Greetings, Region VI NASPA!

What a wonderful conference in Tucson at the Western Regional Conference with approximately 350 attendees, led by Jim Drnek (University of Arizona) and his planning team—great programs and speakers, a wonderful resort conference site, and a time to meet and reconnect with colleagues from both Region V and Region VI. Both the New Professionals Institute (Evette Castillo, Chair) and the Seasoned Student Affairs Institute (David McKenzie, Chair) provided exceptional opportunities for participants to gain knowledge and perspectives in student affairs and higher education. Thanks to Jim, Evette and David, as well as other members of the planning team: Claudia Davila (University of Arizona), David Ginchansky (USC), Myhraliza Aala (SDSU), Denzil Suite (USC), Mike Mader (ASU), Cedric Hackett (CSU-Northridge), Tamara DeStefanis (U of AZ), Nancy Singer (U of AZ), and Mark Von Destinon (Cochise College).

Region VI is pleased to have new leadership for our Knowledge Communities and Membership – Cedric Hackett (CSU-Northridge) is serving as the new Region VI Knowledge Community Chair and Kandy Mink Salas (CSU-Fullerton) is the new Membership Chair. Special thanks to Heather Dunn Carlton (CSU-Sacramento) and Joe Marron (Alliant University) for their past leadership and service to the Region in these positions.

The Region VI Advisory Board will begin a new two-year term following the conference in Washington, DC --- there are several vacancies on the board and if you are interested in serving on the board in any role, please contact Sara Henry, Assistant to the Regional Vice President, at sara@ucsd.edu and indicate your position interest. Visit the Region VI website for more information on board positions.

NASPA membership has exceeded the goal of 10,000 members set by President Kurt Keppler—our membership...
reached 10,649 as of February 1. Conference registrations has already exceeded 4000 attendees---check with the Housing Bureau daily for hotels as rooms will open daily due to cancellations. The most recent hotel addition is the Marriott in Bethesda.

Plan to attend the NASPA International Higher Education Assessment and Retention Conference, June 16-19 in Scottsdale, AZ, in our region.

I was honored to represent NASPA and Region VI at The Doris Ching Endowed Scholarship for Access Gala Dinner in Honolulu in recognition of our beloved mentor and role model, former NASPA President and Region VI Vice President, and NASPA Foundation President for her 36 years of leadership and service to the University of Hawaii. What an amazing event --- clearly, Doris is admired and revered in the State of Hawaii and the gala was truly a testament of her extraordinary service and exceptional leadership in student affairs, higher education and NASPA. With over 1200 guests, including the former governor and lieutenant governor, senators, legislators, regents, chancellors, faculty, students, staff, and colleagues from around the state, the gala raised $185,000 for the endowment fund. Additionally, Doris was recognized with an orchid named in her honor and presented with a Vaio laptop with the “Doris Ching orchid” screen saver.

If you would like to contribute to the Doris Ching Endowed Scholarship for Access Fund, checks should be made payable to The University of Hawaii Foundation with a memo to the fund: UH Foundation, P.O. Box 11270, Honolulu, HI 96822.

If you are attending the conference in DC, mark your calendars to attend the following Region VI events:

- Sunday, March 12 -- Region VI Advisory Board Meeting, Hoover/Marriott Wardman Park, 1-3:30PM
- Monday, March 13 -- Region VI Business Meeting, Hoover/Marriott Wardman Park, 5-6PM
- Region VI Regional Reception, Palladian Ballroom/Omni Shoreham, 9-11PM

I look forward to seeing everyone in DC or around the region if you cannot attend the conference! Please feel free to contact me if I can be of further service to you.

Renee Barnett Terry, Vice President

REGION VI NORCAL SUMMIT

NASPA NorCal is co-sponsoring on Student Involvement in Cyber Profiles and Communities: Facebook, Myspace, Friendstar and others. The date is Monday, March 27, 9 a.m. - 4 p.m. on the Clark Kerr Campus of the University of California, Berkely. The summit co-sponsors included NASPA NorCal, UC Berkely Student Affairs Institute, and
UC Advising Conference. Please contact Troy Gilbert, troyg@berkeley.edu if you have any questions.

NASPA REGION VI – KNOWLEDGE COMMUNITIES: GATEWAY TO THE PROFESSION AND CONNECTION TO THE ASSOCIATION

Cedric Hackett
Region VI Knowledge Community Coordinator
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Greetings Region VI!! My name is Cedric Hackett and I was recently appointed to the position of Knowledge Community Coordinator for Region VI. I am honored to have the opportunity to change my functionality within NASPA and promise to provide the best service possible as it is my belief that Region VI rocks!!! I am approaching this year with a lot of enthusiasm and hope it will resonate in the minds of our members to join me in this excitement. But we need your help!!

NASPA Region VI has several outstanding Professional Development/Volunteer opportunities in the form of Knowledge Community Chairs and Sub Chairs. We are currently looking for Chairs in the following Knowledge Communities:

- Administrators in Graduate & Professional Student Services
- Alcohol and Other Drugs
- Assessment, Evaluation, and Research
- Disability Concerns
- Fraternity & Sorority Affairs
- Gay, Lesbian, Bisexual & Transgender Issues
- Health in Higher Education
- Parent and Family Relations

Other Knowledge communities in our region include:

- African American Concerns
- Asian Pacific Islander Concerns
- Community & 2-yr Colleges
- Indigenous Peoples
- International Education
- Latino/a Knowledge Community
- Men and Masculinities
- New Professionals & Graduate Students
- Small Colleges & Universities
- Spirituality in Higher Education
- Student Affairs Professionals Working In and With Academic Affairs
- Student Leadership Programs
- Women in Student Affairs

I am in the process of convening a team of talented Knowledge Community Chairs for the region and hope that our members will want to get involved. Those of you who know me are aware of the commitment I possess in the many years that I have served in the region and NASPA (i.e. Professional Development Committee, AAKC Chair, National AAKC Chair, Tucson Conference Planning Team, etc.). I have created a theme for Region VI Knowledge Communities: Commitment, Connection, and Collaboration.

I have also developed smart goals to get me started with making the Knowledge Communities a “Gateway to the Profession and Connection to the Association”.

The goals are listed below:

- Recruitment of KC Leadership Team
  o Goal- To have all KC chairs filled for 2006-08 by April 2006

- KC Orientation & Training
  o Goal- To have Orientation/ Training on April 27 from 9-12pm during Advisory Board Retreat in San Francisco
  o Goal- Development of Region VI KC Handbook

- Development of KC Incentive Award
  o Goal- To develop Knowledge Community Award and Selection Criteria (KC Achievement Award for Collaboration & Visibility)
  o Goal- Get approval and add Incentive Award to Award’s Luncheon as early as November 2006-Western Regional Conference

- KC Collaboratory & Reception
  o Goal- To have a Gala Event at the Western Region Conference, November 2006 (San Francisco) right before Ancillary Meetings (i.e. 3:30pm-4:30pm on Friday, November 10)

- Website Visibility for Region VI
  o Goal- To contact National Office for Website training for Regional Chairs
  o Region VI access of Website for KC Chairs for updates

- KC Funding
  o Goal- $2100 for KC distribution (21 Knowledge Communities -$100 each)

I am challenging everyone in Region VI to get involved. You will be apart of a great legacy for other regions to follow in our footsteps. Region VI has always been “cutting edge” and I vow to follow in the footsteps of our former KC Coordinator, Dr. Joe Marron, in keeping the momentum going.

To this end and in the spirit of technology, I will be sending periodic virtual cyber notes through the region’s listserv to recruit, update, and showcase the Knowledge Community charge for the next couple of years.

Let me close by stating that NASPA Knowledge Communities provide an opportunity for NASPA members to access information and resources in a specific subject
The Phoenix Film Festival recently hosted a screening of *Transamerica* followed by a Q&A with the award winning and Golden Globe Nominee, Felicity Huffman and Phoenix native Writer and Director, Duncan Tucker. As I picked up my will-call tickets, I introduced myself to the executive director and co-founder of the Phoenix Film Festival, and mentioned that I was writing an article about using the film as an educational resource for LGBT student services on college and university campuses. He asked me what the “T” stood for, and then chuckled when I told him “T” is for “Transgender,” reminding me of the invisibility of transgender people in mainstream American culture and the need for more (and more accurate) depictions of transgender communities in the media. I had high hopes for the film’s capacity to be used as an educational programming tool for GLBT Campus Matters.

As I stood in line with several anxious extras that appear in the movie, I took note of the audience: primarily made up of white, seemingly wealthy, senior citizens, with the local transgender community’s usual suspects sprinkled here and there (a row of powerful transwomen, an SRS plastic surgeon staff member, and a favorite electrolysis doctor). I also noticed a lesbian couple sitting to my partner’s left, and two popular local cross-dressers on my right. Let the journey begin.

And a journey it was. *Transamerica* (distributed by Weinstein Company) (103 minutes) ([http://www.transamerica-movie.com/](http://www.transamerica-movie.com/)) is a story about Bree (Felicity Huffman), a born-again Christian and a pre-operative (living stealth), male-to-female transsexual, holding down two jobs (telemarketer and waitress), saving money for sex reassignment surgery. She receives a call from NYC incarceration alerting her that she has a son, Toby (Kevin Zegers), who was the product of a somewhat clumsy “lesbian like” sexual encounter 17 years earlier, before she began her transition. Together the two embark on a journey weaving through beautiful landscapes of Middle America and human complexity. The 2001 screenplay originated from a 1993 conversation between Tucker and his roommate in Hollywood who came out to him as having been raised male. The film was shot primarily in Phoenix in the summer of 2004. When searching for funding to make the movie, Tucker was pushed to hire a big name actor to play Bree to appease the public’s interest in seeing a man (like Daniel Day Lewis) in a dress. As he stated in the Q&A following the screening, Tucker did not know of a transwoman with “the chops to carry a movie,” turning to Felicity Huffman, a friend from theater. Huffman accepted the part and spoke about employing three voice coaches to significantly lower her for the six-week shoot, resulting, she said, in a multi-dimensional character with integrity and dignity.

So, after viewing the movie, what do I think about using it as a resource to educate others about the LGBT community? I consulted with my partner, a faculty member, as well as close friend and colleague doing direct LGBT support services at another large state university to develop and expand on my own thoughts. First, and foremost, it needs to be said that a transsexual leading character in a public media form is long overdue. Boys Don’t Cry, Hedwig, Rocky Horror Picture Show, and Paris is Burning, can only be shown on a college campus so many times before the screening audience begin to be movie fans, or choir members as I like to refer to them. *Transamerica* is a powerful movie for transsexual-identified people, specifically the transwoman communities as it provides a three dimensional character whom individuals can relate to through their lived experiences. The humorous “trans” related details like hair removal, height, “living stealth”, and hormones were visibly comforting to the transwomen that attended the screening. Bree is a regular person and not portrayed as a Chelsea Pier sex worker or something of the like as transsexual women are often portrayed on television and in other media, cast as extras or secondary characters. She is not political and the movie is politic free providing an almost timeless journey that is not taking a stance on gay marriage, the religious right, but addressing concepts of family and relationships. There are many attempts over the course of the film to normalize Bree’s experience. For example, there is a flow of dialog that reveals that hormones are hormones, referring to their use for those transitioning, as well as for menopausal purposes (they both come in the form of a purple pill). However, these are just small pieces of a much larger movie.

*Transamerica* can serve to increase visibility of transsexual people and issues to the *Desperate Housewives* loyalists who probably have not thought much about gender. It is one way to begin conversations around the complexities of social constructions of gender without using Judith Butler, stick figures, or diagrams. If you have no other “trans” related resources to access, this movie is better than nothing. However, if you have access to other resources, keep reading and make an educated decision based on your objectives and target audiences. At all of the institutions I have worked at, I would gladly show this film and would follow the screening with a discussion deconstructing the images, story,
and impact of both on the greater transgender and gender variant community.

When screening Transamerica, I would recommend that the following items be taken into account, planned for proactively, and processing and support be made available to your audience. What Tucker described in a Q&A as an attempt to use lighthearted humor to appeal to his audiences could potentially be seen as careless and a lack of understanding of the weight (in terms of forming cultural opinions and judgments of transgender communities) this film could have for those with little to no understanding of transgender issues. Transamerica emphasizes the pathology of gender dysphoria/identity disorder, and reinforces a number of our favorite transgender stereotypes, including that all transgender community members are at some point suicidal, seek surgery, take hormones, and have distant relationships with family. Bree, as described by her mother, “cannot stick to a decision,” explaining her unsuccessful suicide attempt, no degree status after ten years of collegiate study, and then questions her decision to go through “inny vs. outy” “bottom surgery” as a last step of her transition, raising issues of certainty or gender questioning as a legitimate process. Lastly, there is a thread of sexualization, fetish, and perversion, which needs to be considered. One scene includes a group of "trans" cameos that is hyper sexualized, which could on the one hand be read as fluid and free, but could also confirm perverse stereotypes for a conservative audience.

Additionally, the film has a very “Hollywood-esque” approach to Bree’s access to surgery: Bree, who works as a telemarketer and a waitress, is able to take vacation time away from work and still have a sense of job security, access to insurance, prescription drugs, therapy, and surgery, as well as the wardrobe & cosmetics necessary to pass, seemingly magical. There is also an interesting use of racial and ethnic identity throughout the primarily white movie. Bree gets “read” by an eight year old African American girl, flirts with a Native American man, jilted by a peyote shaman, and is the eldest child of a Christian mother and Jewish father. Toby feels a strong connection to native cultures and after finding his mother dead in the garage with the car running finds himself under the care of an abusive alcoholic step father and an African American maternal (or Mammy) figure down the street. There is also a discussion about being from the wrong half of families, which is interestingly binary for two “mixed” identified characters (disappointed at being “part” Jewish not “part “Native”).

Moreover, Toby, is the most concerning character in the movie for me. Perhaps because I work with youth, I could not stop thinking about Toby’s story. Tucker stated during the Q&A that the actor cast for Toby (Kevin Zegers) was “prettier” than the role had called for. Tucker continues to say that Zegers was made “less pretty” by having greasy hair and the rose removed from his cheeks. Tucker also stated that he re-wrote Toby’s role to accommodate a “pretty boy” actor. Zegers is stunning in the movie, both visually and in performance. He seems to encompass a lost waif look that is then hyper sexualized. The concern here is that as a survivor of sexual abuse, Toby seems to show affection through sexualized acts. He also worked as a sex worker in New York in addition to selling drugs to pay rent. He has aspirations of being a pornographic movie star. This character seems to confirm stereotypes of abused people turning to sexual encounters for affection or attention that then of course “become” gay and sexual deviants. This is disconcerting even though there is a lack of politics in the movie; the politics in the theater seats and in our country could use this movie against the community it is representing.

Transamerica has an “R” rating due to sexual content, nudity, language, and drug use. Depending on your campus culture, this may not be a concern, however, it should be noted if being considered for a public screening.

As I exited the theater, on my way to restroom I overheard a theater house patron ask, “Hey, what’s going on in there?” referring to the Q&A session following the screening. A young employee sweeping the floor replied, “I do not know, some transvestite thing.” I could not help but say, “Transsexual!” as I entered the binary gendered “women’s” bathroom before heading home. It is important to state that at least Transamerica exists. Some may question the white male privilege of Duncan Tucker’s ability to realistically portray a transwoman’s experience, but Transamerica is a resource for those that have nothing. For those that have access to others, choose wisely from your own privileged places. Be mindful that we all have a gender expression, sexual identity, and a back story. Each one of us comes from places and experiences that we purposely choose to or not to disclose. We have families, genetic or chosen, that support our individual journey. As the trailers state, “Life is a Journey. Bring an Open Mind.”

347 DELEGATES SUSTAIN SELVES AND FOSTER PARTNERSHIPS IN TUCSON

Warm sunny weather, clear blue skies, and pristine desert mountains, dotted with majestic saguaros was the back-drop for the 2005 NASPA Western Regional in Tucson, November 10-12. Fifty educational sessions that appealed to senior student affairs officers, community college professionals, mid-managers, entry-level professionals, and more!

Keynote featured presentations were made by University of Arizona Law Professor Robbie Williams who focused on how higher education can partner with Native American Communities. Dr. Doug Woodard, Professor of Higher Education at the University of Arizona, taught delegates the importance sustaining ourselves as professionals and Dr. Cheo Torres, Vice President for Student Affairs at the University of New Mexico, inspired us through time-honored traditions of Mexican folk healing.
The New Professionals Institute and the Experienced Professionals Institute provided sustenance and energy, reinvigorating participants. Dr. Christine Iijima Hall, Director of Employment for the Maricopa Community College District, guided new professionals in being a successful new professional, while Dr. Doug Woodard provided experienced professionals with the tools to be outstanding seasoned professionals.

Opening festivities included a traditional blessing and dance ritual by high students from the San Xavier Indian Community, and an evening under the stars being serenaded by the Sol Azteca Mariachi’s, comprised of students from Pima Community College and the University of Arizona.

When not growing intellectually at one of the many educational sessions, or enjoying the wisdom of a keynote speaker, delegates enjoyed a massage, facial, or possible some other decadent treatment at the amazing JW Marriott Hasani Spa. On an evening out on the town, delegates were exposed to the more eclectic side of Tucson, with a trip to the funky, Bohemian 4th Avenue.

The 2005 Conference Planning Team thanks everyone for making the Tucson conference memorable. See you in San Francisco – Adios!

PARENT & FAMILY RELATIONS KC
Carolyn Stirling
National Chair
If you have an interest in parent and family member relationships with your institution, please consider being a part of the NASPA Parent and Family Relations KC!

We offer NASPA colleagues the opportunity to discuss current and new research and best practices related to working with parents and families at our institutions. This past year has brought two collaborations with other KC’s on a national level. The first was a partnership with the Alcohol and Other Drugs KC to sponsor a telephone conference on “Partnering with Parents to Proactively Address Student Substance Use.” Participants in this first joint effort included 34 NASPA members from 23 states! The PFR KC also participated with the Fraternity and Sorority Relations KC to present a program on “Partnering with Greek Parents” at their annual institute.

Regionally, our KC could use your assistance! Since I am currently serving in both the national and regional chair roles, I am looking for someone to take over my regional duties. A regional representative attends conferences, works with NASPA colleagues to present regional programs, and provides leadership within the national KC. If you are interested in being part of a dynamic and rapidly growing new endeavor, e-mail me at stirling@usc.edu.

We are excited to be participating in greater coordinated numbers this year at the annual conference in Washington, D.C. We have three KC-sponsored programs for the first time and two KC-recognized programs. If your conference schedule allows, stop by the following sessions to learn more about parent and family relations:

- **Monday, March 13 12:15 PM - 1:30 PM** - Do You Use the Parents Office? It’s All a Matter of Perspective
- **Tuesday, March 14 10:45 AM - 12:00 PM** - Student Affairs and Parents: Enhancing Student Learning and the Campus Community
- **Tuesday, March 14 3:15 PM - 4:30 PM** - How Much is Too Much (or Not Enough?) Communicating With the Campus Community and Parents About Your Students
- **Tuesday, March 14 12:15 PM - 1:30 PM** - Student Families and Student Affairs: Creating Partnerships that Connect the Community
- **Monday, March 13 1:45 PM - 3:00 PM** - Promising Practices for Partnering with Parents: Findings from a National Survey

In addition, you are invited to participate in our business meeting scheduled for Monday, March 13 from 8:00-9:00 a.m. in the Johnson room at the Marriott Wardman Park. Please be sure to visit our table at the KC Gala that same evening from 7:00-9:00 p.m. in the Marriott Ballroom. We will be providing more information about the KC as well as some giveaways, so please stop by and say hello!

MAINTAINING MOMENTUM: CONTINUING EXCELLENCE & INTRODUCING INNOVATION
Mark A. Pearson
African American Knowledge Community Region VI Chair
Over the last five years, the African American Knowledge Community (AAKC) has been acclaimed as one of NASPA’s most progressive Knowledge Communities (KC). Nationally, the AAKC has been able to successfully bring NASPA members together under an intellectual and cultural rubric. The “network” concept behind all of the KC’s has served as a critical dimension for collaboration of, and engagement for, NASPA members. The AAKC has been extremely effective in implementing this concept on both the national and regional levels.

Regionally, the Region VI AAKC has “sustained the cutting edge” through collaborative events, ancillary events and receptions. Through the leadership of Cedric Hackett and Sabrina Sanders, the past Region VI AAKC Chairs, the Region VI AAKC has prospered and made significant impact within NASPA’s Knowledge Communities. The current goal of the leadership team of the Region VI AAKC is to maintain the momentum established from years prior. The AAKC will actualize this goal by continuing regional events and implementing directives from the national level. Region VI is looked toward introducing innovative ideas for the AAKC. Throughout the 2005 Regional Conference, the
AAKC inquired from various members of NASPA and the Region’s AAKC new concepts and ideas to keep the AAKC on the forefront of progression and engagement of its members. We received a great deal of ideas and had excellent dialogue during the AAKC’s regional meeting. The 2 ideas that received overwhelming support are: increased networking and increased communications. Throughout this year, Region VI’s AAKC will concentrate on developing and expanding on these two concepts.

THE SUGAR AND SPICE OF ADVISING INTERNATIONAL STUDENTS
Roopa Rawjee
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“Thanks for your help...I know I’m giving you hard time but I’m so sorry, as you know I’m stuck overseas and honestly without you I’ll be lost.” International student from Lebanon, January 2006

Every time a student expresses gratitude for my assistance I am taken back to my first semester at California State University, Northridge (CSUN). It was the Fall of 1998 and I was an international student from India. I learned quickly that being a student after a long gap and in a different country was quite a challenge! By the time I graduated in 2002 with a Masters in Education and a Teaching Credential, I had grown from graduate assistant to full time international student advisor at CSUN. I switched streams and chose to apply my teaching skills, cultural experiences, and unique perspective to working with international students. I also started doctoral studies at California Lutheran University in the Fall of 2003.

My students see me as a role model because I embody all that they aspire towards. My struggles and my victories are no secret: I am quick to share, to discuss and to acknowledge the hardships that make me unique. My unending joy in the quest of higher education seems to baffles them, but also encourages them to persevere with their own aspirations. We laugh together because they can never complain to me about homework!

The post 9/11 world has created a new cultural dynamic and brought the mixed bag that is SEVIS into our lives and work. I advise students of their rights, obligations and limitations as foreign students in the U.S. The demands of advising have overshadowed the fun and possibilities of programming. However the fun of interacting with so many cultures continues to bring novelty and enrichment to each day. I am an advisor, a source of moral support and information about various resources. I enjoy remembering all their names and stories and am proud of the fact that they know they have a helpful, smiling face to reach out to, whether in person, on the phone, or online. No two days are ever the same and that keeps me happy and productive.

ADDRESSING THE CULTURAL DIVIDE: UNDERSTANDING THE COMMUNICATIVE ISSUES BEHIND INTERNATIONAL/AMERICAN STUDENT INTERACTIONS
Athena Trentin
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In a 2005 survey of Caltech’s international students, the International Student Programs office found that this population’s two biggest anxieties are:

- learning the American way in terms of their belief system, values and customs
- making friends with Americans

Although most international students participated in a very comprehensive pre-orientation when they first arrived (90% of survey respondents), they may still be reluctant of facing the unknown. This anxiety often results in a choice not to take the initiative even though according to the survey, the majority of them really would like to make American friends. It is important to note that this is not the case for all international students, many are very outgoing and comfortable reaching out to American students.

On the other side of the coin, American students are often unaware of the anxieties mentioned above and misinterpret them as shyness or lack of interest in becoming friends. Consequently, both groups fall into a “catch 22” where neither makes the first move, but both are very interested in creating a meaningful friendship where they can open each other up to new concepts and values that help bridge the cultural gap that often becomes an obstacle when initiating relationships.

So now the question is, how can we implement programming that will help international and American students overcome these cultural hurdles? In addition to understanding the anxieties of forming friendships, another important key is to make sure students are aware of potential obstacles in communication. Five basic facts about the cultural differences in communication include:

- Pure Communication is Impossible – Everyone brings prior associations to the communication process based on their personal experiences. For example, psychologist Albert Mehrabian found that only 7% of communication comes from spoken words, most of what we communicate comes from the body language we use when we say those words.
- Most Communication is Unconscious – Your style of communication is based on cultural norms, people usually do not realize this until they are in a situation where the ‘rules’ of communication are different. Gestures as simple as a smile or head nod
could mean different things to different people, and they may not even realize it.

- We Perceive What We Expect to Perceive – Symbols and gestures may be similar across cultures but have distinctly different meanings. For example, a head nod for Americans generally means ‘yes’ or a sense of agreement. For some cultures, this same gesture can mean ‘no’ or indecision.

- We Don’t Perceive What We are not Conditioned to Perceive – Similarly, if people of different cultures are trying to communicate, a certain behavior or gesture could be lost in the communication process if it does not exist as part of one person’s experiences. This often happens when conflict arises. The way people express their anger may not be explicit, it may be imbedded in subtle hints and never directly stated to the person to which this behavior is directed.

- We All Perceive Things Differently – Most of what we perceive is what we have been trained to through our culture, family, school, and personal experiences. To learn about how others view similar actions helps increase your intercultural sensitivity and promotes an awareness that can help you overcome the cultural differences that may impede the process of relationship building.

By incorporating the above concepts into our programming for both Americans and internationals, we will be helping them understand that neither group is alone with their anxiety. There are valid reasons for misunderstandings as well as a strong potential to overcome them when awareness is raised.


INTERNATIONAL STUDENT ADVISING AT THE ART INSTITUTE OF CALIFORNIA – LOS ANGELES

Angela Koh  
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The Art Institute of California-Los Angeles is a private institution with a total student population of 2100. Approximately 4% are international students. A full time International Student Advisor handles issues related to all non-immigrant students and assists in general student development programming.

After 9/11, regulations pertaining to international student visas became stricter. SEVIS (Student Exchange and Visitor Information System) is a sophisticated electronic tracking system which monitors every non-immigrant student entering and exiting the U.S. Student records can be checked by U.S. consulates, ports of entry, and U.S. Customs and Border Protection. Therefore, it is imperative to educate students regarding the importance of maintaining their status. Every quarter, the International Student Advisor reminds students of their responsibilities as F-1 students and contacts those who are on the verge of falling out of status. Additionally, a cross departmental Student Review Committee monitors students at academic risk. The International Student Advisor intervenes and helps prevent students from being terminated.

Under the aegis of Student Affairs, the International Student Advisor organizes programs which encourage social interaction and cultural adaptation. During the first week of each quarter, a meeting is organized for new students to meet continuing students over pizza. Many students make new friends with others from their home country and in the same major. Another quarterly event is International Movie Night, which exposes students to different languages, culture, and food. Students are encouraged to recommend films and coordinate regional cuisine to be served at the event. Also, students go on field trips to museums, festivals, and special exhibits. An annual cultural fair showcases the history and cuisine of the countries represented by the students to the entire school.

Monitoring student statuses and assuring governmental compliance is a challenge, but equally important is helping international students adjust to academic and social life in the U.S. International students bring diversity to the learning environment and enhance education for all.

ADVISEMENT AND INTERNATIONAL STUDENTS

John Pearson  
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A number of years ago, two international students at the University of Michigan suggested that while U.S. students study abroad in search of a dream, students come to the U.S. in fulfillment of one. This is the broad context which has accompanied the growth in international student enrollments in the U.S. over the last few decades. A question we have to ask is how did the events of September 11, 2001 affect this context and how do student affairs officials, as well as international offices, continue to assist students to cope and thrive, while, at the same time, understanding and explaining the changing nature of international student advising. This issue can be looked at in two ways. First, the international student population is not static; it changes as the world changes and as U.S. relations with the world changes. As such there is no such thing as an international student but rather a very diverse group of individuals who have different needs and bring to the campus different backgrounds, expectations and experiences. The challenge is to understand, value and support this diversity at the same time as we provide services to them as a group. Second, the role of advisors, both in an international office and across
campus has changed. International students are now responsible for adherence to a number of post-2001 federal regulations and this necessity has changed the work of international offices. The challenge here is to maintain the balance between the advising, supportive role that international student advisors have long held as vital and the regulatory role that is now essential. The need to maintain status for an international student is, however, not just the role of an international office. It is a partnership between students, who have to believe that advisors are there for the student, and advisors, (no matter in what office), who have to explore more and more ways to be able to orient international students to the culture of the institution and the possibilities for expression within this culture. At the same time we have to accept that international students are under different legal obligations and be aware of what these obligations are, how they play out in different institutions and how we can do what we can to ensure that the regulatory side of an international student's life intrudes as little as possible on the fulfillment of their dream.

WORKING WITH INTERNATIONAL STUDENTS

Andy Fraher
Embry-Riddle Aeronautical University – Prescott, AZ frahera@erau.edu

Working with international students at higher education institutions is an extremely rewarding and career-defining experience for so many of us who are dedicated to international education. The ability to assist students from all over the world to obtain a high quality education that may not be available to so many makes the work we do valuable and important in today’s world. The opportunity to impact a person from outside the United States, providing them with a positive impression of and experience in our country, likely promotes understanding and cooperation throughout the world more effectively than political efforts ever will.

Because international students often pay tuition, living expenses, and fees from their own funds, and because some institutions (generally smaller schools, community colleges, etc.) offer only limited scholarships and grants to international students, the attendance of international students can often have huge economic impacts on higher education institutions and the communities they serve. Too often, however, services to international students such as special orientation programs, immigration advising, social and cultural adaptation programming, and ESL programs, are viewed as somehow being unnecessary, or “hand-holding” for these students, because of a lack of understanding of international student needs at higher levels of administration.

International educators need to advocate every day for the value of a global approach to higher education, especially in considering the challenges we face in our world today. The greatest benefit we get from our jobs is the knowledge that the programs and services we offer will likely have a lasting impact on a future world leader, and the goodwill created from our efforts may help facilitate constructive dialogue between nations one day.

OUR OWN LEARNING OUTCOMES

Judy Taussig
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Higher education and Student Affairs are now being besieged with “Learning Outcomes” in relation to students. As with other areas of delivery, Student Affairs professionals rarely think of themselves in this arena. Why is this? Do we feel that we have achieved all of our learning and need not worry about our own learning outcomes?

Reflecting on such questions can bring to light many of the rewards of our profession. One example of ongoing learning began for me in 1987 at Mesa Community College Mesa, Arizona. I was Director of Special Services, and I realized there was a group of international students not being served by any of our specialized programs. We sent out a survey to all non-U.S. citizens to determine need and interests. The results of the survey indicated that the students needed specific advisement and wanted an international student social organization.

In leading these initiatives, I learned possibly more from these students, than they did from me. The advisement required learning the regulations and issues related to visas and also to the undocumented. Further, the learning included the cultural concerns and idiosychronies that impacted the students in our college and community. I also learned a great deal about how 19-20 year olds think in some challenging situations, regardless of country of origin. Through the International Student Association, students were introduced to experiences such as hiking, camping and celebration of American holidays. My children learned to be appreciative of differences. My husband learned what it was like to be occasionally looked upon as a surrogate parent/big brother.

Then, last summer we visited a former student in Ireland, and learned what an impact this college--and we-- had had upon his success. It is amazing to learn the impact our actions can have, not only in our communities, but in our world. I say hooray for learning outcomes!!! However, let’s not forget our own.

NEEDS ASSESSMENT OF INTERNATIONAL STUDENTS: IMPLICATIONS FOR STUDENT AFFAIRS PRACTITIONERS

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The increased number of international students on higher education campuses has affected the role of student affairs practitioners working in these settings. Because international students in higher education have unique needs, it is important that professionals who assist these students be knowledgeable about their adjustment issues and needs. Like all other higher education students, international students have access to a variety of services such as academic and personal counseling, immigration advising, career and vocational counseling, financial-aid counseling, and residential life counseling.

International students usually have to deal with a complicated, multifaceted transition because of issues relating to being away from home. These students face challenges such as achieving financial stability, adapting to the higher education milieu, establishing a network of support, and mastering the language and cultural differences in a new environment. In addition, they are usually concerned about their temporary and restrictive status in the United States. One of the best ways student affairs professionals can equip themselves for the challenges of working with international students is to obtain a conceptual and practical understanding of their needs and experiences.

The University of California, Los Angeles (UCLA) is one of the most diverse universities in the U.S. According to the 2005 IIE Open Doors Report, UCLA is number nine in nation for its international student population. According to a study conducted there, UCLA international students reported their most important need to be having knowledge of immigration regulations and visa requirements followed by career and academic related needs. This in-depth study on the needs assessment of international students is expected to shed light on a range of issues related to the students' experiences since entering an institution of higher education in the U.S.

The respondents were 640 UCLA international students. The findings indicate that female students typically had greater needs for campus services than did their male counterparts. Additionally, the international students who represented regions of Asia, Europe, the Americas, South East Asia, the Middle East, Oceania, and Africa, indicated having clear regional differences with respect to their needs. Undergraduate international students reported a greater need for services than graduate students, and students with higher grade point averages (GPA) reported fewer needs compared to those with lower GPA’s. The study’s findings also indicate that students who had been in the U.S. longer, reported more needs related to career and immigration regulations and visa requirements than cultural needs.

In order to be better informed and understand this group of students, it is crucial for student affairs practitioners to be knowledgeable and aware of the students’ needs as perceived by the students themselves. It is also important for these professionals to be aware of their own cultural values, respecting cultural diversity, having knowledge about particular groups to which international students belong, and having genuine interest in different cultures and ethnic groups. They need to be able to tolerate ambiguity, and to be creative and flexible in adapting and developing counseling interventions that can assist international students as they adapt to their new academic environment.

The current assessment findings can also be helpful for policy makers who are responsible for identifying institutional interventions, and for developing reforms and modifications of counseling programs designed to be more responsive to the needs of different groups of international students. Identification and validation of the students’ experiences provide valuable information when developing future policies that support cultural diversity since they ultimately set the tone for all students, faculty, and staff on the campus.

It is important to stress that although international students have some commonalities, there are differences among the subgroups of these students. And second, if our educational institutions are to be effective in working with international students, the student affairs practitioners need to stay informed of current research on international students in order to modify, develop, and update counseling interventions and programs for this diverse group of students.

The presence of international students on higher education campuses provides an extraordinary learning opportunity that is often neglected. Educators and student affairs practitioners who have contact with international students can create opportunities to discover new perspectives about our societies, learn about other nations and cultures, learn intercultural communication skills, gain more global understanding of the knowledge produced by various academic disciplines, and more effectively prepare domestic students for careers with multicultural and international dimensions.

COMMUNITY COLLEGE: SERVING INTERNATIONAL POPULATIONS.

Nancee Sorenson  
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Pima Community College, West Campus

Pima Community College in Tucson, Arizona, is home to almost 500 international students, representing 62 countries. The International Student Services Office (ISSO) is supervised by the West Campus Dean and Division Dean of Student Development and serves the entire college. ISSO has three full-time Student Services Specialists. Two perform the admissions/SEVIS tasks and processes, are the first contact for the Department of Homeland Security, monitor all compliance issues and are Designated School Officials (DSOs). Advising services are provided by another Specialist who is bi-lingual. Generalist advisors rotate into the ISSO to bolster the services for the international students. These advisors have been given
training in special topics important to serving this population.

The ISSO staff sponsor the International Student Club which encourages students to get involved in student life. Activities include Tucson and Arizona sightseeing, trips to California, picnics, dances and community service projects. Leadership is an important part of the club and students participate in Student Government and Phi Theta Kappa. All of this is designed to create a positive Tucson/USA experience.

Current challenges are:

- the decrease of student applications in the post “9-11” environment,
- the consular delays to get approval,
- the chaotic economic climate for students from third world countries,
- English language literacy ; and
- shrinking resources to recruit internationally.

The joys of serving international students are many and include:

- the cultural/life experiences of these students enrich the college and our students,
- the sense of purpose that many international students bring to the classroom inspires others to greater achievement, and
- the enthusiasm and openness of international students globalizes the campus and our community.

YOU MISSED IT AT THE REGIONAL CONFERENCE!!!

INTERNATIONALIZATION AND GLOBALIZATION: THE GRADUATE STUDENT PERSPECTIVE ON AUSTRALIAN HIGHER EDUCATION

Presented by: Belen Sanchez, John Marfield, Malisa Lee, and Sheryl Mauricio

Presenters participated in the ACPA, ACUI, and NASPA sponsored Student Services study tour to Australia. This 16 day journey brought together graduate students and professionals to discover the shared and distinguishing characteristics between American higher education and Australian tertiary education. Combining lessons learned, research, and personal anecdotes, the presentation covered major findings including trends in Australian tertiary education and similarities and differences in organizational structure, enrollment, financial aid, faculty, and the difference between student services in Australia and student affairs in the United States.

The topics of globalization and internationalization were an important foundation to this presentation. Important goals were for audience members to be able to distinguish between the two terms and understand their relation to higher education. Globalization as a reality and the need to respond by internationalizing were discussed. Presenters advocated for internationalization of graduate preparation programs and provided a framework for this process. The presentation concluded with each presenter discussing a personal perspective that was gained from participating in this tour. Topics shared were differences in the meaning of diversity, ethnocentrism, viewing issues international students face through a different lens, and differences in accommodations.

If you are interested in a presentation handout please contact Belen Sanchez, belensan@usc.edu

THE MILLENNIAL STUDENT PROJECT: REGIONAL PRESENTATION, UPCOMING PUBLICATION, AND NATIONAL CONSORTIUM

Melissa D. Ousley, Ph.D.
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Showcasing a video on students speaking about diversity at the University of Arizona, the Millennial Student Project’s regional conference presentation included national trends regarding the diversification of college student populations and presented findings on student perspectives on diversity. Over 60% of students studied report openness diversity and support for underrepresented populations, but do not express knowledge of social justice issues. Students expressing openness to diversity also tend to report more diverse experiences in and out of the classroom, before and during the college experience.

Research findings are presented in an upcoming publication of PRAXIS, a research newsletter produced by Multicultural Affairs and Student Success at The University of Arizona (available late February). If you are interested in receiving PRAXIS, you can obtain a copy either by visiting our website at http://mass.arizona.edu or by emailing Melissa Ousley, Research Analyst, at mousley@email.arizona.edu. A short film on diversity in the first year of college is currently being produced and is tentatively due for release summer 2006.

We are also soliciting membership for a national consortium on the topic of students and diversity. A meeting will be held at NASPA’s national conference. If you are interested, please contact Melissa Ousley.

INTERNATIONAL AND AMERICAN STUDENTS: A PEER-TO-PEER MENTORING PROGRAM

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Jenny Ou
Azusa Pacific University
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This session provided an overview of the American International Mentoring (AIM) program at Azusa Pacific University (APU). The purpose of this mentoring program is to pair international and American students in order to offer more interaction between both groups of college students. When these groups get together, international students will get support from their American partners, which will help them adjust to the American culture. On the other hand, American students will enhance their different world views and multicultural experiences because of their international...
partners. The presentation started with a brief literature review about the barrier between American and international students on today’s college campuses. After that, presenters introduced the background of the AIM program, explaining such things as its mission, goals, expectations, and benefits. The presentation featured a short video which showed members’ personal experiences in the program. The presentation closed by discussing the current issues in the program and responding to the participants’ questions.

**GRADUATE STUDENTS: THE LONE RANGERS OF THIS GENERATION**

Scott Schuhert, Heather Basil, Debra Ilchak, Lisa Rodrigue  
Arizona State University  
Scott.Schuhert@asu.edu

As we reconnected with our colleagues, it was important to look toward the future of student affairs. That future consists of today’s graduate student. The transition into graduate school can be a challenging time for students due to the diversity amongst graduate students and their need for continued academic assistance. Throughout a student’s undergraduate education, a variety of resources are available to assist them through transitions during their undergraduate student experience. Our program template has been designed to make certain that graduate students feel empowered to ensure their own retention and degree success while also building sustainable partnerships within the higher education community. The program we developed is called Graduate Resources and Academic Discovery for Sun Devils, referred to as GRAD Devil. It is a student-driven program developed by graduate students within the Education Leadership and Policy Studies department at Arizona State University. This program will bring new and returning students together so that they can assist each other in their own student growth through the sharing of academic and student affairs resources and information gathered from experience. The long-term program vision is designed for interaction across degree programs and to create trans-disciplinary partnerships with future colleagues.

**THE BLACK MALE SYMPOSIUM**

John P. Carvana  
University of the Pacific  
jcarvana@pacific.edu

This program was a session at the Regional conference which relayed information regarding a program initiated by the University of the Pacific’s Career Resource Center in conjunction with local community leaders.

Here are the facts:

- Ninety-six percent (96%) of all Black inmates are men.
- Among men, African American males account for 40% of new AIDS cases
- Prostate cancer is the most common cancer in North American males, and prostate cancer incidence and mortality rates for Black males are the highest of any racial or ethnic group in the world. The overall incidence rate for prostate cancer in Black males is 180.6 per 100,000 compared to 24.2 for Korean Americans and 134.7 for White Americans
- The high school graduation rate for African-American males for the Nation as a whole in 2001/2002 was 41%, that is, most African-American male students did not graduate with their cohort.

In response to these and other conditions affecting Black males, the University of the Pacific, along with community leaders from a broad range of backgrounds, established the Black Male Symposium. The event is designed to address issues in relation to Economics, Education, Criminal Justice and Health Care (The Four Pillars). The target population is Black youth between the ages of 14 to 18 years old.

The Black Male Symposium has been offered on three occasions emphasizing one of the Four Pillars. The event has attracted an average of 250 young Black males in addition to over 100 parents and guardians. Workshops and other learning experiences are coordinated by role models within the community.

For additional information about the Black Male Symposium, call at 209.946.2337.

**PENCIL IN SAN FRANCISCO FOR 2006!**

Cable Cars and campus activities. The Golden Gate Bridge and best practices. Alcatraz and assessment programs. San Francisco, California is next year’s exciting conference site for the NASPA Western Regional Conference, November 8 through 11, 2006. The conference theme, MOSAIC, reflects the diverse skills and needs of the student affairs professional while also highlighting the vibrancy of a world-class destination. We’ll see YOU in San Francisco! More information coming soon!

**COME AND SUPPORT REGION 6 PROGRAMS IN DC**

NASPA 2006 Program

Research suggests that college students encounter different stages of identity development. It is not difficult to find models or theories that focus on ethnic identity development, as research on this topic continues to be challenged and revised. As long as college student populations are ethnically diverse, the research will continue. An ethnic group is not limited to ancestry, but also includes a shared historical past and a cultural focus on symbolic elements such as language or dialect, nationality, tribal affiliation, or kinship patterns (Sollors, 1996). What if an individual is not certain about his/her historical past? If an individual’s language, dialect, customs, and affiliations align more with the dominant
culture despite the fact that he or she is an ethnic minority, what does ethnic identity development look like for this person? For many Asian adoptees, college becomes a place of self discovery, confusion, and displacement. The conflict between ethnic identity, culture, group affiliation, and loyalty often leads to identity crisis. Although such experiences are common in any ethnic group, there is little research focused on the ethnic identity development of Asian adoptees. Inadequate research makes it difficult for professionals in higher education to meet the needs of this unique population of students, especially amidst identity crisis. My colleague Shane Carlin (Director of Residence Life at Capitol University) and I are honored to present on this topic at this year’s national conference. This program highlights several well-known identity development models that can serve as resources to understanding the Asian adoptee experience regarding ethnic identity development. Sollors, W., Cabot, H. B., & Cabot, A. M. (editors). (1996). *Theories of ethnicity: A classical reader.* Basingstoke: Macmillan.

**SESSION TITLE:** BRIDGING THE GLOBAL GAP: PROMOTING INTERNATIONALIZATION IN STUDENT DEVELOPMENT THROUGH SHORT TERM STUDY ABROAD  
*Presenters: Ara Pachmayer, Shannon LeCompte, & Paige Sindt, Arizona State University.*

The Office of Study Abroad works with faculty, staff, and global partners in order to attract student audiences to participate in our programs. Through these collaborations we hope to increase cultural awareness and competencies among student participants. In turn, our communities can potentially be strengthened by the learning outcomes we strive for with increased interactions between U.S. and international cultures. These programs seek to expose students to new ways of thought and living, preparing them for life and work in a diverse world beyond academe. The end result our programs seek is to collectively enable individual participants to become effective and culturally competent leaders in this global community, a goal mirrored by Student Affairs. We hope to bridge the global gap and begin to collaborate efforts to integrate internationalization as a key component of student development.

**STUDENT AFFAIRS AND PARENTS: ENHANCING STUDENT LEARNING AND THE CAMPUS COMMUNITY**

Come support and learn from your colleagues from San Diego State University as they present “Student Affairs and Parents: Enhancing Student Learning and the Campus” at the 2006 NASPA Conference. This program will educate participants on how Student Affairs’ partnership with parents, through the Aztec Parents Advisory Board, can enhance the student and campus communities. The presenters will focus on how individual parents come together in collective action as members of the Aztec Parents Advisory Board and the impact they have on the campus community. Current Parent Board members will share their experiences. We look forward to seeing you at Conference!

**KEYNOTE SPEAKER**

Saturday, March 11, 5:30 – 7 pm location TBA

Cathy A. Small, Ph.D. is a cultural anthropologist and professor at Northern Arizona University (NAU). While she has spent most of her career doing overseas fieldwork in the South Pacific, in 2002, she applied to her own university as a freshman; she proceeded to move into the residence halls, take on a full course load, and experience life as an undergraduate. What she learned about the contemporary university-as an anthropologist, a freshman, and a teacher-is the subject of her talk.

Following the keynote talk, a panel of Dr. Small's faculty and administrator colleagues from NAU will comment on the three key themes of Dr. Small's research findings as applied to NAU: diversity, community, and intellectual engagement. The panel members are:

- Cynthia Anderson, Ed.D., Associate Director, Residence Life
- Scott Leppla, Residence Hall Director, Residence Life
- Susan Longerbeam, Ph.D., Assistant Professor, Student Affairs Counseling Program

Dr. Small has been the recipient of her profession’s Praxis Award for Excellence in Applied Anthropology and the national Points of Light award for co-founding the Pipeline mentoring and college scholarship program for low-income youth. A PEW Higher Education Roundtable member, Dr. Small has been honored in her state with the Governor’s Special Recognition award and first prize for Best Educational Practices in Post-Secondary Education in the state of Arizona.

**INTEREST SESSION**

Tuesday, March 14 (1:45 PM - 3:00 PM)  
Maryland Suite C - Marriott Wardman Park

Multicultural Courses in Student Affairs Preparation Programs:

- Commitments to Developing Competent Practitioners, Program ID-462

Issues and challenges related to campus diversity require student affairs practitioners to possess multicultural awareness and knowledge to act effectively. For many, graduate preparation programs aid in the development of multicultural competence. This session discusses the content and process related to teaching multicultural courses. Faculty and practitioners committed to this teaching are invited to share their experiences and “lessons learned.”
Many students struggle with the question “what should I do with my life?” and consequently delay their graduation from college. In this interactive program, we will explore students’ time to graduation in relation to their personal and professional identity development. Grounded in Krumboltz’ theory of planned happenstance and existential theories, this discussion will focus on maturity issues and possible interventions in respect to three areas: (1) awareness of self and the world of work (2) life and career skills, and (3) self-efficacy.

**TRANSITIONS**

**Santa Clara University**

*New Positions for Current Staff Members*

- Jeanne Rosenberger: Vice Provost, Student Life, formerly Dean for Student Life, JRosenberger@scu.edu
- Carlos Bobadilla: Assistant Director, Event Planning Office, formerly Assistant Director, Benson Memorial Center, CBobadilla@scu.edu
- Matt Cameron: Assistant Vice Provost, Student Life, formerly, Director, Benson Memorial Center JCameron@scu.edu
- Matthew Duncan, Associate Dean, Student Life formerly Assistant Dean, Student Life MDuncan@scu.edu
- Karrie Grasser: Director, University Event Planning and Protocol, formerly, Event Planning Manager, Commencement MGrasser@scu.edu
- Timothy Haskell: Director, First Year Programs – Drahmann Center, formerly Assistant Director, Center for Student Leadership and Orientation Coordinator, Drahmann Center THaskell@scu.edu
- Ann Ravenscroft: Director, Disability Resources – Drahmann Center ARavenscroft@scu.edu
- Heather Stephan: Operations Manager, Drahmann Center formerly Office Coordinator and Transcript Analyst, Drahmann CenterHStephan@scu.edu

**NEW Departments within the Division of Student Life**

- The Career Center, Kathy Potter, Director, KPotter@scu.edu
- Drahmann Advising and Learning Resources Center, Nedra Shunk, Dean, Academic Support Services, NShunk@scu.edu
- University Event Planning Office Karrie Grasser, Director MGrasser@scu.edu

**New to Student Life this Academic Year**

- Daniel Cassidy, University Advisor and Tutoring Center Drahmann Center DCassidy@scu.edu
- Emily Garcia, Coordinator of Accommodations Drahmann Center EGarcia@scu.edu
- Courtney Hamilton Assistant Director, Employee Relations The Career Center CBHamilton@scu.edu
- Michael Harvey Presidential Fellow Office of Student Life MEHarvey@scu.edu
- Robert Haun Manager, Student Employment The Career Center WHaun@scu.edu
- Lisa Osteras Office Coordinator and Transcript Analyst Drahmann Center LOsteras@scu.edu
- Parinaz Zartoshty Co-Coordinator, International Student Resources Drahmann Center pzartoshty@scu.edu

**Prescott College**

Laurie Silver, now Director of Student Services

**University of the Pacific**

Elizabeth Griego begins as Vice President for Student Life and Professor of Education on April 1st

**A BIG THANKS!**

The 2005 Western Regional Conference, with the theme “Sustainability & Partnerships: Reconnect, Recreate, Renew,” has long passed. However, it is never too late to thank a special group of individuals who greatly contributed to its success. The conference committee and I would like to thank the following readers, who took time out of their busy schedules to review the numerous program submissions, and share their thoughts on how certain programs would contribute and uphold the theme and purpose of the conference: Myhraliza Aala, Lois Bartholomew, Bernadette Buchan, Deborah Chang, Christina Cho, Claudia Davila, W. Houston Dougharty, Jim Drnek, Shalmon Duke, Clinton Everhart, Rebecca Gallogly, Anna Liza Garcia, Troy Gilbert, Jim Grizzell, Cedric Hackett, irvin Harrison, Joy Hoffman, Dawn Lee, Michael Mader, David McKenzie, Kanesha Miller, Pelema Morrice, Joel Perez, Liz Pointer, Sabrina Sanders, Denzil Suite, Gregory Toya, Mark von Destinon, and Jesse Watson.
In a mosaic, the individual pieces retain their integrity and their individuality, but are an interdependent part of the whole. Likewise, the many members of the NASPA community - colleges and universities, community colleges, new professionals, seasoned professionals, student affairs faculty, and graduate students - bring a broad range of talents and world views to the unique settings and institutional cultures in which they work, but are bound by shared passions, goals, and challenges. Our students mirror the complexity found in our profession and expect us to engage them in relevant learning experiences that take into account these differences.

The 2006 conference program is designed to address emerging issues, as well as to showcase best practices related to living the mosaic. We are especially interested in proposals that address the interests and learning needs of our community college, faculty and graduate student colleagues. Proposals are being sought for concurrent sessions and round tables that address issues in six broad thematic areas:

~ Meaning ~ deep learning occurs when students are provided with opportunities to make meaning of their experiences. What strategies, activities or collaborations do you or your campus use to support “meaning making”? How do you assess related learning outcomes?

~ Opportunity ~ educational access and opportunity continue to be central to conversations about admissions standards, tuition hikes, and service provision. What is the role of student affairs in these discussions? What strategies do you or your campus use to support the success of students from different backgrounds? What strategies to you use to facilitate student and campus engagement with diversity?

~ Success ~ student success is contingent on many factors including our understanding of the best ways to support their development and persistence. What are current issues facing students? What strategies are effective in addressing these issues? How do you know when strategies are working (assessment)? How are student learning interests and needs changing?

~ Activism ~ many student affairs practitioners would argue that our roles extend into work on community issues and ultimately, social justice issues. How have you or your campus engaged in this work? How are students involved or affected?

~ Integrity ~ in a post-Enron world, personal and professional integrity is essential to success. What strategies do you utilize to support students ethical development? Values clarification? How do you address judicial, job search and other issues associated with student use of sites like Facebook.com and MySpace.com?

~ Connections ~ our intra and interpersonal networks and relationships are also central to our effectiveness in our work and personal lives. Student connections to peers, staff, faculty and our institutions influence their persistence. How do you create community on your campus? What programs or strategies do you use? How is spiritual development addressed on your campus? What networking strategies do you employ to support student post-graduate outcomes? How do your connections contribute to your work with students? In creating balance?

--- Call for Programs ---

Program Submission Deadline: May 28, 2006
Notification of Program Submission Status: by July 28, 2006
Please submit program proposal by e-mail to: Jroyce@pacific.edu

Please submit complete demographic information for the coordinating presenter. All communication regarding the program proposal will be directed to this individual for distribution to co-presenters. Please understand that this is a competitive process and not all submissions can be accommodated in the time provided by the conference schedule.

1. Coordinating Presenter Information
   a. NASPA Membership ID
   b. First Name, Last Name
   c. Title, Institution
   d. Address, City, State, Zip
   e. Phone, Extension
   f. Fax:
   g. E-mail:

2. Program Title (Program title limited to 10-12 words)

3. Please list any presenters (First Name, Last Name; Title, Institution)
   a. Presenter 1
   b. Presenter 2
   c. Presenter 3
   d. Presenter 4

4. Target Audience
   a. Graduate students
b. Faculty

c. Community College

d. 4-year college/university

e. All of the above

5. Room Set Up
   a. Theater
   b. Rounds

6. Audio-Visual (Due to the significant cost of audio-visual equipment, any a-v needs beyond flip charts, overhead projector will be the responsibility of the presenter(s). LCD projectors may be available on a very limited basis. Presenters are encouraged to bring their own.)
   a. Flip Chart
   b. Overhead Projector
   c. LCD Projector

7. Program Abstract (Maximum 80 words) Please complete this section accurately and completely. The text submitted will be used in the conference program, if the program is selected. The program committee reserves the right to edit abstracts to fit space and style requirements.

8. Background of Presenters - Expertise in/Experience with Topic. Please indicate the presenter(s) qualifications and experience with the proposed topic.

9. Program Description/Summary (Maximum 500 words) Please provide enough descriptive information to give the reviewers an understanding of your program session. Your summary should also address the following points:
   a. Relationship of the program to the conference theme
   b. Identification of the program format (e.g., lecture, panel, case study), including method(s) for involving participants (e.g., discussion, case study presentation, question and answer)
   c. Evidence of conceptual foundation for program content, including ways that the program is grounded in research, appropriate theory, relevant experience or a cogent model
   d. Expected learning outcomes for program participants
   e. Outline of program session