



# NASPA REGION VI

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

Colleagues from Region VI,

A belated Happy New Year and also a special Gung Hay Fat Choy for the Year of the Horse folks too! As I write this final newsletter article as your Regional Director, I cannot help be amazed at: 1) how fast the time has gone; 2) how I am continually impressed by the wonderful work being done in our region by dedicated and passionate volunteers; 3) how incredibly proud I am to have served with such a wonderful team on the Regional Advisory Board; 4) the wonderfully bright future our region has in the capable hands of our **RD-Elect, Dr. Lori Ideta**.

First, where has the time gone? Less than two years ago, our advisory board had a summer retreat and came up with the following:

## REGION VI MISSION STATEMENT

Grounded in our commitment to diversity, our mission is to provide opportunities that connect, educate, innovate and engage current and aspiring student affairs professionals to serve, respond to, and advocate for students attending colleges and universities in California, Arizona, Hawaii, Australia, Guam, Hong Kong, Malaysia, and Singapore.

**GROUP VALUES:** Respect, Teamwork, Integrity

From this we came up with goals and objectives listed in brief below:

## GOALS & OBJECTIVES

### ➤ Facilitate Opportunities for Engagement

- Incorporate/utilize technology to broaden reach & provide connections (inform, educate, inspire, connect)

*Gee continued on page 2.*



## Winter 2014

IN THIS ISSUE:  
*Click page number to advance*

### PAGE 1

- ◆ Letter from the RD

### PAGE 4

- ◆ WRC 2014 Save the Date!

### PAGE 5

- ◆ Supervising Athletics: Don't Drop the Ball!
- ◆ Newsletter Update

### PAGE 6

- ◆ Small Colleges & Universities Institute
- ◆ NASPA Community College Division

### PAGE 7

- ◆ AGAPSS KC Upcoming Programs
- ◆ How Do you Define Access and Affordability?

### PAGE 10

- ◆ Revisiting Policy to Increase Access and Inclusion for Transgender Individuals in Higher Education

## Winter 2014

### IN THIS ISSUE:

*Click page number to advance*

#### PAGE 13

- ◆ Crossing the Divide: A Journey of Self-Exploration through Motherhood

#### PAGE 17

- ◆ Moving Up: Strategies for Advancing Your Career Workshop

#### PAGE 18

- ◆ 10 Ways to Build Your Personal Learning Network in Student Affairs

#### PAGE 21

- ◆ CSUMB Decreases Stigma through Mental Health Awareness and Early Intervention Training Efforts

#### PAGE 22

- ◆ 50 Essential Tips for Finding a Career in Student Affairs

#### PAGE 25

- ◆ Friends and family of NASPA Hawai'i gather to kick off the New Year!

### Letter from the RD

- Reach out to international colleagues
- Reach out to other constituents (KC's, NUFP, etc.)

#### ➤ Create environment of Inclusivity

- Much discussion on the importance of including Community Colleges
- Look at all aspects of diversity—institutional types, geography, prof levels
- Other suggestions—continue conversation about undocumented immigrants started around AZ conference

Who knew that from an energetic, focused and driven summer retreat we would be where we are now in Region VI with: a) our social media team (led by **Grace Bagunu**) flooding our YouTube's, Twitter accounts, Facebook, and every other social media medium that I can't keep up with; b) drive-ins from Men & Masculinity, Dream Act, Standing Out, Gateway's, Rising Above, IEKC and Building Collaborations just to name a few; c) from Hawaii to Salt Lake City and to the future in Anaheim and beyond, the WRC has continued to be a place of professional development, personal renewal, and networking beyond compare!

I am so proud that as my tenure as Regional Director ends, we are finishing strong, laying groundwork for the future and continually providing opportunities to "connect, educate, innovate and engage current and aspiring student affairs professionals to serve, respond to, and advocate for students attending colleges and universities in California, Arizona, Hawaii, Australia, Guam, Hong Kong, Malaysia, and Singapore" as stated on our Region VI Mission.

I want to give a special acknowledgement to **Dr. Mike Marion** and the Nor Cal team for an exceptional drive-in on Friday, February 7<sup>th</sup> held at UC Berkeley and hosted by an extremely supportive **Vice Chancellor, Harry LeGrande!** Even on a cold and rainy day, more than 100 persons braved the conditions and were treated to great workshops, a dynamic keynote speaker (Dr. Regina Stanback Stroud), and a wonderful SA Social afterwards.

We are also going to see another workshop on Friday, February 14<sup>th</sup> being held at Chapman University and hosted by another supportive **Vice Chancellor, Jerry Price. Dr. Dyrell Foster** and his So Cal team have put together a great slate of workshops and mock interview opportunities, and they are to be congratulated on what will surely be another Region VI success.

*Gee continued on page 3.*



### Letter from the RD

I would be remiss if I didn't acknowledge all the hard work that has been going on in Arizona (**Laurie Silver, Laura Dulgarr and Liz Frost**) in the past two years and of course in Hawaii (**thanks Lori**). I was glad to see the mix-and-mingle being held around the New Year in Hawaii and wondered like you did, where was my invitation? LOL! With the NASPA national just around the corner – "Lead.Innovate.Transform", I hope to see many of you in Baltimore; please stop by the Region VI Hospitality Suite to connect with your colleagues and friends. I want to share that **our region is 3/4ths of the way to our #NASPAGives goal** as of February 7<sup>th</sup> and I encourage you to help us reach our monetary goal before we arrive in Baltimore; please consider giving to the NASPA Foundation to further our work in Student Affairs!

Finally, I want to close with the group values we came up with for our region:



### GROUP VALUES: Respect, Teamwork, Integrity

I am so thankful for the teamwork, grateful for the respect, and blessed to be surrounded by professionals with integrity. This journey has been truly an honor and a blessing, and I look forward to the opportunities in the future to connect with you via social media, via traditional email, but most importantly, via a personal conversation. Thank you for the opportunity to serve you and may the remainder of your academic year be transformative for you professionally and personally.

Take good care,

**Henry Gee, Soon-to-be Immediate-past Region VI Director**

P.S. A special thanks to **Ashlea Wilson**, Editor extraordinaire and to **Athena Castro**, the assistant with patience galore!



# SAVE THE DATE

## WESTERN REGIONAL CONFERENCE **2014**

NOVEMBER 9-12, 2014  
ANAHEIM, CA

[WWW.NASPA.ORG/EVENTS/2014-NASPA-WRC](http://WWW.NASPA.ORG/EVENTS/2014-NASPA-WRC)



[Click here](#) to check out the NASPA WRC 2014 launch video or visit:

<http://www.youtube.com/watch?v=7RfviJ4l4Rc>



# *Supervising Athletics: Don't Drop the Ball!*



**NASPA**

SMALL COLLEGES  
& UNIVERSITIES  
DIVISION

Wednesday, March 5, 2014

4:00 – 5:00 p.m. (EST)

Wednesday, March 5, 1:00-2:00 p.m. PST.

Register at [Don't Drop the Ball](https://www2.gotomeeting.com/register/795330522) (<https://www2.gotomeeting.com/register/795330522>)

Do you oversee intercollegiate athletics at a small college or university? If so, then you know that the issues connected with athletics program supervision are complex and involve many challenges, including those connected with student-athlete recruitment and retention, compliance with legal and policy requirements, funding of athletics programs, and managing relationships with athletics programs stakeholders. Join five expert panelists for this lively discussion about supervising athletics at small colleges and universities. This free dial-in conference is appropriate for those who currently supervise athletics and for others who someday hope to.

*Thanks to all who contributed to the 2014 Winter Newsletter!*

*I look forward to seeing you at the NASPA Annual Conference in Baltimore!*

*Please make sure your staying connected with Region VI on social media, Grace and the social media team has some interesting and exciting things coming your way!*



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

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



## Small College and University Institute



June 21 – 24, 2014

Daemen College - Amherst, New York

Register at [SCUI](http://www.naspa.org/events/2014-naspa-small-colleges-and-universities-institute#register) (<http://www.naspa.org/events/2014-naspa-small-colleges-and-universities-institute#register>)

**Early-Bird Registration Deadline: April 30, 2014**

**Regular Registration Deadline: May 16, 2014**

The Institute brings together chief student affairs officers and other senior-level leaders at small colleges and universities with enrollments of fewer than 5000 students for three days of learning and networking. An intentional component of this signature NASPA program is living and learning together on the host campus.

The Institute will feature the following topics:

Shifts in higher education and what they mean for student affairs

Managing critical incidents on campus

Changing student demographics

Civic learning and democratic engagement

Hot topics for small colleges and universities

Please visit the [2014 NASPA Small Colleges and Universities Institute](http://www.naspa.org/events/2014-naspa-small-colleges-and-universities-institute) (<http://www.naspa.org/events/2014-naspa-small-colleges-and-universities-institute>) site for the Institute schedule and more information.

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NASPA's Community College Division Joins the Twittersphere!

Are you interested in the unique experiences of working at a Community College? Do you already work at a Community College and you're looking to further your professional growth through professional programs, literature, and connecting with other professionals? Follow @NASPA\_CCD, the new way to connect to the NASPA Community College Division for all your **#CommunityCollege** needs.



Hello AGAPSS KC!

If you are attending the NASPA 2014 conference in Baltimore, don't miss out on the AGAPSS pre-conference workshop on Sunday:

Access and Success: Race, Ethnicity, and the Graduate & Professional Student Experience  
NASPA Pre-Conference Workshop #22  
Sunday, 16 March 2014  
9:00a - 4:00p

Breakout session topics

- Intersecting Identities: Retaining Minority Women
- Institutional Identity: Embracing/Confronting Campus Culture
- Best Practices Across Identities and Disciplines
- Peer Review Lightning Round: Sharing & Vetting New Ideas
- Supporting Student Organizations for Graduate/Professional Students of Color

Already registered for the full conference? Add the Pre-con:  
\$90/NASPA member, or \$120/Non-member

Not yet registered? Register today & add the Pre-con.  
Rates are posted on the NASPA site. **Rates increase 2/15/14.**  
<http://conference2014.naspa.org/register>

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## HOW DO YOU DEFINE ACCESS AND AFFORDABILITY? NASPA Wants You to Share Your Opinion!

Valerie Shepard, University of California, Los Angeles, [vshepard@saonet.ucla.edu](mailto:vshepard@saonet.ucla.edu)

### Current Issues in Federal Funding for Higher Education

In August, President Obama developed a policy agenda to make college more affordable and accessible to first generation and low income students. NASPA has also identified the cost of and funding for higher education as one of its 3 key public policy priority areas, in order to ensure college access and affordability for all students. Upcoming changes in federal funding for higher education, as well as ongoing federal efforts to improve college access and affordability, will affect all student affairs practitioners and students (including undergraduate, graduate, and professional school students).

Due to the reauthorization of the Higher Education Act, however, the next few months offer a unique window of opportunity to provide feedback both to NASPA and to the Department of Education that will help drive these changes. Now is the time to be informed in order to shape and respond to fast moving regulation.

*Shepard continued on page 8.*

## HOW DO YOU DEFINE ACCESS AND AFFORDABILITY?

### **President Obama's Plan For College Affordability**

In her presentation at the NASPA Western Regional Conference in November, Kandy Mink Salas, our Region VI Public Policy Representative, outlined these key points of President Obama's agenda (click here to read "[A Better Bargain for the Middle Class](#)"):

- Tie financial aid to college performance, starting with publishing new college ratings before 2015 academic year
- Challenge states to fund public colleges based on performance
- Hold students and colleges receiving student aid responsible for making progress toward a degree
- Promoting innovation and competition
- Challenge colleges to offer students a greater range of affordable, high-quality options than they do today
- Give consumers clear, transparent information on college performance to help them make the decisions that work best for them
- Encourage innovation by stripping away unnecessary regulations
- Ensuring that student debt remains affordable
- Help ensure borrowers can afford their federal student loan debt by allowing all borrowers to cap their payments at 10 percent of their monthly income
- Reach out to struggling borrowers to ensure that they are aware of the flexible options available to help them to repay their debt

The U.S. Department of Education also held 4 public forums this fall to ask for input on college affordability. While the in-person public comment period is now closed, they are still asking for feedback on any area relating to college affordability. They are especially looking for information on the following topics as they look to develop a [college ratings system for the 2015-16 academic year](#):

- The characteristics individuals look for when choosing a college.
- The information individuals must have to compare colleges.
- The important factors to think about when considering the "value" of a college.
- The ways that individuals weigh college price, quality, geography, program of study, or other factors when comparing colleges.
- How individuals make a distinction between a high-performing college and a low-performing college.

You can send your comments and ideas to [collegefeedback@ed.gov](mailto:collegefeedback@ed.gov).

### **Higher Education Act Reauthorization**

While President Obama and the Department of Education are discussing college affordability, lawmakers in the House and Senate are debating changes in policy related to Pell Grants, federal student loans, and federal access programs including TRIO and GEAR UP as they are reauthorizing the Higher Education Act. The Higher Education Act (HEA) is a law that was first passed in 1965 and sets policy for federal funding of higher education, and must be reauthorized every 5 years (though sometimes it takes longer).

When the HEA is in the process of being reauthorized, committees in the House and Senate debate changes to the law. It was last reauthorized in 2008, and it expired on December 31<sup>st</sup>, 2013. The HEA is due for reauthorization this year. [Here](#) is where you can find information on the Department of Education's website on the last reauthorization. You can find a good summary of what you need to know about the HEA in [this article](#) from September 2013 from the *Chronicle of Higher Education*.

*Shepard continued on page 9.*



## HOW DO YOU DEFINE ACCESS AND AFFORDABILITY?

There is also a summary in the *Chronicle* [here](#) about what colleges have said that they would like to see from lawmakers as they reauthorize HEA.

A Senate committee and a House committee will continue to hold hearings throughout Spring 2014 (more on those below). According to Salas' public policy presentation at the NASPA Western Regional Conference in November 2013, as they debate changes to the bill during the reauthorization process, the House and Senate committees are interested in the following areas:

- Empowering students as consumers in higher education;
- Simplifying and improving the student aid and loan programs;
- Increasing college accessibility, affordability, and completion;
- Encouraging institutions to reduce costs;
- Promoting innovation to improve access to and delivery of higher education; and
- Balancing the need for accountability with the burden of federal requirements (accreditation).

### **The Senate**

The U.S. Senate Committee on Health, Education, Labor, and Pensions (HELP) is responsible for holding hearings on the HEA Reauthorization. It held an interesting hearing on January 16, 2014, "Strengthening Federal Access Programs to Meet 21<sup>st</sup> Century Needs: A Look at TRIO and GEAR UP." You can watch the hearing [here](#), and see the full schedule of the committee's hearings [here](#). Though the title says "Strengthening Federal Access Programs," one of the points the committee debates in this hearing is whether or not to continue programs like TRIO and GEAR UP. It is in the process of discussing everything from changing how TRIO and GEAR UP are assessed and outcomes are measured, to the possibility of cutting the programs entirely and shifting the money to the Pell Grant program.

### **The House**

The counterpart to the Senate HELP committee is the Education and the Workforce Committee in the House, and its subcommittee on Higher Education and Workforce Training is meeting to discuss the reauthorization of the HEA. You can find press releases and webcasts from the subcommittee's hearings [here](#). On January 28<sup>th</sup>, 2014, the subcommittee held the hearing "Keeping College Within Reach: Sharing Best Practices for Serving Low-Income and First Generation Students." It heard input on best practices for TRIO programs, and ongoing college counseling efforts to promote college affordability and financial literacy. On December 3, 2013, the subcommittee held a hearing on changing the Pell Grant program, including suggestions that Pell eligibility be tied to academic success and time-to-degree. The subcommittee also held hearings in June and September 2013 on accreditation, partnering with MOOCs and other technology innovations to increase access, and supporting access to higher education for veterans. There is a recent article from January 30, 2014 from *Inside Higher Education* [here](#) on the effects that the debate in the House over the reauthorization of the HEA may have for accreditation.

### **Changes to the Pell Grant Program**

Key to understanding the debate around the HEA reauthorization and the debate over increasing college affordability is the recent cost increase of the Pell Grant program, and potential policy changes that may occur as a result. Both the House and the Senate committees mentioned above are debating potential changes to this program. Again, at the NASPA Western Regional Conference, Kandy Mink Salas identified reasons why the program's cost increased recently, including changes in the economy, and choices made by policymakers to expand the program.

*Shepard continued on page 10.*

## HOW DO YOU DEFINE ACCESS AND AFFORDABILITY?

Potential policy changes may affect the program in the following ways:

- Reduce the number of grant recipients;
- Reduce the amounts of the grants;
- Increase the grant amounts; and
- Simplify eligibility criteria and the grant application.

Student affairs professionals should be familiar with the Congressional Budget Office's September 2013 report ["The Federal Pell Grant Program: Recent Growth and Policy Options."](#)

### **Student Input and the Department of Education**

In the middle of hearings in the House and Senate, Arne Duncan, the U.S. Secretary of Education, asked for student input on college access and affordability on January 24, 2014. You can find an article on the student voice [here](#); additionally, students can email their own feedback on this issue directly to the Department of Education at [collegefeedback@ed.gov](mailto:collegefeedback@ed.gov). Please pass this email along to your students.

### **Datapalooza**

An excellent recent article on NASPA's Research and Public Policy page by [Matt Aschenbrener](#) discusses the HEA, and makes the point that conversations held with the Department of Education outside of the House and Senate will also drive innovation and, in turn, policy in this area. The latest of these conversations is the Education Datapalooza, which was held on January 15, 2014 at the White House. The [Datapalooza](#) highlighted apps, tools, and ideas generated in the private sector that make use of freely available government data to help in the process of "choosing and applying for college, online teaching and learning, and new pathways for acquiring 21<sup>st</sup> century skills." A must read for student affairs professionals and students is the [Datapalooza Fact Sheet](#). If you have an idea or a best practice for how the Department of Education can make its data, tools, or forms more open or accessible, they want your feedback at [datapalooza@ed.gov](mailto:datapalooza@ed.gov).

### **Get Involved!**

Federal funding for college in order to improve college access and affordability is a fast moving topic that has implications for all student affairs practitioners, but especially for those who work with first generation and low income students. To stay informed, make use of the resources cited in this article, look at NASPA's Research and Policy Institute's [website](#), and send your public policy ideas to NASPA through the "Identify a Policy Issue? Submit a Web Form" link on the NASPA Public Policy Division constituent group [website](#). You can also email Kandy Mink Salas, your Region VI public policy representative, at [kmink@fullerton.edu](mailto:kmink@fullerton.edu). Additionally, you or your undergraduate, graduate, and professional school students can submit your feedback directly to the Department of Education at [collegefeedback@ed.gov](mailto:collegefeedback@ed.gov). Speak up! You are in the best position to inform these upcoming policy changes that will affect our students' access to higher education.

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## Revisiting Policy to Increase Access and Inclusion for Transgender Individuals in Higher Education

Abrahan Monzon, M.S. in Higher Education Graduate Student, California State University, Fullerton, [abrahan@csu.fullerton.edu](mailto:abrahan@csu.fullerton.edu)

It has been almost forty-five years since June 28, 1969 when Sylvia Rivera, Marsha P. Johnson, and many more patrons of the Stonewall Inn began a riot that sparked the lesbian, gay, bisexual, transgender (LGBT) Civil Rights movement as it is known today.

*Monzon continued on page 11.*

## Revisiting Policy to Increase Access and Inclusion for Transgender Individuals in Higher Education

In the years that followed, the LGBT community gained visibility through Pride celebrations and organizations like the Gay Liberation Front (GLF), Street Transgender Action Revolutionaries (STAR), and other organizations. The increased visibility around LGBT people encouraged others to come out in their identities and that was soon reflected on college campuses. With time, gay and lesbian resource centers began to open on campuses and organizations like NASPA created networks to address gay and lesbian concerns. Presently, resources for the LGBT community have become more inclusive in name and practice.

### Establishing a Common Terminology

The LGBT community represents many diverse identities constructed around gender and sexuality. The commonality of the LGBT acronym (and variations such as LGBTQ, LGBTQIA, etc.) causes many individuals to categorize transgender identity as sexuality. Although it is politically and socially significant for individuals of diverse sexual and gender identities to build coalitions and community, there are substantial differences between sexual identity and gender identity that must be defined.

If anyone is new to this terminology, Killermann's (n.d.) [The Genderbread Person](#) provides a visual and more in depth explanation of terminology such as gender identity, gender expression, and sexuality. Lesbian, gay, bisexual (LGB) are among many identities that define and build community around attraction and sexuality. Transgender identity refers to individuals whose gender identity does not align with the gender that they were assigned at birth. The transgender community can refer to people who identify as transsexual, gender non-conforming, genderqueer, and many more identities (an increasingly common term to represent the range of identities in this community is [trans\\*](#)).

Understanding the difference between gender identity and sexual identity is critical to understanding the disparity between rights and protections offered around sexuality versus gender identity. Currently, 19 states have laws that prohibit discrimination based on sexual identity, with an additional nine states prohibiting discrimination in public employment. Of those states, only five and three states, respectively, extend the laws to protect individuals based on gender identity. Discrepancies such as these that make it important to ask, do our institutions prohibit discrimination against people in the LGB community and is that protection extended to the transgender community?

### New California Legislation

On August 12, 2013, Governor Jerry Brown in California signed Assembly Bill 1266, The School Success and Opportunity Act, into law. Assembly members Tom Ammiano and Toni Atkins and Senators Mark Leno and Ricardo Lara co-authored the bill. The Gay-Straight Alliance Network, Transgender Law Center, Equality California, ACLU of California, and several other civil rights organizations backed and supported the bill. The new law will transform the experiences of transgender students in California. As of the beginning of 2014, public schools in California must respect the gender identity of their students by allowing all students an equal opportunity to participate in school activities. This means that students will be affirmed in their gender identity when interacting with gendered campus activities (e.g. restrooms, physical education classes, sports teams).

The law responds to inequities that transgender students face in educational settings due to their gender identity. Although California had adopted transgender-inclusive anti-discrimination laws prior to the new law, some schools still required students to use facilities that matched the gender assigned at birth, even if it did not align with the student's gender identity. This behavior created obstacles for students who were placed in unsafe situations during school hours. For example, a trans-feminine student may have been required to use the boy's locker room and restrooms during class time.

*Monzon continued on page 12.*



## Revisiting Policy to Increase Access and Inclusion for Transgender Individuals in Higher Education

This situation disregards the student's gender identity and subjects the student to psychological and physical danger. Since many high schools have a physical education requirement, these challenges caused students to have a hard time obtaining the necessary requirements and credits to graduate high school. The new law reaffirms the protections granted to transgender youth.

### Implications for Higher Education

The most obvious implication of AB 1266 for higher education will come with time. Beginning this year, transgender students at public schools in California will experience increased access to facilities, curricular, and co-curricular opportunities. In the next couple of years, these same students will be applying to colleges and universities. It would be a disservice to transgender students if they are not granted equitable access to institutions of higher education.

The School Success and Opportunity Act also marks a stepping stone in a trend to protect the rights of transgender individuals. Although California is the first state to adopt a state law that protects transgender students from discrimination, other states, including Massachusetts and Connecticut, have developed policies protecting transgender youth. Colleges and universities have an opportunity to be leaders of social change on issues that have garnered increased attention in the last few years.

### Institutional Barriers for Transgender Students

Beemyn, Curtis, Davis, and Tubbs (2005) identified several obstacles that policies and structures in higher education create for transgender students. These issues span from gendered facilities, such as residence halls, restrooms, and locker rooms, to programming and support services. Some examples follow.

**Residence Halls.** At many colleges and universities in the United States, students are expected or required to live in residence halls. Most residence halls force students to identify within a gender binary (namely the female-male dichotomy). This can be a difficult setting for students who are in the process of transitioning or who do not identify themselves within the gender binary. Residential life departments should be prepared to afford an equitable and safe housing option for transgender students. Some ways for creating trans-inclusive housing are: creating a gender-inclusive floor or building; provide affordable single-living options for students; if showers and restrooms are communal, offer a single-stall/shower option; and provide inclusivity and awareness training for staff members.

**Restrooms and Locker Rooms.** One of the most visible issues around transgender equity is access to public restrooms and locker rooms. Public restrooms and locker rooms are typically gender segregated and can be very dangerous for individuals who are perceived to be in the "wrong restroom." In 2002, the San Francisco Human Rights Commission found that a majority of transgender individuals had been denied access or harassed in a public restroom (as cited in Transgender Law Center, 2005). For this reason, it is important to develop and document gender neutral facilities, as well as policies that protect transgender individuals in these vulnerable settings.

**College Records and Documents.** Many transgender individuals change their name to reflect their gender identity. The legal name change process varies from state to state and it can be timely and/or costly. It is important for institutions to develop a way for students to update their name on identification cards, rosters, and transcripts, even if they have not processed a legal name change. A common obstacle for managing a name change process is distinguishing records and documents that need a legal name (such as financial aid documents) and those that can use preferred names (rosters, ID cards, diplomas).

*Monzon continued on page 13.*

## Revisiting Policy to Increase Access and Inclusion for Transgender Individuals in Higher Education

Identifying which records and documents can reflect a preferred name is a critical piece for the safety of transgender students. When a student has to distinguish their preferred name from the name listed on college records they are forced to “come out” and may be positioned in a potentially dangerous situation.

### Conclusion

The conversation about access and inclusion of transgender students has become increasingly common, but transgender individuals have always been at colleges and universities. Highly visible role models and greater knowledge and awareness have allowed transgender individuals to be visible in ways that were impossible in the past. Transgender individuals are still subject to violence, harassment, and discrimination, and colleges and universities have an opportunity to be proactive rather than reactive leaders in creating access and inclusion. This article addresses three areas to increase inclusion for transgender individuals, but it is not a complete list. Institutions of higher education can: include sexual orientation *and* gender identity under their non-discrimination policies, increase educational programming, make sure that there are mental and physical health professionals competent in transgender topics, and continue to do research on best practices for creating accessible and inclusive spaces for marginalized communities.

### References

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- Killerman, S. (n.d.). *The genderbread person v.2.0*. Retrieved from <http://itspronouncedmetrosexual.com/2012/03/the-genderbread-person-v2-0/>
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## Crossing the Divide: A Journey of Self-Exploration through Motherhood

Jaimie Hoffman, CSU Channel Islands, [jaimie.hoffman@csuci.edu](mailto:jaimie.hoffman@csuci.edu)

The last twelve months of my life have been filled with considerable personal and career-related transitions; through this time of change, I learned some lessons that I believe could be useful to share with my colleagues in the region. While I can honestly say I have always been social justice-oriented and the type of person to stand up for the rights of others, I cannot say that I have been a feminist, or even understood the challenges of women. I never attended professional development opportunities to talk about women’s issues and I even shied away from such “fluffy, touchy-feely” discussions; after all, I was a strong, student affairs educator/leader who just happened to be a woman.

Silently, I judged my colleagues with children who had to leave the office early to pick up their kids from school or attended less evening events to spend time with their families. I was shocked when a colleague refused to hold a meeting after 5:00 p.m. because she committed to be home with her kids for dinner. I wondered to myself, “Does she not realize this job is important? Maybe she should be more committed?” I was even more appalled when my supervisor returned from maternity leave after having her first child and submitted her letter of resignation... “How could she give up on her career?” I wondered. I realize now that I used to walk through the world with blinders on; not only was I blind to the experience of those around me, but I was also blind to how drastically my point of view might change if I became a mother.

*Hoffman continued on page 14.*

## Crossing the Divide: A Journey of Self-Exploration through Motherhood

Until January 2013, there was no doubt in my mind that my commitment and determination as a student affairs professional would not waiver. I was resolute to climb the administrative ladder and even found myself applying for a promotion nine months pregnant.

Then, on January 18, 2013, my daughter Josie “Jojo” Elizabeth was born, and everything changed. Mothering a newborn was by far the most difficult job I have ever had. But despite the perpetual crying of a colicky baby and amidst the countless diaper changes, something became abundantly clear to me; as clear as a simple mathematic equation. Although my conviction to continuing my career in student affairs was still strong, there was simply no way I could possibly drop her off in the morning at my Mum’s house at 8:00 a.m. and see her for two hours when I arrived home at 6:00 p.m. My priorities changed on that January day when I decided that I would need to find a way to “have my cake and eat it too;” I was determined to continue working in higher education making an impact on the lives of college students but with a flexible schedule that would allow me to spend more time with Jojo.

Having experience teaching online and face-to-face, I decided that working part-time in student affairs and teaching at the University would facilitate the kind of balance I was seeking. With determination, I emailed the directors of 43 different higher education-related



masters programs with my resume and cover letter, scripted conversations with my supervisors to sell the idea of a consultant role to them, and sought additional teaching opportunities at my institution. My conversations were successful. After thirteen years of working full-time in student affairs, with a fairly high degree of job security and decent pay, in the Fall of 2013, I left my position overseeing Student Leadership Programs to serve as an Administrative Analyst (ten hours per week) for the Division of Student Affairs working on assessment projects and teaching part-time in the Communication, Liberal Studies and University Experience Programs.

Though my journey through this transition is still in progress, I thought it important to share some of my realizations through this process:

### **There is no clear “right way for women (or men)” with children to make it work**

When I thought about career progression before having Jojo, I always assumed the movement would be up the ladder. I discovered through my own experience, which was validated as I read *Lean In* by Sheryl Sandberg (2013), Chief Operating Officer of Facebook, that career movement for women is less like a ladder and more like a jungle gym. As Sandberg states, “ladders are limiting – people can move up or down, on or off.”

*Hoffman continued on page 15.*



## Crossing the Divide: A Journey of Self-Exploration through Motherhood

Jungle gyms offer more creative exploration... The ability to forge a unique path with occasional dips, detours, and even dead ends presents a better chance for fulfillment (p. 53).” That was it! Instead of climbing up the ladder, I took a step aside on the jungle gym – and guess what? The view is still great. To describe it in assessment terms, I have come to realize that I do what I do for the outcomes and not the position, title or the “strategies.” As a part-time student affairs professional and (almost) full time lecturer, I still find myself invigorated by working with students and am continuously challenging myself to strive for excellence (just like I always have).

### **Do not see yourself as an impostor at the table**

Before joining the faculty ranks, I had various interactions with faculty members in my student affairs work. I not only interacted with faculty who were advisors for our student organizations or individuals who participated in orientation, but I also participated with faculty on significant campus-wide committees (such as the team charged with creating an online doctoral program). During my interactions with faculty, I often felt like an impostor at the table, like someone who was there but really did not belong. In her book, Sandberg (2013) described the impostor syndrome that is experienced most intensely by high achieving women; they doubt themselves and worry that others around them will question their place at the table. I traveled to many meetings with faculty members feeling like an impostor, I often thought, “do they realize that I am not good enough to work on this project with them?” As is inherent in the impostor syndrome, these feelings were unfounded – I did have the knowledge and experience to be at the table discussing important issues which is why I was **asked** or **selected** to be present. In fact, as I began to talk with more faculty members about my teaching goals and the possibility of pursuing a tenure-track position one day, my colleagues were extremely supportive and encouraging. It was through this experience that I realized... I wore the cloak of the impostor; my faculty colleagues did not put this upon me. As student affairs professionals, we need to act like we belong at the table AND believe it, because others do (and if they do not, our confidence could prove them otherwise).

### **Seek help from all of the resources around you to achieve your goals**

As I alluded to above, last semester I began considering the possibility of pursuing tenure-track teaching positions. This particular career aspiration has always been somewhat elusive to me for a few reasons: I always thought I would work in higher education administration, I earned an Ed.D. and not a Ph.D. which is historically not aligned with the requirements of attaining a professor position, and most notably, as a first generation college student, this just did not seem accomplishable. I have done well for myself career and education-wise but being a professor might very well be that much more than what I am capable of doing... or so I told myself. I am a little intimidated by research and writing and I often (secretly) think I’m not good enough... I feel like a fairly strong qualitative researcher but - should I know more quantitative? I feel like I am good at integrating active learning strategies into my teaching but could I deliver better lectures?.... thoughts of self-doubt frequent my mind. However, last semester, I had conversations with my faculty colleagues and asked what motivated them to become tenured (or tenure-track professors) and what challenges they have faced along the way. As it turns out, many of them had the same fears and challenges as me; they opened up with me about their experiences and even encouraged me to pursue my goals. These individuals sat across from me and devoted significant time to giving me advice on achieving my goals. It was strange but powerful to realize that the most meaningful advice at this point in my career came from the very people whom I wondered previously whether they valued me or not.

### **Measuring time in the faculty world**

When I oversaw student affairs programs, it was often challenging to get faculty to attend meetings or contribute to projects;

*Hoffman continued on page 16.*

## Crossing the Divide: A Journey of Self-Exploration through Motherhood

I could assume on a yearly basis that I would get a highly combative message from a faculty member who was angry that we were making him/her complete an advisor orientation for student organizations. The annual lecture about not understanding the responsibilities and demands upon a faculty member is one I will not miss. But this (the time demands placed on faculty) is now something I understand more and I think it was worth sharing. You see, as a lecturer, the only work requirements I have are to teach my classes (which includes prep work, office hours, grading and the like). Then, if I want to be considered for a tenure track position one day, I also must do scholarly activities such as writing and research. I don't mean to under sell the gravity of these tasks; in fact, since transitioning to life as a faculty member, at times it feels like I am back in school again; there always seems to be something I COULD be doing, like writing, prepping or grading. But, the key point I want to make is that anything additional I agree to take part in, be it a meeting or a project, is time that I must spend working on something **else** instead of teaching-related work, scholarly activities or spending time with my family. This feels different to student affairs work to me because an additional project did not usually mean the difference between working and not working, it usually just meant that I had to find a way to get more done in a business day. Demands placed upon faculty members are not necessarily greater than student affairs, which many faculty colleagues had me believing, they are just parceled differently which can sometimes make "extra" work feel heavier. I am not sure that this realization would change how I would work with faculty (I would still expect them to complete an advisor orientation) if I returned to full time student affairs work, but it would change how I relate to their struggles.

### Summary

Though I have a renewed sense of self and career aspirations through crossing the divide into the faculty world, "balance" is something that still escapes me and continues to be a work in progress. Though I don't report to campus on quite the rigid time schedule that I did as a full time student affairs professional, I do work a great deal at night, during the early mornings, and on the weekend. And... in between, I color with my one-year-old, witness her first words, and take her to the park. I feel like I have the best of both worlds; something that did not seem possible to me working full time in student affairs. I still have hope for our profession that we can make evidence-based decisions to find ways to serve our students while employing strategies that have proven effective for meeting the needs of working parents. I am not claiming that this path is for everyone, but it works well for me and my family.

I can't really say exactly where I will end up in a few years, I could move back to the student affairs "ranks" or I may actually achieve my new goal of becoming a tenure track professor. What I do know is that this has already been an amazing learning experience; I have learned that I should not have judged my hard working colleagues over the years (who have been trying to find their own balance), to look to those around me (even in the unlikely places) for help, to be open to where the road may take me (even if it is not the course I had charted for myself), to act like I belong at the table (even when I feel like an impostor), and to focus on the outcomes I want to achieve and not on the strategies for getting there. Ironically, I now find myself actively engaged in discussing women's issues and even seeking out ways to educate others on these important issues. I have also learned that a baby's cry can be one of the most difficult sounds to bear but her laughter can warm my heart in indescribable ways. I have developed patience, a virtue that was not necessarily my strength in the past. I am a better professional and professor as a result of this past year. I never could have imagined how one little person could change my world, for the better.

### References

Sandberg, S., & Scovell, N. (2013). *Lean in: Women, work, and the will to lead*. New York: Alfred A. Knopf.



# Moving Up: Strategies for Advancing Your Career

One Day Career Workshop  
Friday, March 21, 2014  
Foothill College, Los Altos Hills  
9am to 2:30pm  
Lunch Provided  
**FREE**

Morning  
workshops  
presented by  
California Community  
College Student Services  
Vice Presidents, AVPs, Deans and  
Directors on strategies for each step in  
the hiring process for administrators, from  
applying , passing the paper screening, and getting  
ready for the interview,  
to what to expect  
as questions for these  
positions, how to dress,  
do “homework” and  
prepare interview  
Presentations.

Afternoon panel  
presentation and Q & A  
with Community College  
administrators.

  
**FOOTHILL COLLEGE**

California Community College  
Chief Student Services  
Administrators Association

**Innovative Educators**  
Supporting Academic & Professional Growth In Higher Ed



California Community Colleges  
Classified Senate

Registration is required as space is limited.  
Register at <http://bit.ly/careerstrat>



# 10 Ways to Build Your Personal Learning Network in Student Affairs

Josie Ahlquist, California Lutheran University, [jahlquis@callutheran.edu](mailto:jahlquis@callutheran.edu)

Original/Full Post found at <http://www.josieahlquist.com>

Digital technologies are changing nearly every pocket of campus and academic life. Student Affairs administrators must evolve and respond, even altering how they structure their own learning environments. Online tools may actually solve an ongoing problem in finding professional development funding each year.

In addition to seeking out formal learning through graduate preparation programs and professional development through professional associations, student affairs educators must take control of their own learning through nontraditional and many times online methods for life long education.

This is known as a **Personal Learning Network (PLN)**, making up the connections that one seeks knowledge. Interaction and knowledge sharing are key components, in addition to intentionality. Those placed in a PLN are connected with the intent that learning will result. Many times a positive byproduct is professional networking and personal community building. The key to this equation is that the learner is central to creating this network and will also contributing content back and sharing throughout the PLN.

Developing a PLN, options are everywhere. To ensure your network is robust and diverse, it is important to look beyond Higher Education for engagement. Siemens (2005) explained that making these connections between fields of study, views and ideas is a critical skill. Look creatively into your own interests to seek blogs, websites and contacts. Even one topic such as leadership or marketing can be presented in various forms based upon the industry.

*Writing about all PLN options would be vast. For the sake of length and focus, this post will only explore resources that I suggest in building personal learning networks within Student Affairs. For any resource underlined/hyperlinked, simply click on that source to go directly to recommendation.*

## 1. Twitter

Twitter is a prime example of how a PLN can be fostered. Despite only offering users 140 characters, mobile and computer access results in millions of tweets per day.

From weekly chats and conference hashtag backchannels, users can create an environment that meets their learning objectives and fosters a PLN. A driving force to this interactive platform is called a hashtag, simply composed of the number symbol (#) followed directly by a word or phrase. The Student Affairs Collective provides more information about #sachat

at <http://studentaffairscollective.org/sachat/>. Inside Higher Education provides a comprehensive [twitter directory](#) that lists relevant education hashtags.

Some of these include:

- |                |           |            |
|----------------|-----------|------------|
| • #sachat      | • #emchat | • #sapro   |
| • #satech      | • #fachat | • #safit   |
| • #edtech      | • #salead | • #sareads |
| • #digitaled   | • #WLSalt | • #advchat |
| • #edusocmedia | • #sagrad |            |
| • #Casesmc     | • #sadoc  |            |

The Twitter student affairs community is active, filled weekly with chats like #sachat and ongoing conversations followed by graduate students through #sagrad or #sadoc.

*Ahlquist continued on page 19.*

## 10 Ways to Build Your Personal Learning Network in Student Affairs

Here is a quick list of weekly chats:

- **#edtechchat** Mondays at 8pm EST
- **#satech** Tuesdays at 1pm EST
- **#sachat** Thursday at 1pm EST
- **#strategyca** Fridays at 3pm EST

I believe in the last few months a few new ongoing chats have popped up including:

- **#SLchat (Student Leaders)** Tuesdays 7pm EST
- **#sagrad (Graduate Students)** Friday February 7pm 1pm EST & Friday February 21st 1pm EST
- **#sadoc (Doctoral Students)** Monthly

### 2. Facebook Groups

I enjoy Facebook groups because the sense of a personal and professional community, and the interaction is strong. The list below varies from professional to personal related content that could be of interest to a student affairs professional:

- [Student Activities Professionals](#)
- [NASPA Technology Knowledge Community](#)
- [Student Affairs Professionals](#)
- [Student Affairs Runners](#)
- [Student Affairs Faculty](#)

### 3. LinkedIn Groups

I will admit LinkedIn is not my go to on my PLN, however some of these groups are very active and could be very fruitful.

- [ACPA](#)
- [ASHE](#)
- [ACUI](#)
- [Inside Higher Ed](#)
- [NASPA](#)
- [NACA](#)

### 4. Google+ Communities

This is a growing resource in building your personal learning network. Groups are popping up every day. Here are a few communities that I am part of:

- [Higher Education](#)
- [Student Affairs Chat](#)
- [Edtech](#)
- [Social Media - Higher Ed](#)
- [SAlead](#)
- [Technology in Student Affairs](#)

### 5. YouTube

This is an area I feel that the student affairs profession could take on more aggressively, both in developing content, as well as expanding on current videos. To get you started, I wrote a piece recommending [10 women to follow on YouTube](#). In addition, here are two resources pumping out student affairs/higher education specific content:

- [Higher Ed Live](#)
- [Student Affairs Live](#)

### 6. Student Affairs Bloggers | #SAwrites

Please support the momentum of blogging in the professional of Student Affairs. I am curating a list on twitter [here](#). If you are not already on this list, I'd love to add you! The list below is just a few of those listed on that growing Twitter list!

- Amma Marfo <http://ammamarfo.com/>
- Chandler Thompson <http://chandlerlert.com/>
- Christopher Cozen <http://t.co/HGhjDOUyLh>
- Cissy Petty <http://www.cissypetty.com/>
- Lisa Endersby <http://www.lisaendersby.ca/>

*Ahlquist continued on page 20.*

## 10 Ways to Build Your Personal Learning Network in Student Affairs

- Marci Walton <http://marcikwalton.wordpress.com/>
- Michael Goodman <http://michaelanthonygoodman.wordpress.com/>
- Paul Eaton <http://pweaton.wordpress.com/>
- Renee Dowdy <http://reneepdowdy.com/>

If you are looking for higher education social media/tech related blogging these are my favorite go-to's:

- [Ed Cabellon](#)
- [Eric Stoller](#)
- [Laura Pasquini](#)
- [Liz Gross](#)
- [Kristin Abell](#)
- [Joe Sabado](#)
- [Sheri Lehman](#)
- [Paul Brown](#)
- [Rey Junco](#)

We need even more writers. Content should not be withheld or produced until the next regional or national conference. Also, any graduate or doctoral student should be blogging portions of their work! It is already written, just make alterations to fit you audience. Personally, I would also like to see more senior-level student affairs leaders blogging.

### 7. Website Collaborations

Growing resources for PLNs are collaborative student affairs websites that have a collection contributors writing. Created and managed by student affairs professionals themselves, a collaborative spirit fosters as these projects grow and take on addition contributors in guest posts, as well as co-management. A few examples of these include:

- [Student Affairs Collective](#)
- [The Student Affairs Feature](#)
- [Student Affairs Women Talk Tech](#)
- [Student Affairs Fitness](#)
- [Student Leader Collective](#)

### 8. Other Social Media-like Platforms

- [Goodreads #sareads](#)
- [Pinterest](#)
- [About.Me](#)

### 9. Organizing Online Content

- [Scoop It](#)
- [Feedly](#)
- [Flipboard](#)

### 10. Keep exploring the concept of Personal Learning Networks with more examples and ideas below:

- <https://techknowtools.wordpress.com/?s=digital+learning+day>
- <http://edupln.ning.com/>
- <http://onceateacher.wordpress.com/2009/05/05/pln-your-personal-learning-network-made-easy/>
- <http://theinnovativeeducator.blogspot.com/2008/04/5-things-you-can-do-to-begin-developing.html>
- <http://learningrevolution.com/>
- <http://www.edudemic.com/build-personal-learning-network/>

*Remember, developing your personal learning network options are everywhere. The key is you, seeking out sources that are meaningful to your learning. After exploring these specific student affairs ideas add to your list resources completely outside of higher education.*

If you enjoyed this post, you might like other related material at <http://www.josieahlquist.com> or follow me on Twitter [@josieahlquist](#)



## CSUMB Decreases Stigma through Mental Health Awareness and Early Intervention Training Efforts

Tony Delfino, California State University, Monterey Bay, [adelfino@csumb.edu](mailto:adelfino@csumb.edu)

Jessica Flores, California State University, Monterey Bay, [jesflores@csumb.edu](mailto:jesflores@csumb.edu)



The Personal Growth & Counseling Center, a department within Health & Wellness Services at California State University Monterey Bay, is pleased to announce an increase in Mental Health Awareness and Early Intervention trainings for the campus community. This increase was made possible through the CSU Student Mental Health Initiative. As of January 2014, nearly 100 CSUMB campus members have received Mental Health First Aid (MHFA) training. Members include students, staff, and faculty from various areas within the division of Enrollment Services and Student Affairs, including Student Housing and

Residential Life, Early Outreach and Support Programs, and the Office of Records and Registration. A total of five MHFA courses were offered to the campus community in 2013 and four additional courses are scheduled for spring 2014. Courses are facilitated by certified MHFA trainers within CSUMB's Health & Wellness Services.

Mental Health First Aid (MHFA) was developed in Australia in 2001, augmented for use within the United States in 2008, and launched at CSUMB in spring 2013. MHFA is an 8-hour training course that teaches participants skills for providing crisis response and early intervention to people experiencing various mental health disorders, including depression, anxiety, psychosis, and substance abuse. MHFA promotes the mental health of CSUMB students by improving the overall quality of campus life. Furthermore, MHFA challenges stigma and misconceptions about mental illness and encourages hope for intervention and recovery. Similarly, the philosophy of CSUMB's Health & Wellness Services promotes individual self-worth, respects human diversity, and encourages healthy behaviors. MHFA will help extend these values throughout the CSUMB community by increasing mental health awareness and early intervention.

MHFA training is funded in-part by the voter-approved Mental Health Services Act (Prop. 63). It is one of several Prevention and Early Intervention initiatives implemented by the California Mental Health Services Authority (CalMHSA), an organization of county governments working together to improve mental health outcomes for individuals, families, and communities. CalMHSA administers services and education programs on a statewide, regional, and local basis. For more information, visit: [www.calmhsa.org](http://www.calmhsa.org). For more information about CSUMB training, visit: [pgcc.csumb.edu](http://pgcc.csumb.edu).

## 50 Essential Tips for Finding a Career in Student Affairs

Jason Schreiber, University of San Diego, [jschreiber@san Diego.edu](mailto:jschreiber@san Diego.edu)

Laura McNaughton, Occidental College, [lmcnaughton@oxy.edu](mailto:lmcnaughton@oxy.edu)

What are your next steps? What do you want to do after grad school? Looking to change your career in student affairs? The questions are endless and being asked on a daily basis by your colleagues, family, friends, or even yourself. It's January of your final year of grad school in a student affairs program or looking for a new challenge, you know what is looming, you can feel the tension with your fellow classmates; the job search is here.

This is wide-ranging list of tips and tricks for the new professional starting their job search process. It was compiled by two colleagues, one a seasoned professional who has sat on both sides of the table. He has gone through his own searches as well as conducted them. The other perspective comes from an entry/mid level professional who graduated last May, went through her own search process and has landed her second position within the field. It explains the job search process from both lenses, how a candidate can be successful and what an institution is looking for in a candidate.

While this is a long list, it is not comprehensive, seek outside help, ask lots of questions, and tell everyone you know you are job searching. Good luck with the process!

### Tips for the job search from the Candidate Perspective

#### ***Tips for Phone Interview***

1. Always be prepared with a quiet, comfortable space, one in which you can close the door and have privacy. If possible, don't use a cellphone if you don't have the best service or reception.
2. Take detailed notes to lay out in front of you to reference throughout the interview. Draw a table and place the names of those interviewing around the table.
3. Attempt to use the specific words that were used in the job description
4. Use the STAR method when answering questions: Situation, Task, Action, and Result. Even for questions that don't specifically ask for an example, provide one! Saying you are awesome is one thing, but showing the interviewer through examples that you are awesome is even better!
5. Keep your answers organized and concise.
6. Pause after a question is asked, collect your thoughts, and then proceed. Ask for a question to be repeated to give you more time or for clarification.
7. Write down everyone's names involved in the phone interview and write them (either handwritten or emailed) thank you notes.

#### ***Tips for On-Campus Interviews***

1. Find a power suit that makes you feel confident and comfortable. Wear neutral colors, nothing too flashy or bright.
2. Give yourself plenty of time for travel, in order to arrive early or on time to the interview.
3. Smile, breath, and know that you are qualified, the institution brought you to campus because they want to see if you are a fit
4. Ask as many questions as you can, you are also interviewing the institution to see if it is a good fit for you
5. Write thank you cards to your host, your potential supervisor or the entire search committee.

*Schreiber & McNaughton continued on page 23.*

## 50 Essential Tips for Finding a Career in Student Affairs

### ***Congratulations! You got the job, now what?***

- Negotiate! The salary for the position may not be negotiable, but other things could be: travel expenses, phone allowance, professional development funds, (if you're living on campus: laundry funds, food for your live-in partner).

### ***Candidate Timeline***

#### **Ongoing:**

- Networking and getting to know people in your field
- Requesting informational interviews and resume reviews with people you have met through the networking.

#### **October-December**

- Attend the NASPA job search conference
- Ask as many people in the field to look over and provide feedback for your resume.
- Ask someone not in the field to look over and provide feedback for your resume.
- Set-up 3-5 mock interviews with people in the field, with people you know well and others you have just connected with.
- Develop a solid online presence through Facebook, LinkedIn, and Twitter

#### **January**

- Register for NASPA's The Placement Exchange (TPE) or ACPA's Placement Exchange
- Start to look at positions on the NASPA TPE or ACPA's Placement website

#### **February**

- Solidify resume
- Develop a rough draft of a cover letter

#### **March-April**

- Apply for 3-5 positions a week
- Write a new cover letter for every position
- Phone interviews will begin around this time
- Attend NASPA TPE and network as much as you can through volunteering, attending events, and possibly presenting.

#### **Late April –throughout the summer**

- On campus interviews
- Fielding job offers
- Negotiating
- Looking at your options

### **Tips for the Job Search from the Employer Perspective**

1. Proofread your resume and cover letter. Pay attention to details; make sure you are mentioning the correct school/job in your cover letter (UCSD and USD are not the same place).

*Schreiber & McNaughton continued on page 24.*

## 50 Essential Tips for Finding a Career in Student Affairs

2. Your cover letter and resume should include keywords from the job description.
3. Network with colleagues in the field to learn about openings. Volunteer at TPE/ACPA and Conferences to build a network and learn about openings. When you volunteer, do a great job!
4. Use multiple means when looking for jobs (online, TPE/ACPA, LinkedIn, networking).
5. Update and filter your LinkedIn, Twitter, and Facebook accounts (How are these accounts representing you? Is it your best foot forward?).
6. Make sure to read about the institution before you apply. This is really important before a phone or in-person interview. Get to know the mission, location, job description, and demographics of the institution.
7. One of the best ways to learn about current topics/issues on campus is to find the school newspaper.
8. The student affairs field is small and connected. Make sure you are representing yourself well, be respectful, and be honest. If you are no longer interested in a position, contact the employer in a timely and respectful manner.
9. When attending TPE and other conferences, realize you are always “on.” Be sure your conversations in the elevator, walking to a session, and socializing are reflecting the image you want as a candidate.
10. Keep your references informed of jobs that may contact them. Provide your references your resume and job descriptions.
11. With all interviews, come prepared with questions for the employer.
12. As you narrow your search with geography or type of institution, you will have fewer jobs to consider.
13. Consider all your opportunities: Art Institutes, Online Institutions, Private and Public, Community Colleges, and community/vendor partners.

### **Employer Timeline**

(There are two major waves of openings (March/April and July/August).)

#### **Feb-April**

- Jobs will begin to be posted on HigherEdJobs.com, TPE, ACPA, and LinkedIn.
- Majority of the jobs will have a start date of July 1 (this is after the start of a new fiscal year).
- Some institutions will be doing screening at TPE/ACPA and some will not.
- Some jobs will be posed as “anticipated” meaning the job is dependent on funding, someone leaving, or approval of a new position. These jobs may or may not actually happen.
- Employers will be accepting resumes and cover letters for openings.

#### **March-April**

- Phone/Skype interviews will be scheduled (usually 30-60 mins). Phone/Skype interviews are used to narrow the candidate pool for on-campus interviews.
- On-Campus interviews will follow TPE/ACPA and/or Phone/Skype interviews.
- On-Campus interviews will be scheduled with various departments and folks on campus. You should interview the campus and employers.

#### **May-June**

- Job Offers and on-campus interviews will continue

This will begin the second wave of openings (these are typically jobs that someone has left for a new opportunity or jobs that were pending budget approval).

Good luck with the job search process, don't forget to enjoy the experience!



## Friends and family of NASPA Hawai'i gather to kick off the New Year!



Friends and family of NASPA Region VI came together to bond over delicious food and invigorating conversations. A time to open our arms to Undergraduate students, Graduate students, New professionals, Returning professionals, as well as recognize the new selected positions within our NASPA Hawaii 'ohana.

NASPA Hawai'i kicked off the New Year with a Mix and Mingle gathering.

This was an opportunity to meet other fellow NASPA members and to learn more about NASPA. There was lots of enthusiasm surrounding the opportunities for individuals to get involved with NASPA Hawaii.

The NASPA Hawaii Mixer was hosted by Jen Barnett, Christine Quemel, Rouel Velasco, and Pearl Wu at Ryan's Grill. Five representatives were present and recognized for our Knowledge Communities:

**Asian Pacific Islander KC**

- Pearl Wu

**Women in Student Affairs KC**

- Jen Pagala Barnett

**Adult Learners and Students with Children KC**

- Teresa Bill

**Indigenous Peoples KC**

- Erin Kahunawaika'ala Wright

**NASPA Undergraduate Fellows Program**

- Rouel Velasco



Finally, we were able to recognize Dr. Lori Ideta as the Region VI Director Elect. She shared motivational words about her excitement for NASPA and encouraged people to become involved.

This set the tone for a funfilled evening with laughter and joy.

A successful evening with the NASPA Hawaii 'ohana!

**REGION VI**