sciences - "We have needs too!" - CC 138
- 3/14 2:30 pm Shining a light on overlooked student populations for Sexual and Relationship Violence Prevention. - CC 138
- 3/15 11:00 am - Using an ePortfolio to document and assess student learning outcomes - CC 138

Meetings and Events:

Monday, March 14, 2016

AGAPSS KC Roundtable

7:30 AM – 8:30 AM

JW Marriott Room 209

Regional Business Meetings

5:30 PM – 6:30 PM

NASPA Communities Fair

7:00 PM – 9:00 PM

NASPA Regional Receptions

9:00 PM – 11:00 PM

Tuesday, March 15, 2016

NASPA Annual Business Meeting

4:30 PM – 5:30 PM

AGAPSS KC Business Meeting

4:00 PM – 5:00 PM

JW Marriott Room 312

Whether or not you can make it to the conference, please make sure to engage with your fellow AGAPSS members on our LinkedIn page: <https://www.linkedin.com/groups/4379312>

Asian Pacific Americans in Higher Education (APAHE) invite you to

# **ASSERTING OUR VOICES FOR EQUITY AND INCLUSION**

## **ANNUAL CONFERENCE**

**Pre-Conference:**

April 6th, 2016

**Conference:**

April 7th – April 8th, 2016

Oakland Marriott City Center  
Oakland, California

Registration now open at:  
[www.apahenational.org](http://www.apahenational.org)





# Reflections

## NASPA 2015 Western Regional Conference in Oakland, CA



## **NASPA RVI Southern California executes successful Drive-In Conference!**

Sumun Pendakur, Ed.D.

Associate Dean for Institutional Diversity, Harvey Mudd College

On Friday, February 12<sup>th</sup>, over 135 graduate students and new professionals came together for the “Rise Above: Navigating the Job Search” Drive-In Conference, held at a new location: the Titan Student Union at CSU Fullerton. The conference was organized by the NASPA Southern California Executive Board, comprised of Co-Chairs Moya Carter and Sumun Pendakur and committee members Jean Bennett, Raja Bhattar, Martha Enciso, Alexandra Froehlich, Henan Joof, Lorena Márquez, Michelle Saldaña, Jennifer Tang, and Jonathan Wang.

“Rise Above” offered attendees a local, low-cost day of professional development and networking, with multiple concurrent sessions, as well as all-day mock interviews and resume reviews. Participants from San Luis Obispo to San Diego gained insight from experienced professionals on a variety of next step topics such as:



The art of negotiation;

Authentic networking and relationship building;

Exploring the Ed.D. or Ph.D. route, including identifying when and why to pursue it;

Tips for navigating the search process, as well as developing a quality resume and interview skills;

Navigating one’s social justice identity in the professional setting;

Establishing a career in the community college system;

Institutional fit and dealing with disappointment.

Dr. Berenecea Johnson Eanes, Vice-President for Student Affairs and incoming RVI Regional Director, got the attendees thinking with a personal, political, and practical opening keynote address.

Conference attendees said the following about the Drive-In Conference experience:

“I enjoyed the topics of the session the presentations gave very practical feedback and directions in the overall job hunt!”

“Amazing conference! I'm happy I went.”

“I loved the structure and format of the conference. Overall great!”

The NASPA Southern California Executive Board heartily thanks all of the wonderful professionals who volunteered their time, passion, and intellect as speakers, resume reviewers, mock interviewers, and general volunteers.



The Southern California Executive Committee is the voice of NASPA Region VI and the NASPA Home Office from Southern California (San Diego to Santa Barbara). In addition, the Southern California Executive Committee organizes networking and professional development opportunities for Student Affairs professionals throughout the region.

For more information, contact Sumun Pendakur at [spendakur@hmc.edu](mailto:spendakur@hmc.edu).

### **“Praxis Makes Perfect:” Productive Research Institute at NASPA Western Regional Conference!**

Sumun Pendakur, Ed.D.  
Associate Dean for Institutional Diversity, Harvey Mudd College

The second annual Research Institute at the NASPA Western Regional Conference asked the questions: What does it mean to be a student affairs scholar-practitioner? How do we engage the "scholar" part of our identities with our already full schedules? Research Institute Co-Chairs, Dr. Sumun L. Pendakur (Harvey Mudd College) and Dr. Erin Kahunawai Wright (University of Hawai'i – Manoa) were thrilled to craft an intentional, high impact two-day pre-conference Institute for 28 participants to address these questions.

Student affairs scholar-practitioners play a vital role in the development of higher education theory and practice. "Praxis Makes Perfect: Strategies for Incorporating Research into Student Affairs Practice" was designed to activate the research agendas of student affairs scholar-practitioners. Participants had the opportunity to share their research interests with fellow scholar-practitioners, set their research goals, discover strategies to integrate research into their work, and learn about innovative ways to create and circulate their research. Participants were matched to accountability partners and also had individual time with a "research advisor" to hone their research priorities and to ask unique questions. The Institute also featured a plenary panel of scholar-practitioners who shared their insights into successfully engaging in research. In addition, accountability plans were set in motion during the Institute.

We were stunned at the generosity of Dr. Larry Roper (Oregon State University), Teri Bump (American Campus Communities), and an anonymous Vice-President for Student Affairs, whose sponsorship made it possible for 11 participants to attend the Institute on full scholarships. Thank you!

Participant Derek Gutierrez, Assistant Director for Student Programming at Biola University, had this to say about the Institute:



"I had an incredible experience at the NASPAWRC Research Institute. Each component of the institute (accountability partners, advisors, concurrent sessions, the plenary panel--oh, and the snacks) served to contribute to my own development as a scholar-practitioner in deep and meaningful ways.

I am so excited to start working on my short and long term goals from the institute, and am even more excited to continue to cultivate the relationships I made there. So, here's to becoming a better scholar-practitioner in order to change systems and institutions in a way that makes higher education a better place for students to learn and grow!"

We offer our deepest gratitude for the time and contributions of our Institute Faculty!: Dr. Adriana di Bartolo (Pomona College); Ms. Nālani Balutski (University of Hawai'i at Mānoa); Mr. Ian Cull (University of British Columbia - Okanagan Campus); Dr. Shametrice Davis (California State University, Long Beach); Dr. Cedric D. Hackett (California State University, Northridge); Dr. Leilani Kupo (University of California, Davis); Dr. Daniel Newhart (Oregon State University); Dr. Vijay Pendakur (California State University, Fullerton); Dr. Larry Roper (Oregon State University); and Ms. Adrienne Vedan (University of British Columbia - Okanagan Campus).

For additional information, please email Sumun Pendakur at [spendakur@hmc.edu](mailto:spendakur@hmc.edu).



# Research

## The Manual Exists!

Kirsten Moss, Director of Multi Access Programs, CSU Channel Islands

Have you ever said to yourself or a colleague, “There is no manual for the work we do as a mid-level manager?” Well, now there is. If you haven’t picked it up yet, I encourage you to read the NASPA publication *The Mid-Level Manager in Student Affairs*, edited by Robert L Ackerman. As a professional in a mid-level manager’s role, our work is very contextual and there is no patent answer for most situations we find ourselves in. But, this book reminds us of our power.

As the individuals responsible, and often times the implementers of our programs, we are positioned well to understand the needs of students. We hear and help students whether directly or through our staff, and what we do with that information can have a true impact. This book reminds us to consider the context of the campus community we are in, and reflect on the climate of the institution. In ways that are of course appropriate and effective, it is our imperative to communicate what we know up to senior-level staff, communication sideways to our peers, as well as to our staff. It’s easy to overlook when a moment presents itself, that middle managers can inform on what’s going on at the ground level with students and staff, and truly shape the outcome of an event. It is also equally important to understand and be able to articulate the vision of senior level administration. It is crucial to our success that we work in concert with our team. So yes, communication skills need to be in our repertoire.

We also have the responsibility of encouraging and assisting with program improvements as a result of assessment measures. And further, what do we do with that information? Who do we share it with on our campus or beyond? We are the spokespeople for our programs, and we are the cheerleaders for our team. The book challenges us to ask ourselves, “Am I valued or ignored?” Communicating the effectiveness and improvements of your program demonstrate the relevancy of our work and the success of our team.

In addition, we must continue to learn, grow and innovate on our campuses. Staying relevant is crucial, and responding to the changes on our campuses is a job of the middle manager. We know the campus, oversee staff, have control of budgets, and have influence upward. This power is unique to middle managers and should be seen as a poignant strength of our role. The text highlights the fact that as middle managers it is easy to claim powerlessness (I am guilty of this), when in reality, we need to learn how to be strategic, practice effective communication, and demonstrate our competency. Our senior-level administrators are relying on us to provide this information, which goes beyond a regularly scheduled one on one and targets a strategic operation.

Along with describing the significance of our roles, it also provides some recommendations for considering mentorship, pursuing degrees and how we view and shape relationships. There is so much pertinent information in here that it should remain on the shelf to be pulled down when you need a lift, a motivator, assistance in problem solving, getting centered, widening a lens, and realizing we are not alone. I highly recommend this book to anyone in the mid-level manager position and to colleagues considering moving into this role.



## Enhancing Assessment Capacity through Applied Learning

Marla A. Franco, Director, Student Affairs Assessment & Research, University of Arizona  
[marlafranco@email.arizona.edu](mailto:marlafranco@email.arizona.edu)

The [Assessment Institute](#) is a new initiative at the University of Arizona (UA) led by the office of Assessment and Research within the Division of Student Affairs, Enrollment Management, Academic Initiatives, and Student Success. This year-long program provides professionals and graduate assistants within the division the opportunity to develop assessment knowledge, engage in critical assessment inquiry, and hone their skills in conducting outcomes-based assessment. A cohort of 12 staff/graduate assistants from a broad range of areas within the division were selected from a competitive pool of applicants to be part of this experience to engage in an interactive learning environment that blends instruction with the application of newly acquired assessment skills



### Fall 2015: Instruction & Application

Professional development involved nine weekly two-hour [modules](#) grounded in the Assessment, Research, and Evaluation competency area identified in the [ACPA/NASPA Professional Competencies and Standards](#). UA experts led instruction, covering all aspects of the assessment cycle. Curriculum delivery was designed to facilitate applied learning, including the practice of analyzing SPSS data output to determine if findings were statistically significant, coding excerpts from a sample transcript, and responding to a case study requiring a draft summary of findings incorporating data visualization principles. The cohort also observed an open session of the Arizona Board of Regents (ABOR) meeting, exposing them to Arizona's higher education governance structure, and providing them with a glimpse of how data is used by the regents and campus leaders to engage in conversations about student success measures, such as retention and graduation.

### Spring 2016: Assessment Capstone Project

The Spring semester focuses on applied learning. With support from their assessment coach from the office of Assessment and Research, participants are currently working toward addressing an unmet assessment need in their respective departments and will execute the assessment cycle from beginning to end. These [capstone assessment projects](#) cover a broad and exciting range of topics. A few examples include:

- Measuring the development of nutrition knowledge among student athletes and other physically active students through the [Eat Like a CHAMP](#) program
- Assessment of learning among participants of a Sexual Violence Prevention and Education Program funded by the State of Arizona Department of Health Services
- Analyzing SchoolsApp data to determine if there are significant differences between student group (e.g., residents and non-residents, freshmen and transfers, academic index bands) participation in this university-branded online community for incoming and continuing students.

A culminating event will occur after the academic year, bringing the cohort together to share their progress in completing assessment capstone projects.

To learn more about the [Assessment Institute](#) or to inquire about the development of this program, please feel free to contact Marla A. Franco, Director of Assessment & Research at [marlafranco@email.arizona.edu](mailto:marlafranco@email.arizona.edu) .

## Pipe Dream Reflections

Keya Allen, M.S.  
Terri Armstrong, M.S.  
Pamela Lewis, M.S.  
California State University, Long Beach

### Abstract

As advocates for diversity, inclusion, social justice, and ongoing learning, student affairs should be heading the charge for ensuring professional development opportunities for women of color. Research shows that there is a disparity in career advancement among women in student affairs that negatively impacts women of color. This paper reflects on key concepts and strategies used to address these issues through a critical race theory lens.

### Our Experience Presenting at NASPA

To quote Marian Williamson,

“Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us. We ask ourselves, 'Who am I to be brilliant, gorgeous, talented, fabulous?' Actually, who are you not to be?”

Between the three authors there is a total of 43 years of experience in student affairs. We each came to the NASPA Western Regional Conference in Oakland, CA as first time presenters at various stages in our careers.

Our preparation process for this first time experience can be described as an intense, constant state of self-awareness. We embraced our vulnerability, acknowledged our fears, identified our comfort zones and stepped outside of them, shared our stories and emancipated our voice. The purpose of our presentation, “From Pipe Dream to Pipeline: Creating a Village for Career Advancement for Women of Color in Student Affairs” was to empower women of color to become their own self-advocate.

The day arrived and as we set up the room, it began to fill. When the time came to start our session we were at standing room only with a crowd of over 100 people. While extra chairs were

added to handle the demand, this is when we realized our stories would be the potential catalyst for transformation. As we moved through our session, the audience was at full attention, there were collective nods of agreement, there were thought-provoking questions, there was dialogue, there were many faces in contemplation and a range of emotions that could be felt around the room. At the conclusion of our session, the response was overwhelmingly positive. Women from diverse backgrounds shared their stories with us. They shared how they were inspired and how they wished someone had provided our presentation to them early on in their careers. They shared how they saw themselves in our stories and even now, after the conference, we continue to receive touching emails from individuals who desire to stay connected.

Presenting at the conference was an exhilarating yet eye-opening experience. What we learned confirmed 3 critical things:

(1) There is a need for a pipeline for career advancement for women of color in student affairs. There are those unsung women of color who work hard but have not had the easiest of roads when it comes to their career path and who may be hesitant or may not know how to advocate for themselves.

As women of color and student affairs professionals, the authors recognize the lack of access to a career pipeline for women of color and aim to validate the experiences of those who may feel or have felt overlooked, bypassed, or invisible.

(2) There is a need for research on the advancement of women of color in new and mid-level leadership roles in student affairs. While there is research that confronts the issues women of color face in higher education, it tends to support their leadership development and advancement as higher education administrators, faculty, or senior level student affairs officers. This research often focuses on their experiences in these positions as it relates to the institutional climate, the glass ceiling, and work-life balance (Turner, Norwood, & Noe, 2013). However, for women of color in new and mid-level positions, professional development may be a means to advancement but there is not a clearly defined pipeline to assist women of color in creating a long-term career plan with entry points that can prompt them to think about their next move.

(3) Issues of inequity women of color face in student affairs should be addressed through a critical race theory lens that legitimizes their stories and engages an asset-based approach to finding solutions. As women of color, we incorporated Freire's Problem Posing Method into our presentation not only to create dialogue with our audience, but also to gain deeper insights that helped develop our presentation so that it would resonate with other women with similar stories.

Presenting at NASPA provided a platform for us to share our work and placed us on a path to further our research in this area. Our goal is to continue dialogue concerning improvements that can be put in place to facilitate more equitable outcomes for women of color in pursuit of leadership/decision making roles in student affairs.

## References

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- Turner, P., Norwood, K., & Noe, C. (2013). A woman with a plan: Recognizing competencies for ascent to administration in higher education. *NASPA Journal About Women in Higher Education*.
- Williamson, M. (1992). *A return to love: Reflections on the principles of A course of Miracles*. New York: Harper Collins.



## **Preliminary Findings on First Year Perceived Barriers and Benefits to Campus Involvement at a Large Public Institution**

Cat Placencia, Involvement Advisor and College Counseling and Student Services Master's Candidate  
California State University, Northridge

Higher education leadership and involvement centers are constantly looking at ways to engage students and the changing student demographic. How do we shift the idea that incoming students might have that student clubs are just bake sales and parties? How do we engage them in a conversation about why they might find a greater sense of purpose as a college student and individual through getting involved?

Astin's (1984) Student Involvement Theory helped with this and took a practical approach by framing involvement as energy expended by students toward their academic experience. Then, Astin (1984) went on to decipher the elements of involvement like the quality of involvement, quantity (frequency) of involvement, resources, and the impact that college personnel can have on students. Institutional benefits of involved students include decreased drop-out, increased amounts of students continuing to pursue their education, less failed classes, and fewer suspensions (Tieu et al., 2010). Personal benefits to the students involved include better critical thinking skills, social skills, leadership skills, and retention (Tieu et al., 2010). Students who participate in co-curricular activities grow both cognitively and emotionally (Montelongo, 2002). Student affairs professionals recognize the benefits of involvement and also know that it can be anything from being involved with a professor's research project, working on-campus, attending a basketball game, or being the president of a cultural club. However, less is known about what college students consider to be involvement.

The first question we should be asking ourselves is "What do the students think?" The most important task might be to quit wondering how to market involvement to students and find out what they're saying or thinking about involvement. To do that, I asked. As the Involvement Advisor at California State University, Northridge (CSUN), I work at the Matador Involvement Center to help students find opportunities to get involved on campus. One of the jobs I get to do is coordinate freshmen seminar class visits. I had the opportunity to connect with a little over 1,000 first year students through the freshmen seminar class called University 100, which enrolls about 25 students per class section. The design of that course connects first year students to many resources on campus- one of these resources is what we called, "Student Life Tours."

By combining our Matador Involvement Center's forces with the campus partners of the University Student Union, Associated Students, and the International and Exchange Student Center, the students had a more holistic view of involvement. Not all students will find their niche through joining a student organization, but possibly by serving on student government or putting on campus events, maybe studying abroad. Before students toured any of these four areas of involvement opportunities, I had a discussion with the class about involvement in general and asked each of the 45 classes these 3 questions:

- 1) What comes to mind when you think about the word involvement?  
(What they consider involvement to be)
- 2) What are all the reasons for you/someone to NOT get involved?  
(Barriers to involvement)
- 3) What are all the reasons to get involved? The good things that come from it?  
(Benefits to involvement)

One student would be scribe and record their class' responses for each question. I saved every flip chart, recorded the responses in an Excel document, and am now about to embark on

coding the data of all 48 classes to create an assessment for the Matador Involvement Center and other campus areas to use when discussing involvement with students. Knowing what they identify as barriers that could stop them from getting involved will help us help them break down those barriers if they wish or at least gain a deeper understanding of the students. Having a clear idea of what they perceive the benefits of involvement enables us to be more intentional about how we market the benefits to involvement. Overall, this helps us meet students where they are at developmentally.

To provide you a preview, some of the common answers for what came to students mind when they thought about involvement were likely from both their high school and new college experience such as ASB, volunteering, sport clubs, internships, Greek life, and on-campus jobs.

Interestingly, a shift occurred in the realm of social barriers as a reason why a student wouldn't get involved. Many of the classes throughout the entire semester reported being shy or social anxiety as a reason not to get involved. This stayed fairly consistent, but a response which emerged toward the latter half of the semester was not so much a fear of making friends, but that they have made friends and those friends were actually a barrier to getting involved. I heard this in statements like, "Well, a student might not want to get involved if they invite their friends to a club or event and their friends don't want to go, so they just skip it too."

Another shocking response was actually students being lazy as a reason not to get involved. Now, all humans experience laziness, but it was surprising that the students were so open about sharing this as a reason not to get involved. (Netflix was often embedded somewhere in those statements). Other common reasons that students reported for not getting involved were: simply not knowing how to, commuting, not being interested, feeling like they should only focus on school, work, family obligations, financial reasons, and overwhelmingly across the board- a lack of time.

The last point of discussion is when the class talks about benefits that come from involvement. Many of them shared reasons like: meeting new people, networking, building memories, growing as a person, learning new things, and having a better college experience. Of course, there were the extrinsic motivators like free food and priority registration. From that point, the students' duty was to engage in a conversation by finding "matches" between the two lists of reasons NOT to get involved and reasons to. Students found significant matches like "Well even though having to work might be a reason someone wouldn't get involved, it could be worth it for them to make time for involvement if networking could benefit them" or "You might be only wanting to focus on school but if you got involved then you'd still be learning new things." Students found creative matches and I like to believe they "saw the light," that while there are very real reasons not to get involved, the benefits might outweigh the costs.

Ultimately, that is up to them to decide. I close each discussion by telling them the benefits of involvement found in the research such as higher academic achievement, retention, and career success. If they want to pursue benefits such as that, our office and other campus departments at CSUN are here to support them in that. Final results of the assessment will yield data that can help us better understand and serve our students. I hope these results help you do the same.

#### References

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## **A Small Campus with a Big Commitment**

Toni R. DeBoni, Associate Vice President – Assessment & Strategic Operations, Division of Student Affairs, California State University Channel Islands

Colleges and universities throughout the nation should be poised to respond to recent racial tensions and challenges by identity groups – asking the question, “What about us?” With resignations from the highest ranks and unceremonious departures of unresponsive administrators, campuses find themselves somewhere on the spectrum between survival mode and launching the next big initiative.

At California State University Channel Islands (CI), diversity, multiculturalism, and inclusion are tenets of our University mission and a core value of the Division of Student Affairs (DSA). Reflected in our training topics and invitations to external presenters, is our commitment to being present – listening to the voices of our students whether at CI or sister institutions and taking time from the daily grind to understand how we can make a difference. CI is fortunate in that we have not made the news with student protests, rallies, or votes of no confidence; however, we recognize that we are not immune to this plight.

The DSA at CI has a comprehensive training program based on the NASPA/ACPA Competencies. Each year we assess the needs of our staff in order to identify the training sessions and speakers that are most appropriate and in alignment with these competency areas. In the past month, we have been extremely fortunate to have experts in the field of equity, diversity and inclusion and icons of the profession of Student Affairs visit the CI campus and impart their wisdom to the campus community.

Dr. Gwen Dungy, Executive Director Emeritus of NASPA - Student Affairs Administrators in Higher Education, spent two days at CI speaking to student groups, staff in the DSA, and members of the campus community about the future of Student Affairs as she shared her experiences traveling and engaging with students from around the world. Mr. Vernon A. Wall, one of the founders and facilitators of the Social Justice Training Institute, trained over 75 Housing and Residential Education student staff and leaders from the Residence Hall Association. With over 400 faculty, staff, and students in attendance, Dr. Jamie Washington, President and Founder of the Washington Consulting Group, a Multicultural Organizational Development Firm, challenged us to create safe places for dialogue, take a risk and participate in the conversations outside of our comfort zone, and be self-aware of how we “show up” and participate in these spaces.

Our cup runneth over with excitement, knowledge, and space for reflection as each of these leaders created an environment where staff and students could develop a greater awareness of our own biases, how we influence the campus culture, and how we need to be involved in the conversations around equity, diversity and inclusion. Dr. Anna Yeakley, Program Coordinator for Intergroup Relations at University of California Los Angeles, provided a culminating experience for DSA staff to practice their skills during a two-hour hands-on session on intergroup dialogue. This is just to name a few of the many trainings, webinars, speakers and initiatives that have been included as part of an intentional training program in this academic year.

CI may be the newest and smallest school in the California State University System with only 6,000 + FTE, but our commitment to engaging in meaningful dialogue around equity, diversity and inclusion is big. Like all campuses, the DSA at CI is navigating its way on the spectrum, but we want to be a part of the dialogue, not responding to it. We have been privileged to have such a profound group of leaders help to shape the campus culture and inform the future.



## Reflections of the Alice Manicur Symposium 2016

Kendra Hunter, M.S, Associate Dean of Students, Arizona State University

Diane LeGree, PhD, Dean of Student Affairs, Sixth College, University of California, San Diego

Tonantzin Oseguera, EdD, Dean of Students, California State University, Fullerton

January 20-24, 2016 80 of the professions brightest women leaders convened for the bi-annual Alice Manicur Symposium 2016 in San Antonio, TX. The Alice Manicur Symposium is an intensive professional development opportunity for women aspiring to senior student affairs officer roles. The symposium is a 3 day institute filled with learning, thought dialog, mentoring, networking and overall career development experiences. Alice Manicur Symposium is named after Alice Manicur who was the first woman president of NASPA in 1967. The 6 faculty and 3 guest speakers were intentionally selected and represented women leaders at diverse institutional types and corporate entities across the nation. These women selflessly gave of their time to help provide a meaningful and optimal learning experience for us participants. They shared their insights and provided inspiration throughout the institute. The institute faculty provided workshops, group processing/mentoring sessions, individual consultations and shared their insights and lessons learned from their experiences in the Vice President role. The guest speakers were a tremendous value add to the experience offering workshops, connections, mentoring and coaching to the participants. The participants were engaged in opportunities to learn from and with each other and were challenged to do honest self-reflection on their own professional growth, professional goals and aspirations. The essence of the Manicur Symposium was building the leadership capacity of the participants to prepare them as the future Senior Student Affairs leaders in our profession. Region VI was well represented at the institute and we wanted to share some of our reflections of the symposium.

We were paired up in a group of 10-12 other women from similar type institutions, across various NASPA Regions. Our mentor group, facilitated by our fabulous mentor Dr. Gage Paine, Vice President of Student Affairs at University of Texas Austin, provided us the opportunity to network and to build collegial connections that we otherwise may not have had. Within the mentor group we discussed our goals, what we hope to achieve, how each of us can help one another achieve those goals and how we can stay connected beyond the symposium. We had women from larger public institutions across the United States from a variety of different areas of student affairs from Assessment, to the Deans offices, to Development and all other areas in between. We shared insights and perspectives and challenged each other to be mindful of different blind spots that we have. Our connections grew over the 3 days into something amazing and this smaller community of phenomenal women professionals developed faster than that of a community after a crisis. Our mentor group (picture below/attached) became a forever network to share candid conversations and to speak truth to one another in an effort to build each other up and help each other through our career journeys. The symposium was organized in a way to provide this more intimate group, while also building relationships and connections beyond the mentor group.

The facilitation of the workshop sessions, the open break and lunch times, and the opportunity to dialog during downtimes, provided a space to connect with the other faculty outside of the mentor group and the other women participants. The faculty presented a session on the critical role mentoring relationships have on the development through ones career and our guest speakers presented on the idea of sponsorship, vs coach, vs mentor and why a person needs all three types of people from different vantage points so that we don't go through this journey alone. The authentic stories and the vulnerability the faculty showed in sharing their stories, inspired us to reflect on our own journeys, to be true to who we are and who we want to become in the context of our careers towards the Vice President positions. Ellen Heffernan from Spellman and Johnson search firm shared insights into the executive level search and reinforced the critical need to nurture the relationships and sustain professional connections to build on the networks of individuals who

are willing to speak on your behalf. As we continue to face challenges on our home campuses, we now have a strong network of thought leaders that we can reach out to brainstorm, and seek guidance, as well as build innovative ways to problem solve in support to the students we serve on our home campuses. As we reflect on our experience and the reframing of the critical need to keep these relationships alive, we have committed to each other's successes and will serve as accountability partners for each other for years to come.



Aside from the professional connections built, the symposium was an empowering experience. We were encouraged to ignite our Leadership through Empowerment. Imagine a full room of over 80 women striking a power pose; standing with their hands on their hips in a Wonder Woman stance, or in a similar pose that makes them feel confident. Stand up tall, stand up straight, and own your space. It's inspiring, it's motivating, and it's empowering! Reiterated throughout the Symposium was the concept of being authentic, standing in your power, and owning your voice.

Owning your voice means doing the work, and part of doing the work involves having fierce conversations. Dr. Cissy Petty, Vice President of Student Affairs at Loyola University New Orleans, presented "Fierce Conversations" and referenced the series of books of the same title by Susan Scott. Dr. Petty resonated with the group when she said our relationships succeed or fail one conversation at a time, and if you aren't having the conversation, then you are failing at that relationship. Fierce conversations are about speaking truth to power. Be empowered by speaking your own voice, not the voice of consensus. Feel empowered by owning your truth, stepping into the conversation, and letting your voice be heard. It's important to have conversations about things grounded in truth and reality that no one else is discussing; it's about values congruence and identifying the gaps between values and behavior.

By the second day of the Symposium you could feel the energy in the room, over 80 women striking their power pose. Vice President of University Relations and Student Development for American Campus Communities, Teri Bump, urged Manicur participants to find composure and yes strike a pose that made you feel confident. This was an introduction to honing our executive presence, principles discussed in Sylvia Ann Hewlett's book *Executive Presence* (2012). One's appearance, how one acts, and how one communicates all contribute to an overall strategy for standing out. At Manicur, the discussion centered on how women often hide our knowledge, we expect that our good work will get noticed enough for a promotion or merit increase. Executive presence is an important leadership aspect that makes a difference in how others perceive us but more importantly how we feel about ourselves. As participants we were encouraged to spend time on personal reflection, practice and obtaining feedback from mentors, coaches, and sponsors to sharpen our executive presence.

All of the Manicur Symposium presenters encouraged us to identify the gaps between where we are and where we aspire to be in our professional careers. Do some introspection, have the tough conversations with yourself and others, know your potential for greatness, and know what you bring to the table, were statements we continually heard throughout the Symposium. By owning your voice and having fierce conversations, you also empower others by creating opportunities for them to achieve success. As women, we should support each other, share information to assist in goal achievement, and encourage each other to stay in the conversation.

This experience was a pivotal one for us and we encourage other women aspiring to the Vice President or Senior Student Affairs Officer position to apply to attend the next institute. More information on Alice Manicur can be found here: <https://www.naspa.org/events/2016Manicur>.

## **Engaging Student Power: Active vs. reactive responses to student unrest**

Aaron Jones, Residence Director, Student Housing Services, University of Hawai'i at Mānoa

Even if it is not happening on your campus, it is evident to anyone watching the news or on social media that there has been a mass resurgence in student activism in the last few years. These protests have been mostly centered on the experience of African-American students against issues like poor campus racial climate, police brutality, and the need for more resources to support African-American student success.

The impact on the profession is immense and quite evident when the University of Missouri System President steps down, a Yale lecturer resigns from teaching duties, and even in our own region and someone in our profession, the Dean of Students of Claremont McKenna College resigns as well. The examples above are related to issues that could be perceived as gaffs, misunderstandings, or macroaggressions. At many colleges and universities, especially in California, lists of demands are being submitted to administrative offices by students who are sick and tired of being sick and tired. What would be your institution's response? Where do we go from here? I hope to give a brief history of student activism and some suggestions based on literature surrounding student movements and student governance.

As you may well know the phenomenon of student activism is not new. The history of higher education is mired with many social movements of varying types and intensities with different student populations spanning several centuries (May, 2010). Students in the colonial colleges protested the cafeteria food and curfews while students of the 1960's and 1970's combated a range of external and internal issues that ranged from the Vietnam War to Black Studies programs to free speech on campus (Cohen and Kisker, 2010; May, 2010). There are benefits to student development for both student protest and student participation in governance which include self-efficacy, critical thinking, (Hawes & Trux, 1974; Hu, Henderson, & Iacino, 2012; Lizzio & Wilson, 2009). Students protest for various reasons, which have both academic and non-academic goals (Bastedo, 2012).

When dealing with free speech, institutions cannot use a prior restraint to disallow a speaker in fear of it being disruptive or dangerous. (Davis, 2004). What institutions can do is take active steps to curtail student unrest. I provide the following recommendations based on the literature on the subject and my experience:



1. Include students in decision making structures in formalize ways that give students a sense of ownership in their experience, their university, and validation of their voice.
2. Those students who are involved provide orientation and support to them in their experience so as to avoid fatigue, and allow them to truly govern themselves.
3. Increase general transparency about decisions, strategic plans, and budgetary
4. Create opportunities to dialogue with students about their experiences on campus such as open forums, intentional meetings with representatives from certain student populations, focus groups, and other means of soliciting feedback.
5. Prioritize monetary support to student support for underrepresented populations.
6. Provide training to faculty, staff, and students related to diversity and inclusion and take seriously complaints of incidents of discrimination and bias of any kind, even possibly pursuing an external entity to investigate the incident.
7. Provide curricular and co-curricular opportunities for students and faculty to engage topics of diversity, inclusion, histories of oppression, cultural exploration, and cultural competence to become more well rounded global citizens.

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Thank you, Region VI, for all that you do and for making this experience as your Newsletter Editor enjoyable and worthwhile. See you all soon!

Best,  
Richard Mizusawa  
Newsletter Editor  
NASPA Region VI Advisory Board