



# NASPA REGION VI

Henry Gee, Region VI Director  
Rio Hondo College  
[hgee@riohondo.edu](mailto:hgee@riohondo.edu)

Greetings NASPA Region VI'ers!

As we approach the mid-point in the fall semester and the one-third point in the fall quarter, I trust that you have hit "your stride" and things are running smoothly. If you are like me, the summer is but a distant memory as we continue to work with new and returning students, integrate new staff members, and strive to make a difference for our students, colleges, and universities. All this is driven by our commitment to our chosen profession and our involvement with the leading voice in student affairs, NASPA! There are so many exciting things occurring right now, so I apologize up front for leaving something out.

First, the new NASPA website has been launched, and it is an amazing transformation for our association. Please take the time to log-on, explore, and update your profile.

This is one of the "seasons" for numerous events, so I hope you can attend one or more of them. The **IEKC is hosting an event at USC on Friday, October 11<sup>th</sup>**, so if you can make it there, you will join over 100 other registered folks to learn how to improve services for International Students.

On Friday, **October 25<sup>th</sup> & Saturday, October 26<sup>th</sup>**, the **2<sup>nd</sup> Annual Technology Conference** (this event is free and hosted by NASPA member Denise Swett) will take place at **Foothill College in Los Altos**. There were over 400 people in attendance at the inaugural conference last year, and there could be nearly 1000 people this year, so don't miss out on this opportunity!

*Gee continued on page 2.*

**Fall 2013**

*IN THIS ISSUE:  
Click page number to advance*

---

## PAGE 1

◆ Letter from the RD

## PAGE 3

◆ 2013 WRC  
Landscapes

## PAGE 4

◆ Newsletter Updates

## PAGE 5

◆ Volunteer Central

## PAGE 6

◆ Save the Date:  
AZNASPA!

## PAGE 7

◆ Understanding and  
Supporting Our  
Undocumented and  
*DACAmented* Students



## Fall 2013

### IN THIS ISSUE:

*Click page number to advance*

#### PAGE 9

- ◆ Communication, Community and the “CI Way” Ensures Campus Safety at California State University, Channel Islands (CI)

#### PAGE 11

- ◆ Assessing the Student Conduct Process at the UC San Diego

#### PAGE 14

- ◆ Members on the Move Announcements

#### PAGE 16

- ◆ Intercultural Facilitator Program: Young College Men and Women for and with Others

#### PAGE 17

- ◆ Equity, Diversity and Inclusion

### Letter from the RD

LANDSCAPES: Purpose.Perspectives.Possibilities is our upcoming Western Regional Conference to be held November 6<sup>th</sup> – 9<sup>th</sup> in Salt Lake City, Utah. The Western Regional Conference is a joint effort of Regions V & VI and provides you with amazing speakers, innovative and inspiring workshops, and institutes that everyone can benefit from. Please take the time to explore the programs at <http://naspawrc.com/programs/> and join us in Salt Lake City.

There are countless other opportunities for you to be involved, get engaged with fellow colleagues, and benefit from tremendous professional development opportunities, so don't miss out – get involved with NASPA today!

As always, **I want to thank the countless volunteers who work on drive-ins, regional conferences, newsletters, social media, and so many other avenues of engagement with NASPA.**

NASPA is its members, and I am proud to serve with the professional folks on our Region VI Advisory Board who go out of their way to enhance our profession.

Best wishes throughout the quarter/semester, and I hope to see you at an event soon!

**Henry Gee**  
**Region VI Director**

On behalf of the 2013 NASPA Western Region Conference Planning Committee, we would like to take this opportunity and update you regarding this year's NASPA Western Region Conference to be held in Salt Lake City, Utah, November 6-9. This is the last monthly newsletter you will receive! In our final newsletter, we will highlight various aspects of the conference, **which is only one month away!**



Welcome from the 2013 WRC Planning Committee!

Although early-bird registration has closed, you will be able to register at the regular price through October 30. You can register online at <http://naspawrc.com/registration/>. After you register for the conference, you will receive information on various aspects of the conference, Little America Hotel, and Salt Lake City from our **Participant Liaisons** (Jeff, Bola, Isaac, Justin, and Travis) on a regular basis. They serve as your personal guides to prepare you for the conference and help you during the conference, so register soon to start hearing from them!

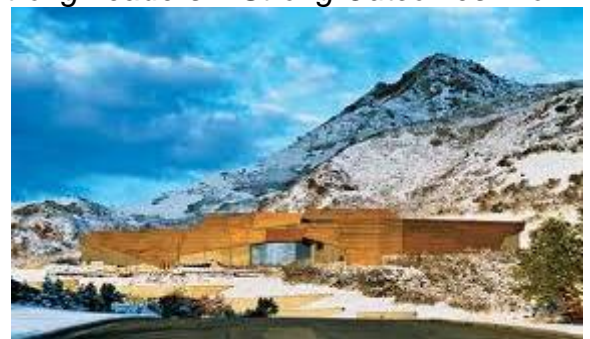
### **NASPA WRC '13 Program Details Now Available!**

Additionally, the NASPA 2013 WRC website has unveiled the details of the amazing array of conference session topics that will be offered. You can find this information at <http://naspawrc.com/programs/>. Concurrent session programs range from general interest, research, and promising practice, which will provide conference attendees rich opportunities to learn from and connect with colleagues. A few highlights of the topical areas programs will cover include best practices in assessment, use of technology, hiring, and on-boarding staff. Other intriguing topics include successful programs that serve various student populations such as commuting and undocumented students. Whether you are a graduate student, new professional, mid-level, or a SSAO, you will find multiple sessions available to help you shape your landscapes back on campus.

### **Strong Leaders Institute: Helping You and Students You Serve Get Results**

One aspect of the conference that we haven't highlighted yet is the Strong Leaders Institute. Join us on Thursday, November 7th from 8:30 am to noon for the *Strong Leaders = Strong Outcomes: How Leadership Coaching Helps You (and Students You Serve) Get Results Institute*. Institute Chair, Wendy Endress, and Region V is excited about this new opportunity for Student Affairs professionals to further develop their leadership and mentoring skills.

Student Affairs professionals from all backgrounds will have the opportunity to learn professional coaching skills to use in any Student Affairs setting. The institute provides an overview to the innovative coaching process to help you and those you serve set realistic goals, make more conscious decisions, take new action, and achieve meaningful results. Through interactive exercises participants will practice core foundational coaching skills and leave with new tools and resources.



The Natural History Museum will host our opening reception. Photo courtesy of the Natural History Museum.

Participants will also have the option to sign up for one of three Peer Leader Coaching Groups (based on new, mid and senior level experience), beginning in January 2014. Members will meet monthly via videoconference to coach one another on real challenges and opportunities.

*2013 WRC Landscapes continued on page 4.*

Peer Leader Coaching Groups offer an outlet for Student Affairs leaders to not only share ideas, gain leadership skills and manage their own learning; they also find authentic, ongoing support and encouragement to assist them at their organizations.

### **Natural History Museum: A Unique View of Landscapes**

We are truly excited for this off-site venue as our opening night reception that will provide a unique view of Utah geography, history, and culture as well as the dynamic landscapes of our profession. Explore the exhibits and connect with colleagues while enjoying food and music from the Daniel Day Trio (<http://danieldaytrio.com>) accompanied by a string quartet. Some of the fascinating exhibitions include: Native Voices, Land, Great Salt Lake, and Past Worlds. This reception is generously sponsored by Chartwells.

### **Guidebook**

Our conference will be the first Western Regional conference to utilize the Guidebook application in place of conference program booklets. Although we will offer a link to the program booklet online, we highly encourage your participation! NASPA has formed a partnership with Guidebook and will continue to use this tool in the future. The Participant Liaisons will be helping you download and learn how to use Guidebook. Guidebook is a smartphone app that acts as a guide to your conference experience. After inputting the conference ID, you will have access to a detailed schedule of the conference. You can look up information about the speakers, presentations, and even characterize your personal conference agenda. Guidebook is free for users and extremely user-friendly. What's more, any conference updates are made simultaneously to the app, so you will have access to the most current information. We are excited for this new development in NASPA conferences!



*Guidebook is extremely user friendly. Photo*

### **Additional Information**

If you're worried about transportation, the Salt Lake City light-rail line, the TRAX, runs throughout downtown Salt Lake City and now extends to the airport. The TRAX runs every 15 minutes and will take you right by the Little America Hotel for just \$2.50. You can find more information about the public transportation and much more at [www.visitsaltlake.com](http://www.visitsaltlake.com). This website has all you need to know about Salt Lake City as you plan for your trip, including activities, restaurants, and much more!

***Thanks to all who contributed to the Fall Newsletter! I look forward to seeing you at Western Regional Careers in Student Affairs Day, at CSU, Long Beach & the Western Regional Conference in Salt Lake City!***

***Make sure your connecting with Region VI on:***



***Thanks again, Region VI! And, remember it's NEVER too early to submit an article.***

Ashlea L. Wilson, California State University, Bakersfield, [awilson21@csub.edu](mailto:awilson21@csub.edu)





NASPA is its members, and with over 12,000 of you there are numerous opportunities to get involved!.

To assist with finding meaningful volunteer opportunities regionally, nationally, and internationally, NASPA encourages you to visit Volunteer Central.

This resource is available to all current NASPA members by going to <http://www.naspa.org/about/volunteer.cfm>.

**Once** logged in as a NASPA member in Volunteer Central, you will see:

*Volunteer Interests.* Select the boxes corresponding to those topics and groups listed below that are of interest to you. This information will be used by NASPA in notifying you of specific volunteer opportunities in a particular area.

*Volunteer Opportunities.* This page offer chances to get involved in such areas as NASPA Regions, Knowledge Communities, and professional development events.

I am pleased to promote the following opportunities:

### **NASPA Western Regional Conference Volunteers**

The NASPA Western Regional Conference depends on the input, involvement, and dedication of volunteers from across the region. Volunteering is a great way to help support the conference and connect with other professionals behind the scenes. If you are interested in assisting, please complete the volunteer registration form [online](http://naspawrc.com/get-involved/) through the NASPA website. Go to <http://naspawrc.com/get-involved/> to learn more.

### **Region VI Sub-regional Membership Representatives** (Arizona & Hawaii)

**Time Commitment:** 3-5 Hours a Month through March 2014.

**Application Deadline:** August 5, 2013

**Position Description:** Meet by conference call as a Region VI Membership team 4 times a year. (February, May, August, November)

Receive lists of lapsing members, contact them about their current membership status, check why their membership has lapsed and encourage them to update their membership registration on a monthly basis.

Provide feedback to the Region VI Membership Coordinator and appropriate Sub-Regional Director regarding reasons for lapsed memberships.

**Qualifications:** Volunteers must be current NASPA members, employed, and/or in a student affairs graduate program in NASPA Region 6. Enthusiastically supports of the professional development and professional connections provided by NASPA.

*Volunteer Central continued on page 6.*

## Volunteer Central

If you are interested in this position, please submit a very short personal statement detailing your interest in serving as a sub-regional membership representative along with a resume that includes past involvement with NASPA or other relevant organizations, to Marie Minnick, the Region 6 Membership Coordinator, by emailing [mminnick@sandiego.edu](mailto:mminnick@sandiego.edu).

### Public Policy Region VI Newsletter Content Writer

**Time Commitment:** Newsletters are released four times per year. Commitment can be to contribute one to four articles within a calendar year.

**Application Deadline:** On-going

**Position Description:** Volunteers requested to write a brief (500-750 words) article for the regional newsletter on a public policy topic, sample topics could include:

Undocumented Student Issues  
Foster Youth In College and Student Services  
FERPA  
Higher Education Act Reauthorization  
Federal or State Financial Aid Policies and Practices  
Title IX and the Dear Colleague Letter  
Medical Marijuana and Campus Implications  
Working with Your Campus Government Relations Staff  
How to Advocate at the Local, State, and National Level  
Federal Grant Opportunities

**Qualifications:** Volunteer writers must be current NASPA members. Interest in higher education public policy, as well as an ability to write concise and professionally are required.

If you are interested in this position, please express your interest to Kandy Mink Salas, the Region VI Public Policy Division Representative, by emailing [kmink@fullerton.edu](mailto:kmink@fullerton.edu).

As your Region VI NASPA Volunteer Coordinator I encourage you to contact me with any questions you have regarding getting involved with NASPA!

Josie Ahlquist, Region VI Volunteer Coordinator  
Higher Education Leadership Doctoral Student, California Lutheran University  
[jahlquis@calutheran.edu](mailto:jahlquis@calutheran.edu)

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## Save the Date AZNASPA!

Laurie Silver, AZNASPA State Chair, [silverlaurie@yahoo.com](mailto:silverlaurie@yahoo.com)

AZNASPA will host an information table at the Maricopa Community College District 2013 Student Success Conference on November 1. AZNASPA representatives will provide information about the benefits of NASPA and encourage conference attendees to become members and participate in NASPA.

# Understanding and Supporting Our Undocumented and *DACAmented* Students

Henoc Preciado, Post-Graduate Research Assistant, California State University, Fullerton

## Introduction

For many undocumented young individuals across the country, two dates are celebrated as much as their birth date: June 15 and August 15. It was on June 15, 2012, when President Obama signed a memorandum from the Secretary of Homeland Security to US Immigration and Customs Enforcement (ICE), US Customs Border Protection (CBP), and US Citizenship and Immigration Services (USCIS) to exercise prosecutorial discretion when enforcing the country's immigration laws against certain young individuals who through no fault of their own were brought to the US as children—in many of these instances, these children were brought to the country without proper immigration documentation, and in other instances they were brought on certain Visas but remained in the country past its date of expiration. Two months later, on August 15, USCIS made Deferred Action for Childhood Arrivals (DACA) a tangible reality by making available on its website the forms necessary to apply for DACA. Since the policy directive of DACA—according to the most recent USCIS data as of August 31—455,455 individuals have been granted deferred action, and have themselves become what has now been informally termed *DACAmented*.

## A [Very Brief] History of Recent Immigration Reform for Undocumented Young Individuals

Since 2001, Congress has repeatedly introduced and debated the Development, Relief, and Education for Alien Minors Act (DREAM Act). This Act is designed to permit undocumented young individuals who were brought to the US as children to obtain legal permanent residency if they remain in school through their high school graduation and enroll in college or the military. Unfortunately, however, the DREAM Act has still not been able to garner enough support at either the Senate or House of Representatives.

The creation and implementation of DACA in 2012 came after many unsuccessful attempts to pass various versions of the DREAM Act. As it currently exists, DACA does not provide a path to citizenship for the individuals that benefit from it. Only Congress, through its authority, is able to outline such a path.

This past summer, the US Senate passed “The Border Security, Economic Opportunity, and Immigration Modernization Act,” a bipartisan bill aimed at comprehensive immigration policy reform. Among many of the things that it aimed to accomplish, one of its primary purposes was to lay a pathway to citizenship for the 11 million undocumented individuals living in the US. Furthermore, it incorporated portions of past versions of the DREAM Act, and detailed a pathway to citizenship for undocumented individuals brought to the US as children. Although this bill was passed by the Senate, the likelihood of it becoming law is grim because the Speaker of the House refuses to bring the bill to the Republican-controlled House floor for a vote. Operating under what is referred to in politics as the “Hastert Rule,” the Speaker of the House will not present the bill because it does not have the support of the majority of the majority party (i.e., the majority of Republicans in the House of Representatives do not support the Senate-passed bill).

Different from the Senate which passed a comprehensive immigration reform bill, Republican leaders in the House of Representatives are pushing for a piecemeal approach to immigration reform. This summer, Republican leaders in the House of Representatives began work on what has been informally referred to as the Kids Act. While it has not yet been formally introduced to the legislative body, it is intended to provide legal status to undocumented young individuals who meet certain requirements.

*Preciado continued on page 8.*

## Understanding and Supporting Our Undocumented and *DACAmented* Students

Although the majority party is unwilling to tackle comprehensive immigration reform, efforts from the leadership to draft legislation to address undocumented young individuals' path to citizenship is an endeavor that must not be overlooked—for the first time, many elected Republicans see a true need for a path to citizenship for undocumented individuals brought to the US as children.

### **DACA Eligibility & Application Process**

According to USCIS—and as outlined in the June 15<sup>th</sup> memo—in order for undocumented young individuals to request deferred action, they must meet the following guidelines:

- Were under the age of 31 as of June 15, 2012;
- Came to the US before reaching 16th birthday;
- Have continuously resided in the US since June 15, 2007, up to the present time;
- Were physically present in the US on June 15, 2012, and at the time of making the request for consideration of deferred action;
- Entered without inspection before June 15, 2012, or lawful immigration status expired as of June 15, 2012;
- Are currently in school, have graduated or obtained a certificate of completion from high school, have obtained a general education development (GED) certificate, or are an honorably discharged veteran of the Coast Guard or Armed Forces of the US; and
- Have not been convicted of a felony, significant misdemeanor, three or more other misdemeanors, and do not otherwise pose a threat to national security or public safety.

In addition to providing supporting documentation that a young individual meets all of the aforementioned guidelines, when submitting the application forms to USCIS individuals must also provide monetary payment in the amount of \$465. This amount includes the \$380 processing fee and the \$85 biometrics analysis fee.

### **DACA Benefits**

Young individuals who become *DACAmented* are provided with a two-year temporary relief from deportation. According to USCIS, this relief can be renewed every two years for as long as DACA continues to exist. In addition to relief from deportation, *DACAmented* individuals are also granted a work permit which permits them to legally work in the US. In most US States, deferred action and a work permit allow individuals to obtain a Social Security Number (SSN), a State-issued identification card, and a State-issued driver's license. DACA beneficiaries are also able to request advance parole to travel outside of the US. As outlined by USCIS, advance parole for travel abroad will only be granted if the travel occurs for educational, employment, or humanitarian purposes.

### **Significance, Implications, and Considerations for Student Affairs Professionals**

According to the most recent USCIS data available, the top five US States in which *DACAmented* individuals resided at the time of their application submission are California (134,857), Texas (72,408), Illinois (27,469), New York (23,265), and Florida (17,673). The top five countries of origin for all individuals who applied for DACA consideration are Mexico, El Salvador, Honduras, Guatemala, and South Korea. As such, student affairs professionals who work at colleges and universities in the top US States of *DACAmented* individuals should be familiar of policies and regulations regarding the rights now afforded to this population of students.

For many undocumented students who are DACA-eligible but who have not yet applied, there are a number of items for them to consider before applying. All immigration cases are different, and undocumented students should consult with professionals who are well-informed about DACA. Student affairs professionals can assist with connecting undocumented students with respectable community organizations that can assist them.

*Preciado continued on page 9.*



## Understanding and Supporting Our Undocumented and *DACAmented* Students

Student affairs professionals should also be sensitive to the needs of these students, and should strive to provide them with the necessary tools and skills that they need in their pursuit of a higher education. For example, many undocumented students will be experiencing their very first visit to the Department of Motor Vehicles (DMV) when they attempt to obtain a driver's license, and many will also experience their first visit to a field office of the Social Security Administration. Student affairs professionals can assist students by providing them with information that they need about navigating these.

For many undocumented students, family and friends at home have been a great source of support in their pursuit of a higher education. At colleges and universities, student affairs professionals can continue to provide this support while the students are enrolled in classes. After all, undocumented students and *DACAmented* students have one thing in common with every other student found at colleges and universities: they are *students*, and it is our duty to support their endeavors.

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## Preparation, Communication, Community and the “CI Way” Ensures Campus Safety at California State University, Channel Islands (CI)

Dottie Ayer, Jennifer Miller, and William Gregory Sawyer, CSU Channel Islands (CI)

[Dorothy.ayer@csuci.edu](mailto:Dorothy.ayer@csuci.edu), [jennifer.miller@csuci.edu](mailto:jennifer.miller@csuci.edu), [gregory.sawyer@csuci.edu](mailto:gregory.sawyer@csuci.edu)

On his drive into work on Thursday, May 2, 2013, Dr. Sawyer passed a small brushfire that closed a few lanes on Interstate 101 in Ventura County, in Southern California (approximately 30 miles north of Los Angeles). Small brush fires in Southern California, although not the norm, are not unfamiliar to us. Not giving it much thought (knowing that Cal Fire would extinguish it soon), he continued to navigate through traffic in order to attend an early morning Student Government meeting; little did he know that this morning would not go as planned. Within the next few hours, Dr. Sawyer would be responsible for leading his staff, in concert with the Emergency Operations Center (EOC), in an effort to safely evacuate approximately 5,000 students, staff, and faculty from the CI campus.

At 8:26 a.m., an email was sent from campus authorities, describing a “wildfire in the area,” but assured the recipients that the 30-acre “fire itself pose[d] no threat to the CI community.” By



the time Dr. Sawyer arrived to campus, the once 30-acre fire had grown to over 100-acres and due to the windy conditions, was growing rapidly. Ultimately, the Springs Fire grew to cover over 28,000 acres in Camarillo, California, one of the largest state fires being fought at the time. Unique to the CI campus, not only were community members concerned over the flames that could potentially engulf them, the nearby fields contained a great deal of chemicals and pesticides, causing great worry over the air quality in the area.

*Ayer, Miller, & Sawyer continued on page 10.*

### *Preparation, Communication, Community and the “CI Way”*

More than 2,000 first-responders from Cal Fire battled the Springs Fire as the EOC organized its direct reports to safely evacuate CI students from campus buildings and university housing facilities. The CI Voice and Text Messaging “Blast,” CI Alert, Campus Email, University Web Site, myCI, Signage, Radio, and Media helped to ensure immediate and accurate communication regarding the Springs Fire evacuation process to the campus at large.

Ultimately Dr. Sawyer’s first concern was that our students and staff were safe and aware of what was going on. While any evacuation could be logistically challenging, one must understand the additional limitations imposed on those trying to leave the CI campus that day. CI is equipped with three entrance and exit points; due to the fire, the options for leaving campus were reduced to one road.



There is also a public residential community located adjacent to campus, housing several CI students, staff, and faculty, which were also forced to exit from the same road. Given the additional challenges the campus was facing, one may envision chaos during such a threatening time; however, the opposite experience was true. On Dr. Sawyer’s way over to the EOC, he witnessed the “CI Way” as staff members were filling their cars with students who needed rides, members of the student body directing traffic, and staff members pulling cash together to ensure that students without a place to go could rest safe in a local hotel room. No one was impatient or difficult; the community truly came together to ensure the safety and comfort of everyone.

We needed to adapt and adopt to the new reality of what needed to be done in that moment. The campus was completely evacuated, without injury, in less than one hour; timing and preparation certainly aided this effort. Two days prior to the fire, the Chief of Policy, John Reid, took the Cabinet through a two-hour “Active Shooter” Refresher Training. Additionally, CI staff and faculty were preparing for graduation festivities by reviewing campus procedures and policies. However, it was more than preparation that made a difference; it was the “CI Way.” Despite the surrounding fires, the mood on campus was calm and cooperative. It seemed almost as if a wall of protection surrounded the institution. When flames began to lift from burning vegetation on a roof, the fire fighters were there almost instantly, quenching the fire before it could take hold and do damage. The “CI Way” in that moment was a community that seemed determined that the CI Campus was going to remain standing during this crisis and the community was going to work together to stay safe. Like a family, everyone came together.

*Ayer, Miller, & Sawyer continued on page 11.*





Through this challenging event, valuable lessons were also learned. For example, the importance of making sure to check that the emergency supply of pens actually works, and that there are enough cell phone chargers to go around, was noted. Additionally, CI administrators learned the importance of making sure that ID cards are as up to date as possible, to ensure easy access on and off campus. However the greatest lesson learned was to never underestimate the good that lives in a strong community.

Once the smoke had cleared, CI was able to rally together again to offer their appreciation and recognition of first responders. Immediately following the re-opening of the campus, CI students (in the midst of preparing for commencement), organized a “Gratitude Gathering.” This event provided CI students, faculty, and staff an opportunity to come together and thank the first responders who risked their safety to ensure the survival of CI. It was an emotional gathering with spoken acknowledgements and the signing of thank you cards and signs by nearly 500 campus community members; a small token of appreciation for ensuring that the “CI Way” continues to live on.

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## **ASSESSING THE STUDENT CONDUCT PROCESS AT UC SAN DIEGO**

Ben White, University of California, San Diego, [btwhite@ucsd.edu](mailto:btwhite@ucsd.edu)

### **INTRODUCTION**

An important part of understanding the impact of a University student conduct process is by analyzing the wealth of data generated by the process. With increasing utilization of web-based student conduct database programs, student conduct offices are now able to quantify key data sets (e.g. number of cases, students, and sanctions), identify trends, and more effectively illustrate the impact and reach of their student conduct processes. Even with this data, assessing your student conduct process should be an important part of annual reporting processes and program evaluations.

For the UC San Diego Office of Student Conduct, our annual assessment project is linked to the UC San Diego campus-wide non-academic student conduct process, which is centrally coordinated by our office. The purpose of the assessment project was to assess student learning through the student conduct process. The assessment was included in the resolution letters for all students participating in Administrative Resolution meetings. It was designed to measure the impact of their experience being documented for violating the *Student Conduct Code* and what they learned by going through the process. The assessment also was designed to analyze the effectiveness of our Student Conduct Officers and whether students feel they were treated fairly during their student conduct experience.

During the 2012-13 academic year, 922 students responded to the assessment, which represents about 34% of all students (2640) who received resolution letters.

*White continued on page 12.*

## ASSESSING THE STUDENT CONDUCT PROCESS AT UC SAN DIEGO

### KEY FINDINGS

We discovered from the assessment that about three fifths of the respondents said they learned about the Student Conduct Code prior to starting classes at UC San Diego, either through materials in their admissions packet or a new student orientation/transfer program. What this data shows is that a majority of respondents know about the Code prior to arriving on campus *and* before the incident occurred.

Even with a majority of the respondents stating they knew about the Code prior to arriving on campus, only 44 percent of the respondents “strongly agreed” or “agreed” that if they were more aware of the Student Conduct Code, the incident would not have occurred. An additional 30 percent of respondents said they “neither agreed nor disagreed” with the statement. These results run counter to widely-held assumptions that if students knew more about the relevant policies, they would have acted differently. Furthermore, 20 percent of the respondents to this question submitted comments about why they “disagreed” with this statement, including students who said:

- “Alcohol is ubiquitous and unavoidable. In order for a minor to avoid a situation in which he is surrounded by alcohol he must necessarily alienate himself from his peers.”
- “I knew the ramifications that my actions would instill upon me, but I mistimed and misjudged my actions. It was entirely my fault, as I was completely aware of the consequences.”
- “I was aware that my activities did violate the code, but I did not properly evaluate the risks of violating them.”
- “Most students are aware of the Student Conduct Code, but they decide to drink anyways if it is a safe atmosphere and they are sure they won’t get caught.”
- “The Student Conduct Code isn’t exactly on my mind every time I make a decision. In my opinion, it actually doesn’t have anything to do with any decision that a student makes, unless it’s about cheating.”

As stated above, these statements do not support the theory that students are not aware of the Student Conduct Code and basic consequences when they are involved in an incident. Additionally, the statements and data show that, even if they knew about the Code, such knowledge would not have changed their behavioral choices.

One area that we see potential for significant improvement is the timeliness of the process. Only 72 percent of respondents “strongly agreed” or “agreed” that they were notified of their potential violations soon after the incident. Similarly, about 75 percent of respondents “strongly agreed” or “agreed” that once they were notified of the alleged violations, their resolution meeting took place within 10 academic days. There are many variables with administering the student conduct process, especially with the submission of reports. Sometimes, it takes a week or two after an incident to get a meeting letter out to a student because the accompanying police report has yet to arrive. Other times, the delay is due to issues with administrative backlog. We hope to alleviate this issue during the upcoming year by providing more administrative assistance support to the college and residential life offices.

We used to receive frequent anecdotal information from students and other members of the campus community that the student conduct process was unfair and Student Conduct Officers were “out to get” them. Happily, the data in this assessment showed that, for the vast majority of situations, this is no longer true. The data includes:

- Nearly 90 percent of respondents “strongly agreed” or “agreed” that they were able to explain their side of the issue during the resolution meeting.

*White continued on page 13.*



## ASSESSING THE STUDENT CONDUCT PROCESS AT UC SAN DIEGO

- Eighty-seven percent of respondents 'strongly agreed' or 'agreed' they were treated with respect by the Student Conduct Officer throughout the process.
- Eighty-six percent of respondents 'strongly agreed' or 'agreed' that they were provided a clear and understandable explanation of the alleged violations during their resolution meeting.
- Eighty-three percent of respondents 'strongly agreed' or 'agreed' that the Student Conduct Officer demonstrated fairness in making the decision in the case.

However, we were concerned with a lower rate of agreement for whether students were informed of their appeal rights during the resolution meeting. Seventy-nine percent of respondents 'strongly agreed' or 'agreed' they were informed of their appeal rights. Interestingly, this number increased by four percent after we reminded Student Conduct Officers in January to inform students about their appeal rights. Given the importance for students to know their rights, especially for requesting a reduction in sanctions, we will continue to emphasize this for the upcoming academic year.

One of our key goals is for students to learn more about the importance of community standards. Nearly 85 percent of respondents 'strongly agreed' or 'agreed' that the student conduct process helped them learn about the importance of community standards. Additionally, 75 percent of respondents stated that as a result of participating in the process, they changed their behavior positively. While this number is lower than the community standards answer, it is important to note that only two percent of respondents 'strongly disagreed' or 'disagreed' with this answer (Note that nearly 20 percent answered either 'neither agree' nor 'disagree' or 'not applicable').

Finally, we asked respondents "Specifically, what have you learned while going through the process". Nearly 700 respondents (75.9%) responded to this question, which provided us with additional data, albeit anecdotal to describe what students learned from the process. Responses of what students learned included:

- "Be careful with your actions. Other people can interpret your actions in unpredictable ways."
- "Honestly, I can't say much has changed before and after the process. I consider myself a good person. I just did something I knew wasn't allowed and got in trouble. I took the risk, but seeing as there was no malice in any of our actions, I don't think this is a life-changing experience."
- "I learned that the rules are established for a purpose in mind. They are not intended to hamper my well-being but rather, promote it."
- "One night of bad decisions can lead to a greater amount of stress, worry, and consequences."
- "While bitter for having been mischaracterized by the RSO, I actually did gain a greater appreciation for the effects alcohol consumption can have on the body, the consequences of being caught with alcohol when under 21, and the benevolence the university displays by allowing for students to go through this process."

## SUMMARY

The majority of comments exhibited a positive response in what was learned from the process. There were comments criticizing the timeliness of the process, the way in which staff or RAs handled certain parts of the process, and the process itself. These comments are a good reminder that the student conduct process is predicated on fairness and the nature of interactions students have with staff or RAs during the process impacts the student's perception of the process.

## Members on the Move Announcements



After serving in various roles for a total of three (3) years, Jasmine Lopez was recently hired as the Interim Director of Student Life & Leadership at Rio Hondo College. She previously served as the Student Activities Assistant.

Fortunately, with Jasmine's new promotion, after ten (10) months at Rio Hondo College, Sammy Sotoa have been blessed to be promoted to her old position, and now serve as the Substitute Student Activities Assistant for Student Life & Leadership. Sammy was previously the Student Services Assistant.



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## Elizabeth Griego Retires



Elizabeth Griego, past NASPA national president, vice president for student life at the University of the Pacific, and faculty and administrator for over 40 years primarily in the northern California Bay Area, retired in July to “travel, write, and enjoy life in the wine country with my husband.” Nationally recognized for her work with learning assessment and program review, for developing high impact and innovative learning programs, and for mentoring countless student affairs professionals and faculty, Elizabeth reports that she cannot entirely leave higher education: she is now actively consulting doing evaluation, retreat facilitation, executive coaching, accreditation preparation and review, and student affairs reviews.

She invites colleagues to stay in touch with her through her website [www.elizabethgriegoconsulting.com](http://www.elizabethgriegoconsulting.com) and her Facebook page [www.facebook.com/elizabethgriegoandassociates](https://www.facebook.com/elizabethgriegoandassociates). “It’s the frequent contact with my great student affairs colleagues that I have come to know over the years that I will miss the most!” Elizabeth writes.

*Members on the Move continued on page 15.*



California State University, Bakersfield is proud to welcome Dr. Jim Drnek to the CSUB Roadrunner family! Dr. Drnek, our new Associate Vice President of Student Affairs, joins us with over 25 years of experience in the profession. Dr. Drnek's prior institutions include the University of Arizona & Cleveland State University where he served as the Dean of Students and Vice Provost for Student Affairs.

Please Join CSUB in welcoming Dr. Drnek back to Region VII!

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Mr. Nathan Olmeda also joined the Cal State Fullerton family this September as a new Coordinator of Student Life & Leadership. Overseeing Greek Life, he provides leadership to fraternities, sororities and governing councils consisting of: National Interfraternity Council, Panhellenic Council, National Pan-Hellenic Council and Multi-

Cultural Greek Council. Prior to joining CSUF, he served as a Graduate Advisor in the Office of Greek Affairs, Multicultural Affairs and Multicultural Admissions at Iowa State University. In addition he co-advised the ISU Chapter of Sigma Lambda Beta and served as an Admissions Counselor at Remington College. Nathan holds a Master's of Education in Higher Education Student Affairs from Iowa State University and a Bachelor's of Science in Human Development and Family Studies from Bowling Green State University.



Ms. Alisia Kirkwood joined the Cal State Fullerton family this September as a new Coordinator of Student Life & Leadership. Overseeing Volunteer Service Programs, she provides leadership for on an off campus projects related to civic and social justice engagement, at-risk youth, hunger and homelessness, life sustaining donations, and educational enhancement programs for youth. Prior to joining CSUF, she served as the Volunteer Coordinator at the Long Beach Ronald McDonald House. In addition she was the Projects Lead in the Center for Research and Educational Access & Leadership at California State University, Fullerton and lead a grant Certificate Program through CSUF University Extended Education. Alisia holds a Master of Science in Education with a concentration in Higher Education from California State University Fullerton and a Bachelor of Arts in Sociology from the University of California, Riverside.



## Intercultural Facilitator Program: Young College Men and Women for and with Others

Maria E. Grandone, Loyola Marymount University, [MariaElisa.Grandone@lmu.edu](mailto:MariaElisa.Grandone@lmu.edu)

Henry Ward, Loyola Marymount University, [hward@lmu.edu](mailto:hward@lmu.edu)

The Ethnic and Intercultural Services Department initiated the Intercultural Facilitator (IF) Program last year to respond to the needs of our college students. The program recruits a diverse group of Loyola Marymount University students committed to student-to-student dialogue and support. The Intercultural Facilitators (IFs) initiate dialogues and discussions campus-wide, focusing on a variety of multifaceted aspects of identity, history, politics, culture, sexuality, and more. These dialogues are designed to inform thought, challenge stereotypes, and encourage action. The Facilitators understand that the students who could most benefit most from these types of discussions, often do not attend these dialogue opportunities. As a result, the IFs take the conversation to those students. They meet late nights in resident hall lounges, they facilitate weekend discussion workshops and they lead dialogues during lunch hours, and they come to the classroom to facilitate critical conversations. The program fosters cross-cultural collaboration and positive intergroup relationships.

The facilitators undergo a year of intense study and preparation prior to leading dialogues or facilitating workshops. During this time they learn the fundamentals of facilitation, mediation and large and small group discussions. They attend an intense summer training institute and receive on-going skill development. Formal workshops occur at the request of an Academic Program, a Student Affairs Department, Athletics, an on-campus student organization or off-campus community organization.

Now entering its second year, the IF Program is helping to craft an intentional space on campus for students to explore multifaceted aspects of identity, history, politics, culture, sexuality, and more. Through informal student feedback and reviews of the literature, we know that students who have participated in facilitated dialogues from multiple institutions have reported finding a special value in the experience of airing issues of misunderstanding or conflict in a non-judgmental atmosphere, being free to ask “taboo” questions and verbalize disagreements in a setting where there is a shared goal of expanded understanding and inclusion (Zúñiga, 1997). Some of our programs include: Moving from Reflection to Action, Recognizing Your Power and Privilege; Micro aggression or Hypersensitivity, “Lady’s First” Examining Gender and Sexuality, “I Don’t See Color” Examining Race, Ethnicity and Culture, and Creating A Welcoming Environment for Honest Conversation. When individuals of varying ethnicities, sexual orientations, genders and religions engage in healthy dialogues they develop a greater sense of understanding and demonstrate a capacity for making principled judgments and ethical decisions.

The IF program is guided by specific learning outcomes that are tied to theory, as well as to our institutional mission. Our department is assessing the overall skill and the effectiveness of their presentations. Intercultural Facilitators participate in focus groups, write reflection papers, and complete surveys to determine their competency. The specific learning outcomes that we are: The IFs will: 1) Articulate their cultural beliefs, values, faith or lack thereof, 2) Identify their various intersections of identity; and it has impacted their life, 3) and identify the fundamentals of effective facilitation.

*Ward and Grandone continued on page 17.*



### Intercultural Facilitator Program: Young College Men and Women for and with Others

Our assessment for students who participant in a dialogue includes closed-ended (Likert-scale) feedback and open-ended responses have reflected very positively on the program's impact. For example, feedback from workshops thus far this year show:

- 69% of respondents Strongly Agreed and 31% of respondents Agreed that "After the dialogue session, I am able to article cultural or faith beliefs and values."
- 
- 55% of respondents Strongly Agreed and 45% of respondents Agreed that " intercultural facilitators helped me understand various intersections of identity."
- 
- 65% of respondents Strongly Agreed and 35% of respondents Agreed that "the intercultural facilitator program helps build an intercultural community on campus."
- 
- 88% of Participants have rated the Intercultural Facilitators as excellent. Recurring key concepts have been included as a sampling of student responses.

The IFs have facilitated workshops for more than 800 student participants at LMU. Student to student dialogue is not new to higher education, but the high level of training integrated with intellectual maturity has produced a uniquely skilled cadre of students facilitators committed to progressive social action. Our campus is feeling the rippling affects of their efforts as diverse groups of students create new visions of collaboration for addressing sensitive diversity issues.

For more information about the program or our Consortium on Intergroup programs - please contact Mr. Henry Ward at [hward@lmu.edu](mailto:hward@lmu.edu) or [310-338-5808](tel:310-338-5808).

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### Equity, Diversity and Inclusion

Caroline Haskell, California State University, Monterey Bay, [chaskell@csumb.edu](mailto:chaskell@csumb.edu)

In celebration of [National Employment of People with Disabilities Awareness month](#), California State University Monterey Bay (CSUMB) will receive an award to recognize best practices by the campus. The Monterey County Committee on Employment of People with Disabilities will present the award on Oct. 24, 2013 primarily for: removal of many architectural barriers through use of universal design principles at the University which was founded in 1994 on property from the former Fort Ord army base; provision of accommodations through an Ergonomics Lab, and numerous technological solutions; and efforts toward attitudinal change to reduce stigma and normalize disability as a dimension of diversity. Examples include a cutting edge panel convened by [Health and Wellness Services](#) called "*Diversity Dialogue on Race and Disability*". Comprised of faculty, guests and a student, panelists shared theory and their experience as people of color with disabilities along with what people can do toward inclusion. In addition, the Student Awareness for Disability Empowerment club continued to engage campus and the community through an evening on "*Audism and Ableism*". For the resource list of potential speakers on the intersections of race and disability and materials, or to suggest resources, go to <http://csumb.edu/sdrevents>.

*Haskell continued on page 18.*



***NASPA Region VI  
Newsletter Editor &  
Communications  
Coordinator***

***Ashlea L. Wilson***

***California  
State  
University,  
Bakersfield***

***661-654-2720***

***awilson21@csub.edu***

**Equity, Diversity and Inclusion**

This award is relevant for higher education and timely in light of a national report “High Expectations: Transforming the American Workforce as the ADA Generation Comes of Age,” issued Sept. 26, 2013 by the United States Senate Committee on Health, Education, Labor and Pensions. Two of the four areas of opportunity identified by Tom Harkin, Chairman, are key “to improve support for young people who are members of the Americans with Disabilities Act (ADA) generation as they seek competitive employment.

These areas are:

- ✓ Improving the transition of the ADA generation as they enter postsecondary education and the labor market
  
- ✓ Leveraging employer demand, correcting misconceptions about employing people with disabilities, building strong pipelines from school to the competitive workforce, and establishing supportive workplaces.

Read Chairman Harkin’s [full report here](#).