

# NEWSLETTER

Summer 2016 Edition

July 2016

## In This Issue

- RD Welcome
- [Region VI Updates](#)
- [Programs Spotlight](#)
  - CSUF
  - Cal Poly
  - UCSC
  - UHM
- [On the Move ==>](#)
  - Hawaii
  - Nor Cal
  - So Cal
- [TPE 2016 Reflections](#)
  - Desiree Ross
  - Michael Palacios
- [Research](#)
  - Transgender Inclusive Policies
  - Unplugging Undergrads
- [Editor's Corner](#)

Dear NASPA Region VI Colleagues,

I want to express my sincerest gratitude for your support that has granted me the opportunity to become the NASPA Region VI Director. As we move forward, I am devoted to serving you in a humble fashion, honoring the past while embracing the future of our region.

At this time, we are presented with a rare occasion to continue a strong and rich commitment to NASPA, advancing our region to even greater heights. During my term as your director, I will strive to further facilitate professional connections throughout our network, increase opportunities for talent development, and establish an advisory board that is the voice of our region. Moreover, a goal of mine is to ensure that we are properly represented in the national Student Affairs conversation, conveying our insightful ideas, progressive practices and transformational programs to our colleagues nationwide.

While I certainly have objectives for our region, I am excited to come together in November at our NASPA Western Regional Conference, which is set to be hosted by our colleagues in Region V. Over the four days in Seattle, I hope to engage in meaningful, pragmatic discussion about ways to positively create change within our region along with the Student Affairs profession as a whole.

On a bit of a different note, if you haven't had a chance to view our Region VI website, please take a moment and check out some of our added informational pages. Included in these pages are the Pillar of the Profession honorees, award winners, and current representatives, among other materials.

I look forward to seeing each of you soon and wish everyone continued success this upcoming academic year.

Be well,

Dr. Berenecea Johnson Eanes  
Region VI Director  
Vice President for Student Affairs



# REGION UPDATES

The Region VI Knowledge Communities are your “Gateway to the Profession and Connection to the Association!” As the slogan suggests, the KCs are a great starting point for graduate students or professionals of all levels of experience to get involved in NASPA, connect with colleagues, and volunteer as a leader.

Knowledge Communities focus on a range of topics and specific issues currently facing our field. These active communities help to identify and share emerging knowledge and best practices. The 2016-2018 Region VI KC Representatives identified in the contact list will lead these efforts with the support of committee members throughout Region VI sub-regions.

Want to get involved in the Region VI KCs? Explore these opportunities:

- You can be a Regional Representative for one of our many Knowledge Communities.
- You can serve on a committee or be an active member of a KC.
- You can click one or more of the KCs on your NASPA profile page and receive emails about upcoming events or provide input into the programming or information provided by your KC representatives.
- You can attend ancillary meetings, have a KC sponsor a presentation, or write an article to our many NASPA publications.

We are currently seeking student affairs professionals to serve as Region VI Representatives for two KCs – Socioeconomic and Class Issues in Higher Education, and Technology. If you are interested in serving in either of these roles, please send a letter of interest and resume to Region VI KC Coordinators Anthony Keen-Louie ([cakeen@ucsd.edu](mailto:cakeen@ucsd.edu)) and Molly Bechtel ([mmbechtel@ucdavis.edu](mailto:mmbechtel@ucdavis.edu)).

You can also reach out to the KC Coordinators, Molly and Anthony, with any other questions or ideas you have about Knowledge Communities in Region VI. Thank you, and we look forward to connecting with you soon!

Anthony Keen-Louie & Molly Bechtel  
Region VI KC Co-Coordinators

Knowledge Community Name	Representative Name	Representative Email
Administrators in Graduate and Professional Student Services	Tiffany Gabrielson	tgabriel@stanford.edu
Adult Learners and Students with Children	Teresa Bill & Melissa Sinclair	<a href="mailto:tbill@hawaii.edu">tbill@hawaii.edu</a> & <a href="mailto:msinclair@fullerton.edu">msinclair@fullerton.edu</a>
African American	Tina King & Aaron Jones	<a href="mailto:tinakingsc@gmail.com">tinakingsc@gmail.com</a> & <a href="mailto:ajones10@ucsc.edu">ajones10@ucsc.edu</a>
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Asian Pacific Islander	Elaine Jessica Tamargo	<a href="mailto:elaine.tamargo26@gmail.com">elaine.tamargo26@gmail.com</a>
Assessment, Evaluation, and Research	Kevin Thomas Grant	<a href="mailto:kevin.grant@biola.edu">kevin.grant@biola.edu</a>
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Disability	JuLinda D. Holmes-Tolbert	<a href="mailto:jholmes@csudh.edu">jholmes@csudh.edu</a>
Fraternity and Sorority	Caryl Montero-Adams	<a href="mailto:caryl.adams@mail.sdsu.edu">caryl.adams@mail.sdsu.edu</a>
Gay, Lesbian, Bisexual, and Transgender	Alfredo Del Cid	<a href="mailto:adelcid@mills.edu">adelcid@mills.edu</a>

Indigenous Peoples	Erin Kahunawaika'ala Wright	ewright@hawaii.edu
International Education	Tiffany Chen	tchen@ucx.ucr.edu
Latino/a	Danny Ledezma & Michelle Saldaña	<a href="mailto:danny_ledezma@pitzer.edu">danny_ledezma@pitzer.edu</a> & <a href="mailto:msaldana@oxy.edu">msaldana@oxy.edu</a>
Men and Masculinities	Reginald S. Blaylock & Isaac M. Carter	<a href="mailto:reginald.blaylock@sjsu.edu">reginald.blaylock@sjsu.edu</a> & <a href="mailto:icarter@laverne.edu">icarter@laverne.edu</a>
Multiracial	Cecily Nelson-Alford	<a href="mailto:cnelsona@ucsd.edu">cnelsona@ucsd.edu</a>
New Professionals and Graduate Students	Bob Just & Michael Lemus	<a href="mailto:rjust2@gmail.com">rjust2@gmail.com</a> & <a href="mailto:malemusdiaz@ucdavis.edu">malemusdiaz@ucdavis.edu</a>
Parent and Family Relations	Vera Hampton & Lorena Marquez	<a href="mailto:vera.hampton@sjsu.edu">vera.hampton@sjsu.edu</a> & <a href="mailto:lorenamarquez6@gmail.com">lorenamarquez6@gmail.com</a>
Spirituality and Religion in Higher Education	Asha Nettles	<a href="mailto:nettles@sonoma.edu">nettles@sonoma.edu</a>
Student Affairs Fundraising and External Relations	Tamara Himmelstein	<a href="mailto:tamarariceh@gmail.com">tamarariceh@gmail.com</a>
Student Affairs Partnering with Academic Affairs	Kendra Hunter	<a href="mailto:kendra.hunter@asu.edu">kendra.hunter@asu.edu</a>
Student Career Development	Diana Chavez	<a href="mailto:dchavez@cca.edu">dchavez@cca.edu</a>
Student Leadership Programs	Triseinge Ortiz	<a href="mailto:tortiz@ketchum.edu">tortiz@ketchum.edu</a>
Student-Athletes	Courtney Spivak & Nikki Ayers	<a href="mailto:Courtney.Spivak@asu.edu">Courtney.Spivak@asu.edu</a> & <a href="mailto:nayers@hmc.edu">nayers@hmc.edu</a>
Sustainability	Kimberly Scatton	<a href="mailto:kim.scatton@asu.edu">kim.scatton@asu.edu</a>
Undocumented Immigrants & Allies	Henoc M. Preciado & Clint Jaramillo	<a href="mailto:hpreciado@fullerton.edu">hpreciado@fullerton.edu</a> & <a href="mailto:clint.jaramillo@ucsf.edu">clint.jaramillo@ucsf.edu</a>
Veterans	Tammy Oluvic	<a href="mailto:toluvic@apu.edu">toluvic@apu.edu</a>
Wellness and Health Promotion	Michelle Tagorda	<a href="mailto:tagordam@hawaii.edu">tagordam@hawaii.edu</a>
Women in Student Affairs	Carolyn Golz	<a href="mailto:cgolz@ucsc.edu">cgolz@ucsc.edu</a>

## Upcoming Event

NASPA VP for Research and Policy -- [Amelia Parnell, Ph.D.](#) -- [will be presenting](#), *Ready for a Close Up: Examining Key Roles for IR in Supporting Student Success* at the 2016 California Association for Institutional Research (CAIR) conference on November 16-18, in Los Angeles at the Millennium Biltmore Hotel. [Early Registration](#) saves you \$50 by [September 11](#). [Call for proposals due August 1](#).

Learn more about the [CAIR conference](#).

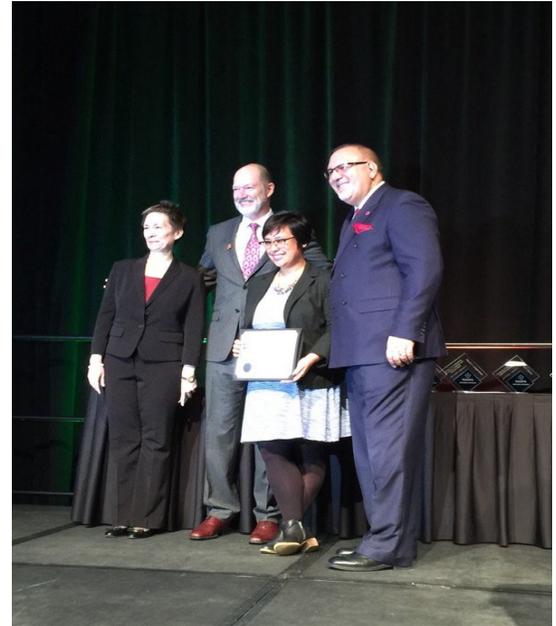
## NASPA REGION VI AWARDS

By: Sherry Mallory, Region VI Awards Coordinator

Each year NASPA Region VI recognizes outstanding members through our regional awards process.

Each nomination should include a letter of nomination, the requisite number of support letters, and the nominee's resume and contact information. Additional information about the nominations process is online at: [naspa.org/about/awards/regions](http://naspa.org/about/awards/regions).

The deadline to submit nominations is September 2, 2016. Recipients will be notified in early fall and the presentation of the awards will take place at the NASPA Western Regional Conference, November 9-12 in Seattle, Washington. In addition, regional award recipients will be forwarded for consideration for NASPA annual awards, as applicable.



Awards include:

- Community College Professional Award
- Distinguished Service to the Profession Award
- Dorothy Keller New Professional Award
- Fred Turner Award for Outstanding Service to NASPA
- Graduate Student Rising Star Award
- Innovative Program Award
- Knowledge Community Award for Collaboration & Visibility
- Mid-Level Student Affairs Professional Award
- NUFP Champion Award
- President's Award
- Sandra Kuchler Excellence in Mentoring Award
- Scott Goodnight Award for Outstanding Performance as a Dean/Vice President
- Undergraduate Student Rising Star Award

Consider taking time to nominate individuals TODAY for the difference they've made in your life or the lives of students!

For more information, please contact Sherry Mallory, Region VI Awards Coordinator at [smallory@ucsd.edu](mailto:smallory@ucsd.edu)

## SIX REGION VI PILLARS HONORED IN SPRING

By: Aaron D. Jones, Region VI Newsletter Editor

Many of the marble pillars of ancient Greece and Rome, are still standing and remind us of greatest houses of learning and society, they held up. As well, our pillars have sustained our profession with their forward thinking, advocacy for the field and it's work, their quality research, and tireless efforts to do the best for our students. As it states on the website, "The NASPA Foundation's Pillar of the Profession Award honors members of the profession who:

- Are individuals of sustained professional distinction in the higher education field, as defined by donors and supporters
- Have served in leadership roles in NASPA, either regionally or nationally
- Are being recognized or remembered by colleagues, friends, students, or student organizations for extraordinary service
- Significant lifetime contributions to the higher education field"

I would like to remind you all, we live in an amazing region. It houses some of the most prestigious, innovative, and progressive colleges and universities in the United States, filled with arguably the best professionals you will ever find. It is because of this, I believe, that the Spring 2016 honorees for the NASPA Pillars of the Profession boasted a whopping 6 out of the 16 honored were from Region VI, including the NASPA Foundation's highest honor, the John L. Blackburn Distinguished Pillar Award.

The 2016 Pillars of the Profession from Region VI are:

Judith M. Chambers (The John L. Blackburn Distinguished Pillar Award Honoree)  
Vice President for Student Life Emerita  
University of the Pacific

Berenecea Johnson Eanes  
Vice President of Student Affairs  
California State University Fullerton

Anna M. Ortiz  
Professor,  
CSU Long Beach

Lori M. Ideta  
Interim Vice Chancellor for Students,  
University of Hawai'i at Mānoa

Kenneth Kelly  
Director, SOAR/Parent & Family Programs/  
Testing and Evaluation Services,  
CSU Long Beach

Wm. Gregory Sawyer  
Founding Vice President for Student Affairs,  
CSU Channel Islands

Nominations are currently open for the 2017 class! Deadline is August 5, 2016. Check out their website for more information: <https://www.naspa.org/foundation/pillars-of-the-profession>.

## OVERNIGHT ORIENTATION PILOT PROGRAM

Submitted by: Daniel Ramirez, Senior Manager, Communications, CSUF

The Division of Student Affairs at Cal State Fullerton operates with the powerful belief that *Student Affairs Transforms Lives*. This summer, a special opportunity presented itself to test a new program and measure its transformational returns.

In June 2016, the Division of Student Affairs hosted the first-ever Overnight Orientation Program at Cal State Fullerton, serving a total of 105 students over two sessions. The pilot program presented a select group of students with the chance to rigorously explore career choice and fit, and allowed first-year students the opportunity to get a taste of life on a four-year college campus. Moreover, the Overnight Orientation complemented Cal State Fullerton's current one-day First Year Orientation, occurring the day before the standard orientation.

"Our University orientation experiences provide a space for priceless and powerful onboarding of our new Titans," said Dr. Berenecea Johnson Eanes, Vice President for Student Affairs amid the first two-day session. "During these times, we want to make sure they are plugged in and ready for academic and co-curricular success. Our overnight experience, in particular, is a high-impact practice that we are excited to see grow in the coming years."

As with most standard First Year Orientation programs, students are exposed to on-

campus engagement groups (i.e. clubs, organizations, etc.), academic advising, campus orientation, and career guidance resources. Yet as the FYO was coupled with the Overnight Orientation, this allowed for added dialogue surrounding on-campus support/resources.

The objective of the pilot program was two-fold: To heighten the Titan experience, offering intensive interventions that integrate

student life, academic advising, and expand career support, exploration, and real life application to all students; and to do so regardless of a students' finances.

Following both sessions, students were each asked to share their experience. Results were overwhelmingly positive, with a majority of students (80-90 percent, contingent on the topic) noting that the overnight program gave a better insight on how personal interests relate to a major/career choice, helped gain a better understanding of the process of choosing a major, and provided tools useful for career development.



# #TRANSFERRINGLOVE: CREATING A TRANSFER RECEPTIVE CULTURE AT CAL POLY POMONA'S POLYTRANSFER PROGRAM

**By:** Dr. Lorena Márquez, PolyTransfer Coordinator

**Contributor:** Dr. S. Terri Gomez, Interim A.V.P. of Student Success

As the newly minted Coordinator of Cal Poly Pomona's (CPP) PolyTransfer Office (one month to be exact) I must say that I'm beyond excited to continue to do the extraordinary work that has been established under the leadership of Dr. Terri Gomez, Interim Associate Vice President of Student Success in the Division of Academic Affairs. I come into the role with over 12 years of diverse professional experiences in area of Student Affairs and I welcome the challenge that comes with transitioning into a new role in Academic Affairs. I'm quickly learning how my relationships and collaborations on campus have been key in creating an easy transition. The most genuine enthusiasm for my new role has come from faculty peers who I have worked with in the past, excited to see, "what I have up my sleeve to serve our transfer students," at Cal Poly Pomona.

The PolyTransfer Program at Cal Poly Pomona is a part of the Cal State Universities (CSU) Chancellor's Academic and Student Success Program receiving an annual grant to support staff, a summer transfer program, and quarterly transfer engagement academies throughout the academic year. This is a cross-divisional Academic and Student Affairs collaboration which focuses on the development of a transfer first year experience program, targeting first generation underrepresented students. The support comes from the College of Education and Integrative Studies, Office of Admissions & Outreach, Orientation Services, One Stop, and Student Support and Equity Programs, as well as other campus partners.

As a first generation Chicana and former community college transfer student herself, Dr. Terri Gomez, Interim Associate Vice President of Student Success knows too well the rigorous efforts transfer students showcase in their persistence to transfer in order to attain their educational dreams.

"Cal Poly Pomona recognizes its large transfer student population and wants to do everything it can to support it," says Dr. Terri Gomez, head of the PolyTransfer program. "These programs will help them develop as students and leaders in our community."

Her vision and passion to institutionalize a comprehensive transfer office on campus led to the following goals for the PolyTransfer Program: (1) create a "transfer receptive culture" (TRC) that will change campus culture for all transfer students, especially first-generation and under-represented minority (URMs); (2) institutionalize policies and practices to facilitate a seamless transition from community colleges to CPP; (3) implement High Impact Practices (HIPs), i.e., summer transition programs, first-year experience programming, peer mentoring, etc., which positively correlated with persistence, deeper learning, and enhanced academic/social integration in the university, and are known to have a significantly larger impact on URMs; and (4) de-

## #TRANSFERRINGLOVE con't

-velop a sustainable, replicable model that can be used by other institutions.

Now I have just started this position, about one month to be exact, but I have already witnessed the transfer receptive culture come to fruition as I watch our transfer student ambassadors sharing knowledge and power while transferring love and care for their fellow peers. Witnessing transfer students in their element has been the most rewarding moment thus far since starting my new position at PolyTransfer. As the research states, transfer students are resilient and transformative leaders, and watching them mentor other transfer students has been inspirational. In my short time with them, I can say that I have been in love with their narrative and the learning that I have been blessed to go through with them in order to meet the goals set out for PolyTransfer and reach to go beyond. The journey of a transfer student is multifaceted, multidimensional and beautiful.

PolyTransfer is in the midst of preparing for the 3<sup>rd</sup> Annual PolyTransfer Summer Program to be held August 9<sup>th</sup> – 11<sup>th</sup>. Over 100 transfer students will participate in this year's Summer Program which will offer peer mentoring, writing workshops, and social capital and strengths based curriculum to assist them in their first year transition to Cal Poly Pomona. The program will conclude with group project presentations, inviting their parents and families to share in their college successes.

In my short time with PolyTransfer I've listened to stories of our transfer student ambassadors' resistance, their commitment to their education and families, and their passion to serve others as peer mentors in the work that we do with transfer students. It is quite captivating to see them at work, cultivating and manifesting a new group of transfer student leaders, ready to take on the world, one class, one moment at a time through the transfer of love.

The PolyTransfer office is in Building 94, Room 275 and can be contacted at [poly-transfer@cpp.edu](mailto:poly-transfer@cpp.edu)

### **Con't from Pg. 6,**

Furthermore, this overnight program nurtured university pride and further fostered the desire to attend CSUF.

In providing and growing this transformative Overnight Orientation experience, Cal State Fullerton has expanded the impact of its current orientation experience, setting students on a greater path for success. This should continue to allow ongoing career engagement throughout the participants' college experience at Cal State Fullerton.

## UCSC: THE BLACK ACADEMY

The African American Resource Center at the University of California, Santa Cruz will hold for the first time an orientation program specifically for students who identify as African/African-American/Black and/or Caribbean (ABC). The primary goal of the Black Academy is to build community and create a sense of belonging amongst Black students, AARCC will host up to 40 incoming students from Tuesday, September 13- Friday, September 16, prior to "Welcome Week" and "Frosh Move-in." Participants will be able to move in early and have meals covered for the days involved in the program. There will be multiple interactive activities and workshops to help equip the frosh with the resources they will need to be successful here at UCSC.



## UHM: KOKUA PROGRAM - CELEBRATING 50TH YEAR!

The KOKUA Program (Kahi O Ka Ulu 'Ana - "The Place of Growing") at the University of Hawai'i at Mānoa is the primary campus resource responsible for providing academic access services to undergraduate, graduate and professional students with learning, physical, psychiatric and other documented disabilities. In the spirit of "aloha" and respect, they work together -- students, faculty, staff and KOKUA -- to facilitate equal access by students with disabilities. Notably, KOKUA started providing disability services for students prior to the establishment of the Americans with Disabilities Act. Congratulations KOKUA!



To learn more about Kokua please click on the picture to the left.

## CSUF: NEW & IMPROVED TSU

In late May, the Cal State Fullerton Titan Student Union closed its doors for the summer, undergoing a welcomed expansion project that will include over 20,000 square feet of new space. With this development, CSUF's Associated Students Inc., a cluster of the Division of Student Affairs, will have a new and improved home.



Some key features of the improved TSU will include a grand staircase connecting the new main entrance to the lower level and an expanded and revitalized lower level garden cafe area. Additionally, the enhanced second floor will have extended lounge areas and designated group study spaces.

## NEW HIRES IN OUR REGION

### *NASPA Hawai'i*

Submitted by: Isaac Rodriguez Lupercio, Title IX Specialist, *University of Hawai'i at Mānoa*

#### **Allison Jerome**

**Dean of Students, Division of Student Affairs, Chaminade University of Honolulu**

Allison will be reporting to the President and providing leadership for a comprehensive student development program that complements and supports the mission of the University. As the Dean of Students, she will oversee the Division of Student Affairs. Chaminade University of Honolulu (CUH) is a Catholic university with a day undergraduate student body of approximately 1,300. Allison previously served as the Director of Retention, Advising and Career Preparation, and as the Associate Dean of Students at CUH.

#### **Four new Resident Directors in Student Housing Services at the University of Hawai'i at Mānoa**

#### **Julian Cepeda**

Julian received his M.S. in Higher Education and Student Affairs Administration from Buffalo State, State University of New York this past spring.

#### **Susan Hua**

Susan received her M.A. in Higher Education & Student Affairs from the University of San Francisco this past spring.

#### **Elisa Ongosia**

Elisa received her M.Ed. in Educational Administration – Higher Education from the University of Hawai'i at Mānoa this past spring.

#### **Jesse Singleton**

Jesse received his M.S. in Administrative Leadership-Higher Education Administration from the University of Wisconsin-Milwaukee and is transitioning from a full-time position at the University of Wisconsin-Madison.

## Northern California

#### **Aaron Jones**

**ABC Retention Specialist, African American Resource & Cultural Center, University of California Santa Cruz**

Mr. Jones started his new role on May 2, 2016 after having served as a Residence Director at the University of Hawai'i at Mānoa for 3 years. He earned both his B.A. and his M.Ed. from the University of California Riverside, in English and Higher Education Administration & Policy, respectively. He's glad to be back in California to start a new journey but will greatly miss Hawaii and his colleagues at UH.



#### **Aaron Clark**

**Residence Life Coordinator, International House, University of California Berkeley**

Mr. Clark returns home to the Bay after recently completing his M.S. in College Student Development at California State University, Fullerton and earned his undergraduate degree at the University of California Riverside.

## Southern California

**Tina King, Ed.D.**

**Director, Institutional Research & Planning, North Orange County Community College District**

Dr. King started her role as Director on April 4, 2016 after having served as Educational adviser in the Educational Leadership Department at California State University Fullerton for almost 2 and half years. Also, congratulate her on the completion of her doctorate this past Spring at CSUF in Educational Leadership specializing in the Community College.



Submitted by: Daniel Ramirez, Senior Manager, Communications, CSUF



Earlier this summer, Dr. Lea M. Jarnagin, employed for 18 years by California State University, Fullerton, accepted and assumed the role of Vice President for the Division of Student Affairs at Cal Poly Pomona. Dr. Jarnagin, a long-valued and dedicated member of the Division of Student Affairs at Cal State Fullerton, most recently served as Associate Vice President for Student Affairs within the Student Engagement cluster, overseeing a number of areas, which included:

The Diversity Initiatives and Resource Centers; the Dean of Students; the WoMen's and Adult Reentry Center; and Student Life and Leadership. Throughout her time as AVP, Dr. Jarnagin also played an intricate role in the decision-making and overall direction of the division as a member of the Student Affairs Leadership Team.

Effective June 1, Dr. Meredith Basil was appointed Interim Associate Vice President of Student Affairs, handling all matters related to the Student Engagement cluster. Dr. Basil, who re-joined the CSUF family in August 2011, had been serving as the Associate Director of Athletics, Senior Woman Administrator, Director of Athletics Academic Services and the Deputy Title IX Coordinator for Athletics. Among her many responsibilities, Dr. Basil maintained close oversight of all academic programming and proactive academic monitoring of CSUF's student-athletes to ensure they meet institutional and NCAA continuing eligibility and graduation requirements; collaborated to develop and implement holistic academic support, life skills and career development programs for CSUF student-athletes; was department liaison for various campus departments; and acted as Chair of the Athletics Equity Committee, partnering to ensure compliance with Title IX.



## Graduate students who went to TPE 2016 share their stories. Hear from Desiree & Michael!

Desiree Ross

Postsecondary Administration and Student Affairs, University of Southern California

I recently participated in this year's The Placement Exchange in Indianapolis. As I stated in a reflective Facebook status:

*TPE... was an outer body experience (introvert problems). I am pretty exhausted from this roller coaster ride that is job searching, but super grateful for this opportunity. Never in a million years did I think I would be where I am today, considering my upbringing and the statistics and cycles that I was up against. I cannot wait to see what the future holds for me and how I will inspire and enforce change and rattle the spaces that I enter.*

*#BlessingsOnBlessings #QueerScholar #BlackScholar#EducationIsMyPlatformForActivism*

*#Excited #Nervous #Ready*

Entering the TPE process, I was nervous and a bit intimidated. I got there a bit early and explored the city to ease my nerves, and I am glad I did. Those two days before interviewing gave me a lot of reflection time and I realized that I didn't need to try so hard. If I had to pretend to be someone or something I was not for employers to like me, that probably was not the place for me. On the other hand, I saw many of my peers struggling for the "right" answers. A large part of this had to do with the unavoidable competitive spirit that engulfed the conference. This had to be the most unsettling part of my experience. There is so much pressure to walk away with multiple interviews and on campuses (if possible) that candidates became quite secretive and stand off-ish toward one another. As I walked through the beautiful Indianapolis mall next to the convention center between interviews (to do some stress relief window shopping), I considered the nature of this conference and how un-student affairs-like the competitive spirit felt. I thought to myself, I am entering this field because I like uplifting and empowering others to promote positive and necessary change. Therefore, I demonstrate that in all aspects of my life—not just in the workplace, with my students. It was disheartening to see my peers struggle through the competition—and at times, I almost found myself slipping into it. But I reminded myself of my purpose. What I found was that a majority of my time at the conference was trying to build and maintain support and community amongst my peers, and that made my experience worth so much better.

From my interviews, I learned that any institution would be lucky to have me, the social justice gladiator who uses educational settings as her activist platform and who encourages students to stand up to socially unjust systems, even when that system may very well be our own institutions.

The Placement Exchange gave me some valuable tools and the practice necessary to reaffirm my passions and my areas of expertise. It was nice to be amongst so many passionate people and talk with individuals I may otherwise never met. I am grateful for the experience and I look forward to what may come of it for this new generation of student affairs professionals.



REFLECTIONS

Michael A. Palacios

Master of Arts in Higher Education, University of Arizona

"Tell us a little more about yourself." That was the question I was expecting the most and dreaded answering it the most. During TPE webinars and when talking with others about TPE, this is the question they said to work on and make sure it is good since it is the first impression you are going to make. After thinking for days on how I was going to answer this questions, I decided I would tell the story of why I wanted to work in student affairs, since my undergraduate degree is in chemistry. However, I was not asked the question as much as I expected. The questions I got asked more often was, "Is there anything you want to talk about that we were not able to talk about in our interview?" At first, that questions threw me off, but after my split second of silence, I came up with an answer.

I was lucky to be able to meet with a lot of people from peers to the Executive Director of Housing to get advice on TPE. Going to TPE was an overwhelming and exciting experience for me. Being an introvert, I was nervous about how I would be able to get some quiet time to process through the interviews I had. When I found out there was a quiet room, I was happy. It was nice every few breaks to go in and collect my thoughts. However, after spending a few breaks in there it was too quiet for me. So, I decided to go the candidate work room, which was too many people for me and very loud at times. Luckily during lunch, I met some fellow grad students from NAU, and they introduced me to the candidate computer room. The room was about a quarter of the size the candidate work room and still quiet since people were focused on what they were doing on the computer. The best part was that you could talk every once in a while, but not overwhelmed by all the people like the candidate work room.

For those graduate students that are thinking about attending TPE next year, I would totally recommend it. It is an excellent way to network with others from across the nation and get face time with a lot of schools. There would be three things I would recommend for those of you that are planning on attending. **1.** Make sure you give yourself some breaks and go where you feel comfortable to collect your thoughts. There will probably be the three rooms that I mentioned above, but you also have the convention center you will be in with little nooks and crannies where you can sit, or if you have a long enough break, and your hotel is close, go there. **2.** Do not



compare yourself to others when it comes to the amount of interview you have scheduled. I met people with three interviews scheduled and others with thirty scheduled. Everyone has their comfort zone, so don't compare yourself. Lastly, **3.** do not say anything bad about any school until you have left TPE for good. Being the only grad searching from my school and my school searching at TPE for open positions, I heard some things said about my school while in the waiting area. Since I had nothing identifying the school I attended or telling people where I work, they thought they were safe. If you don't like something about a school, keep it to yourself and wait until you are in a private area. Someone is always listening at TPE even if you think you are safe.

Overall, I enjoyed TPE, and it was a great experience to have. If you have the opportunity to attend, I would suggest you take it. Make sure you do your research on schools and do not be afraid to say no if a school reaches out to you for an interview and you know it is not the fit for you. It will be an overwhelming experience for some, but just find where you feel comfortable and take the time to process after interviews. Even if you are an introvert, you can make the best out of your TPE experience.

## TRANSGENDER INCLUSIVE POLICIES IN HIGHER EDUCATION

By: Chris Yang, Program Coordinator, Pride Resource Center, University of the Pacific

In our present national climate, transgender civil rights issues are more pertinent than ever. With the recent debate over Public Facilities Privacy and Security Act (2016), also known as North Carolina’s House Bill 2, the issue of whether or not institutions can or need to accommodate transgender-identified individuals is increasingly pertinent. In a residential college setting, public concerns over transgender issues tend to surface around facility spaces such as living spaces or bathroom spaces and school records. As it stands, the current case law that exists is sparse with transgender references if it has any at all. The understanding of sex and gender roles is complex and is often misunderstanding around the use of either descriptor or their application to transgendered identities. It is thus important to define the difference between sex, gender, and transgender. It will also be important to apply Title VII and Title IX to our understanding of transgender identities. Using recent existing case law in K-12 educational settings, we can extrapolate interpretations on how to apply transgendered identities to campus policies. Finally, we will examine some recommendations on how these policies can be developed to effectively service our transgender student population.

### Defining Sex and Gender

To cisgendered (those whose sex and gender identity match) individuals, defining sex and gender can seem unnecessary. However, the crucial difference between sex and gender helps to inform the larger conversation around what is or has been considered a civil right. According to GLAAD (2016) (the organization now prefers to be referred to as the acronym rather than the former full title), a non-governmental entity that provides insight and criticism toward popular and representative media, the difference between sex and gender is actually the difference between sex, gender identity, and gender expression. GLAAD asserts that sex is definable as the physical manifestation of anatomical or hormonal markers that are traditionally assigned as either male or female at birth (2016). While not a wholly encompassing definition around the complexity of sexual identity, it is sufficient for our purposes. GLAAD also defines gender identity and expression. Gender identity is defined as the internal sense of gender by an individual (GLAAD, 2016). GLAAD goes on to describe transgender identities as fitting the category of an individual whose gender identity and sex do not match. Gender expression is subsequently defined as the external manifestations of gender including clothing, hair, behavior, voice, name, pronoun usage, and so forth (GLAAD, 2016). There is also particular attention paid to separate the concept of sexuality and gender identity. Transgender identities, while often lumped together with sexuality, are not the same concept (GLAAD, 2016).

### Application of Title VII

The application of Title VII to transgender identity equity is one that has been firmly established in case law. There have been a handful of cases in the last two decades that have focused on whether equal employment rights are transferrable to transgender identities (EEOC, 2016a). In *Glenn v. Brumby* (2011), for example, the plaintiff was fired for coming out as transgender. The plaintiff, Vandy Glenn, was employed at the Georgia General Assembly at the time that she came out as transgender and declared her intention to transition from male identity to female identity. She was subsequently fired by the head of her office, the defendant Sewell Brumby. In the court case, Brumby admitted that there was no performance issue at stake in Glenn’s transition and that the termination was a result of him finding it “unsettling and unnatural that the employee would appear wearing women’s clothing” (*Glenn v. Brumby*, 2011). The court ruled in favor of the plaintiff.

Notably in *Smith v. City of Salem* (2004), the appellate court used prior case law from *Price Waterhouse v. Hopkins* (1989) to find a workable application of Title VII toward transgender civil rights. The court applied the same line of logical reasoning toward transgender behavior, bypassing gender identity and targeting gender expression. In *Price Waterhouse*, the plaintiff was rejected from partnership at the accounting firm of Price Waterhouse for not behaving “feminine enough” (*Price Waterhouse*, 1989). Citing aggressive behaviors, the plaintiff’s performance eval-

evaluations showed comments that indicated that she would be a better candidate for promotion if she acted, walked, and dressed more feminine. The United States Supreme Court found in favor of applying Title VII beyond the scope of biological sex. While Price Waterhouse is also often used as a watershed case in the application of level of proof, the relevant issue at hand is how the courts applied Title VII toward the decision. In *Smith v. City of Salem* (2004), a firefighter who identified as transgender was threatened with termination by the city. The subsequent decision by the court found that the narrow interpretation pre-Price Waterhouse that sex was limited to biological sex and not gender identity “has been eviscerated by Price Waterhouse” (*Smith v. City of Salem*, 2004). The decision goes on to state:

After Price Waterhouse, an employer who discriminates against women because, for instance, they do not wear dresses or makeup, is engaging in sex discrimination because the discrimination would not occur but for the victim's sex. It follows that an employer who discriminates against men because they do wear dresses and makeup, or otherwise act femininely, are also engaging in sex discrimination, because the discrimination would not occur but for the victim's sex. (*Smith v. City of Salem*, 2004).

This application of Price Waterhouse to gender expression foregoes the need for the courts to defend gender identity civil rights and allows for the application of gender-based behavior into the litmus test for discrimination.

Through these and other similar court cases, the United States Equal Employment Opportunities Commission (EEOC) has publicly folded transgender identities under the protected classes in Title VII protection (EEOC, 2016b). By introducing transgender identities into the protected classes, the EEOC has made it easier to hold conversations about transgender-affirming policies as civil rights in workplaces, and subsequently in other spaces as well, even for individuals who do not accept transgender identities.

### **Application of Title IX**

The decisions that have been made in the realm of Title VII to fair employment practices can be interpolated through Title IX into the realm of education (Lambda Legal, 2015). In a clarifying questions and answers document produced by the United States Department of Education in 2014, the identity of transgender was explicitly included. The document also utilized vocabulary around gender identity and gender stereotypes when defining the basis of Title IX's applicability. “Title IX's sex discrimination prohibition extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity and OCR accepts such complaints for investigation” (U. S. Department of Education, 2014, p. 5). With the expansion of the definition of sex in both Title VII and Title IX by the United States government, it is reasonable to expect that colleges and universities comply with the broader understanding of sex to include gender identity and gender expression. As such, in order to remain compliant, it is important for universities that receive federal funding to keep these regulations in mind when creating or responding to policies around sex and gender.

On May 13, 2016, the Department of Education issued a Dear Colleague letter that specifically addressed the inclusion of gender identities into Title IX. The Dear Colleague letter outlines the provisions that educational institutions must undertake to fully support and integrate trans-inclusive policies into facilities, records, and policies (U. S. Department of Education, 2016). Further interpolation can also be done through legal decisions in the K-12 setting, as there have been significantly more rulings in the K-12 setting than there has been for collegiate settings.

### **K-12 Transgender Legal Precedent**

In April of 2016, the Fourth Circuit of the United States Court of Appeals made an important transgender K-12 legal decision. Plaintiff Gavin Grimm (G.G.), a transgender male high school junior, filed suit against the Gloucester County School Board in order to receive permission to use the male bathroom facilities at the high school he attends (*G.G. v. Gloucester County School Board*, 2016). There are several points in this case that can be applied to a higher education context.

The first point that is important to examine is the initial reaction by the Gloucester County School Board and the subsequent reaction by the community. Initially when G.G. and his mother approached the school to work out what being transgender-identified meant for school facility usage, the school was very amenable to G.G.'s plight. School officials met with teachers and staff members at the school to ensure that G.G.'s gender identity would be respected in the classroom and G.G. was initially granted permission to utilize the men's restrooms in accordance to G.G.'s gender identity and not biological sex.

However, within a couple of months, G.G.'s usage of the men's restrooms caused several families of students to file complaints to the school board. A board member proposed a new resolution explicitly defining bathroom usage to being confined to biological sex, excluding gender identity, and offered G.G. private individual facilities in lieu of being able to use the general facilities. Many community members at the meeting agreed with the proposed resolution and testified against G.G. in a manner that ranged from concern to outright hostility. G.G. filed suit against the school board claiming a violation of Title IX (*G.G. v. Gloucester County School Board*, 2016). It is notable that the school had initially attempted to accommodate G.G.'s requests and it was only through public backlash that it had relented toward creating restrictive policies. Similarly, in a higher education context, many institutions use public outcry as a barometer for how they should address contentious issues. The *G.G. v. Gloucester* case demonstrates that public outcry is not an accurate legal barometer. Civil rights are not revocable entities and cannot be restricted based on public opinion.

Another notable piece of the *G.G. v. Gloucester* case is the court's opinion and the rooting of the court's opinions to definitions of sex and gender. The majority opinion of the case broadens the definition of the determinate in Title IX to include gender identity. In the majority opinion, the court defers to the Department of Education's clarifying documents to provide interpretive analysis of transgender inclusion in Title IX protections. "Because we conclude that the regulation is ambiguous as applied to transgender individuals, the Department's interpretation is entitled to Auer deference unless the Board demonstrates that the interpretation is plainly erroneous or inconsistent with the regulation or statute" (*G.G. v. Gloucester County School Board*, 2016). In this way, institutions of higher education are subject to the same regulations. *G.G. v. Gloucester County School Board* (2016) showed that we must adopt thoughtful and meaningful trans-inclusive policies rather than simply ignoring transgender identities.

Trans-inclusive policies in the *G.G. v. Gloucester* case were centered on facilities usage. Alternative facilities were suggested in the proposed regulation to the board that was deemed insufficient under Title IX. The court reinforced that transgender individuals should be afforded the same rights that all individuals are afforded and they also stated they were unconvinced of the ambiguously stated harm that may be inflicted if G.G. was allowed to use a general use male restroom. Due to these factors, it can be interpolated that the court ruled that the proposed regulation was trans-exclusionary rather than an acceptable alternative under Title IX guidelines. With the statements in the majority decision, the Court of Appeals was able to guide itself away from the Price Waterhouse loophole that had been used for prior Title VII equal employment interpretation. In *G.G. v. Gloucester*, the Court of Appeals explicitly stated that gender identity was just as valid, if not even more valid, determiner for how gender should be defined. Due to the recent filing of this decision, it is possible that the decision may be challenged and there may be a decision from a higher court in the future. The recent Dear Colleague letter, however, does address the fact that educational institutions may not force transgender students to abide by accommodations that cisgender students do not. While not a court decision, the Department of Education, for the time being, has reinforced the findings of *G.G. v. Gloucester* (U. S. Department of Education, 2016).

### **Recommendations for Higher Education**

Since transgender identity has been very demonstrably integrated into Title IX expectations, it is appropriate for colleges and universities to maintain trans-inclusive policies. As *G.G. v. Gloucester* has demonstrated, reactionary policies may not be considered acceptable in legal contexts under Title IX so it is important for universities to remain ahead of the curve, so to speak. Outside of consistent and mandatory trainings for staff and faculty members, the two most important ways that residential colleges can enact trans-inclusive policies are in their facility spaces and their school records.

#### **Bathroom Facilities**

It is important to remember that the undue psychological and emotional harm in creating gender-policing policies is a vast overreach. It is unreasonable to insist on students providing proof of sex reassignment surgery in order to use the appropriate bathroom to their gender identity. In an ideal world, in every place that there are bathroom facilities, there are gender-inclusive options. Unfortunately, many institutions suffer from the fact that their facilities were built with only two genders in mind and do not have the room or resources to overhaul the restrooms all over campus.

In this way, it is often not possible to have gender-inclusive options in every space that has bathrooms. The important factor in understanding gender-inclusive restrooms is being able to map where they are throughout the campus and how long it takes to find one. A glaring fault in the past has been the fact that the gender-inclusive restroom access has been limited to central campus and that facilities on the outskirts of the campus do not have easy access to them. Since not every bathroom can be renovated for gender-inclusive options, it is important to pick and choose which areas need them the most. It is important to identify multiple options on each campus that can be easily converted to gender-inclusive restrooms, allowing for students to access gender inclusive restrooms that are interspersed throughout the campus.

### Residential Facilities

The other large issue is the access to gender-neutral housing space for on-campus residents. Currently, many universities have a gender-neutral housing option that students can apply for. Unfortunately, those housing policies are restricted to apartment-style housing in some cases, which discounts the inclusion of first-years who are not eligible for apartment-style housing or excludes them from traditional first year experiences. Additionally, the current rhetoric in housing is that in order for an apartment to be gender-neutral, it is highly recommended that the students fill the apartment themselves, in other words apply in a group of four or six. If a single student desires a gender-neutral housing space without a set of identified friends that have agreed to live with them, it is much more difficult for that student to get the placement they desire. It is important that the housing policies be reexamined to include more trans-inclusive procedures to live in gender-neutral spaces. Currently, in many places, gender-neutral options are still considered laborious exceptions rather than standard options. This again places undue burden and stress on transgender students, forcing them to do the difficult work that should be the duty of the housing office rather than the individual students. In an ideal world, if a student requests gender-neutral housing, the housing office should have readily inclusive options and do everything in their power to make the accommodation happen.

### School Records

School records are a veritable quagmire when examining trans-inclusive policies. There are federal requirements that dictate certain records be kept and how they are managed. Records concerning campus police, financial aid records, school registrar records, and employment records are all subject to federal regulations. According to federal regulations, it is much more difficult for records to reflect preferred names rather than birth certificate names. However, there are also internal records within a campus system that can reflect preferred names that are not subject to federal regulations. Class rosters, conduct records, housing preferences, and surveys for example are all internal records that are not released outside of the school. FERPA (1974) guidelines even prevent these records from being released without permission from the student in question. The most recent Dear Colleague letter explicitly outlines that being identified as transgender is not sufficient reason to disclose private information about sex and gender of any student. It also explicitly outlines procedures for students to amend their educational records to accurately reflect their gender identity. The underlying message that the Dear Colleague letter conveys is the necessity for trans-inclusive policies in order to address student identity and safety (U. S. Department of Education, 2016).

While it will be a large amount of work, the ideal trans-inclusive policy would be to create a dual layer of school records. Internal records should be identified and be kept in a separate database from external records. Internal records should be sorted by student ID number and should reflect preferred names. External records should reflect birth names or legal names and should also be sorted by student ID numbers so that there is the ability to cross-reference internal and external records. External records would only have limited points of contact (police, health center, registrar's office, etc.) and would have limited access. This way, internal documents can reflect preferred name and gender identity without accidentally outing students and confusing untrained staff and faculty members.

While these policy reformations may cause some additional work, they would reflect a trans-inclusive campus. Many of these changes are infrastructure changes that would reflect an environmental shift toward an inclusive and welcoming campus. If inclusivity and equity is a foundational value for education, then it is important that the policies reflect that goal.

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## A THESIS ON THE UNPLUGGING OF UNDERGRADUATES

By: Jadelin Felipe, Student Services Specialist, Archaeology Center, Stanford University

Do you wonder why students are so glued to their cell phones? Learn from nine undergraduate students who chose to intentionally “unplug” and use their phones less. Get a unique glimpse of the complexities of cell phone use for today’s college students, and its impact on relationships and the college experience.

### MASTER’S THESIS TITLE:

Understanding How Intentionally Unplugging From Cell Phones Shapes Interpersonal Relationships And The Undergraduate College Experience

BY

Jadelin Pikake Felipe, Organization & Leadership in Higher Education, University of San Francisco

### ABSTRACT

The purpose of this study was to gain an understanding of what motivated college students—the Unplugged Students—to intentionally use their cell phones less and how they understood the impact that unplugging had on their interpersonal relationships and college experience. Nine

undergraduate college students from four private schools were interviewed in one-on-one semi-structured interviews. These students, considered non-users, provided a particularly useful perspective as these students made a conscious choice to counteract social norms and experienced both being plugged in and unplugged. Cell phones and the act of unplugging proved to make up a complex and more nuanced topic than expected. Emerged from the research were themes that brought to light the personal and external factors that motivated students to unplug, unveiling the opportunity for families, schools, and public figures to educate students. The study also includes the student perspective about the complexities of relationships in the digital age, the major role of social media, opposing views on the impact of unplugging on community spaces, and students’ shared vision for the future.

URL: <http://repository.usfca.edu/thes/187/>

## EDITOR'S CORNER

### Thanks to everyone for submitting!!!

Hey everyone! I hope you all have enjoyed the newsletter so far. I want to again thank everyone who contributed to the newsletter and also those of you who are reading it right now. If you have suggestions or if you would like to contribute to the newsletter please let me know. As a reminder from my email here are my goals for the newsletter this year:

- Measure and then continually improve engagement with our readership
- Share new knowledge in a relaxed format that allows for reflection and sound practitioner research
- Disseminate regional reflections and scholarship surrounding ways in which we can dialogue and act on a global scale with social justice and inclusion in mind.
- Encourage participation from all major sub-regions (Nor-Cal, So-Cal, Hawai 'i, and Arizona) and as many KCs as possible in newsletter

Hope to hear from you all soon!

Aaron Jones

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