



## Regional Director's Message

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Dear NASPA Region VI Colleagues,

I hope this message finds you well as summer comes to a close and we begin a new academic year!

This summer was certainly busy, yet exciting. With so much happening in each of our subregions, there is much to reflect on and grow from.

I recently attended the NASPA Board of Directors Summer Meeting in San Diego where we examined the Strategic Plan, Professional Competencies, and Regional Governance Report. All initiatives have Region VI leaders at the forefront and we are quite proud of their work. I also hosted our Region VI Advisory Board Summer Meeting in Oakland, California, where we set goals for the remainder of our time as a board. We also wholeheartedly welcomed Dr. Berenecea Johnson Eanes, Region VI Director Elect, to the board. Thank you to all who volunteer your time to make NASPA the leading organization in student affairs and make Region VI the best region in NASPA!

I look forward to seeing you at our Western Regional Conference: *Forces of Change*; November 08-10, 2015; Oakland, California. Early bird registration ends September 25, 2015. Our goal is to sell out the Oakland Marriott hotel so be sure to make your reservations early. I am excited to be with you all as we bridge the past, present, and future.

In gassho,

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



# Opportunities and Upcoming Events



We invite you to join colleagues from Region V and VI in Oakland, California, from November 8–10, 2015, to explore some of the powerful forces of change that have shaped the past, present, and future of the student affairs profession, including social activism, social justice, and social networking/technology. The conference also features pre-conference institutes on November 7 and 8, which focus on all levels of the profession from undergraduate students to senior student affairs officers—including the first ever regional Dean of Students and Associate Vice-President Institute. Another pre-conference highlight is the research institute “Praxis Makes Perfect: Strategies for Incorporating Research into Student Affairs Practice” designed to activate the research agendas of student affairs scholar-practitioners.

This year’s NASPA Western Regional Conference will honor the rich history of Oakland and the Bay Area by engaging in conversations that bridge our past, present, and future. Learn from program sessions grounded in the Professional Competency Areas for Student Affairs, and experience the regional conference premier of “SA Speaks”—a dynamic presentation format that will engage and inspire attendees. Together we will look ahead, explore the forces of change that will impact our work in the years to come, and discover and envision new possibilities. We look forward to seeing you in November!

—Co-Chairs Christine Quemuel and Sherry Mallory

## **Celebrating Research & Assessment in Region VI: The Saga continues**

Cedric Hackett, Ed.D. California State University, Northridge, [cedric.hackett@csun.edu](mailto:cedric.hackett@csun.edu)

Region VI Research Division

According to the 2013-14 NASPA annual report, scholarship remains a top priority for NASPA writ large. Within the regions, professional development has remained robust and forth coming. Our research division contributes to this claim. With an increased funding budget of \$6000 in 2014-15, we were able to fund six proposals. Four of the six research award recipients submitted a proposal to present their research results at the 2015 Western Regional Conference in Oakland.

Since 2012, we have awarded more than \$10,000 in research funds. To showcase their work, the research division is working with the region VI webmaster to build out a site which will



will include our award recipients' executive report, along with other pertinent tools and nuggets of information. This new development will undoubtedly provide more visibility to our region's efforts to promote professional development through scholarship and praxis. The saga continues.....

We have begun advertising for the 2015-16 Research and Assessment grant award cycle and are accepting applications to support new research. The deadline for submission is Friday, September 4, 2015. For more information, go to: [http://apps.naspa.org/cfp/evt\\_frm\\_user.cfm?event\\_id=308](http://apps.naspa.org/cfp/evt_frm_user.cfm?event_id=308).

In order to gain an understanding of the research and assessment grant process, the research division is hosting its 4<sup>th</sup> annual research webinar entitled, "*Understanding and Developing your Regional Research Grant Application*" on Friday, August 14, 2015 from 10:00am-11:00am (PDT). Our promotional page is on the Region VI website under Upcoming Events: <https://www.naspa.org/events/understanding-the-region-vi-research-process>. We encourage our region VI members to think about developing research teams to conduct research about topics germane to our profession or provide appraisals to improve our practice.

Additionally, I am pleased that our Region will hold its second annual Research Institute (pre-conference) at the WRC in Oakland. Dr. Erin Wright, Assistant Professor, Educational Administration, University of Hawaii at Manoa and Dr. Sumun Pendakur, Associate Dean for Institutional Diversity, Harvey Mudd College are the coordinators for the 2<sup>nd</sup> annual WRC Research Institute, Saturday, November 7-Sunday, November 8, 2015. "Praxis Makes Perfect: Strategies for Incorporating Research into Student Affairs Practice" is intended to stimulate research ideas in developing a research agenda for student affairs scholar-practitioners. I encourage all interested members, who embrace the scholar-practitioner approach to their work, and in particular graduate students and new professionals to participate.

NASPA president Kevin Kruger understands that "NASPA is its members." We will continue to provide the region with strong governance, visible collaboration, and professional development opportunities for our members; and with these new developments, the saga continues....

### **Can't Thread a Moving Needle**

Matthew Duncan, Associate Dean for Student Life, Santa Clara University  
[mduncan@scu.edu](mailto:mduncan@scu.edu)

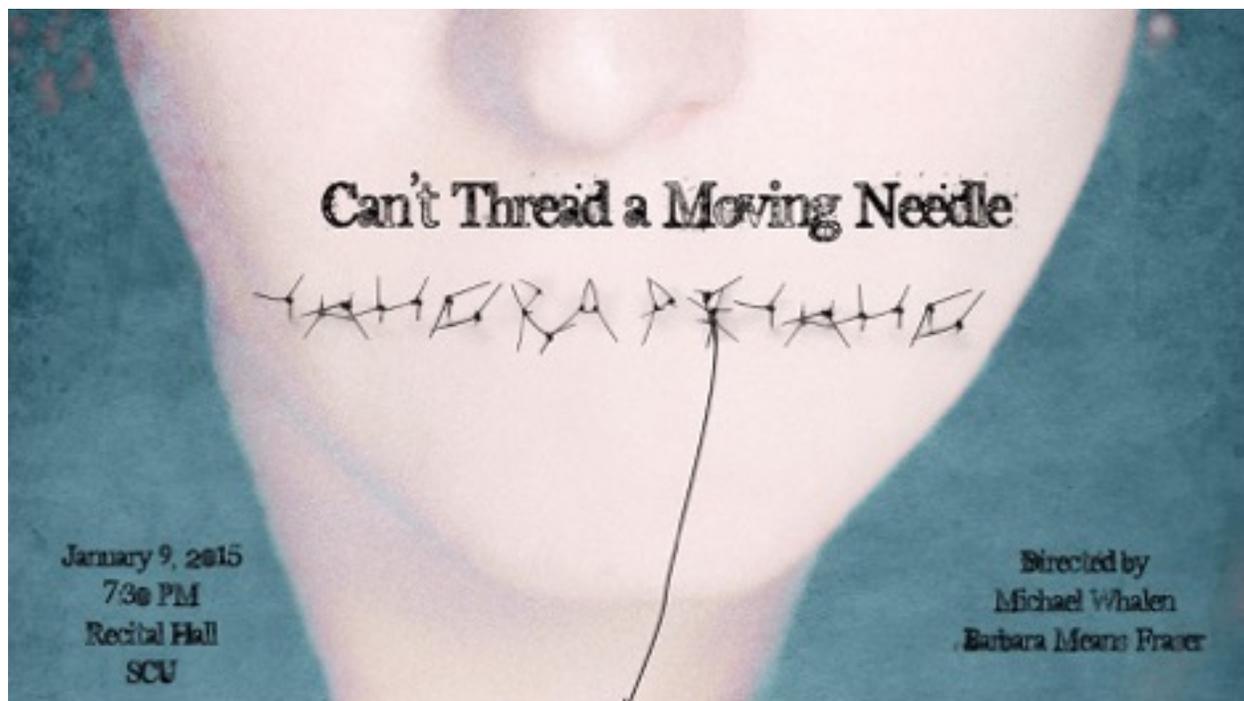
Santa Clara University is proud to share a free resource for raising awareness about sexual violence and the prevention of such. *Can't Thread a Moving Needle*, based on the play of the same name by playwright Barbara Means Fraser, is a 60 minute film available for download at [scu.edu/ctmn](http://scu.edu/ctmn). This film was made possible due to a generous grant from the Avon Foundation for Women.

The film offers a compelling and challenging examination of issues of sexual assault based on stories and commentary from interviews with over a hundred people throughout the United States. The experiences, thoughts, and realizations of victims, survivors, perpetrators, family, friends, counselors, professors, administrators, and attorneys allow the audience to gain an overview of the physical and emotional costs of sexual assault.

The production is composed of numerous scenes and monologues that are sad, enlightening, jarring, and funny. Each part highlights various aspects of this complex issue: the role that alcohol plays, the importance of communication between women and men, the impact that rape myths have on college campuses, survivors' stories of trauma and healing, bystander intervention, and the search for a solution. This production is intended to open a dialogue by providing a forum for discussion and call us all to action with the realization that education about sexual violence is essential, and both men and women need to join together to work toward a solution.

In 2007, nine students, and one alumna from Santa Clara University participated in Playwright's Workshop with Barbara Means Fraser to learn about sexual assault, and then to assist in gathering stories. Interviews included people from California, Texas, Oregon, New York, Pennsylvania, Wyoming, South Dakota, Nebraska, and Wisconsin.

In cooperation with Center of Performing Arts Director, Lisa Rademacher, Director of SCU Presents, Butch Coyne, the Department of Theatre and Dance and the Office of Student Life, the play was performed by Santa Clara students and alumni on an annual basis as a mandatory program for all first year students. The play premiered under the direction of Maren Lovgren in 2008. In 2013-14, Fraser and award winning filmmaker, Michael Whalen collaborated to transform the play into a film.



# Reflections

## **NUFP Cohort Program Development at Cal State Fullerton**

Dr. Tonantzin Oseguera, Dean of Students, CSUF

Yvonne García, Research and Communications Specialist, CSUF



## **NASPA Undergraduate Fellows Program (NUFP)**

California State University, Fullerton (CSUF) began supporting their students in joining the NASPA Undergraduate Fellows Program (NUFP) about 8 years ago with 1-2 NUFPS. Recently the program has increased the number of participants, enhanced programming, and formalized into a program housed under the Dean of Students Office.

Over 100 colleges and universities support NUFP participants. The mission of the NUFP program is to increase the number of underrepresented populations in student affairs and higher education. This includes, but is not limited to, underrepresented students of color, persons with disabilities, first generation college students, and persons who identify as LGBT. Fellows are paired up with student affairs professional as mentors and participate in an ongoing exchange designed to help the Fellow learn more about working at a university, exploring careers in higher education, and gaining leadership skills.

### **Investment in NUFP Program**

About three years ago when Vice President for Student Affairs Dr. Berenecea Johnson Eanes joined the Titan family, she saw a need to invest in a program that prepares students to enter the field; this excited both NUFPS and their mentors. NUFPS had the opportunity to interact with a graduate assistant program coordinator enrolled in the Master of Science in Higher Education (MSHE) program at CSUF as well as the Dean of Students, Dr. Tonantzin Oseguera. NUFPS were also funded to attend NASPA Western Regional Conference, NASPA National Conference where they participated in the NUFP pre-institute, and Western Regional Careers in Student Affairs Day.

### **Success of Fellows**

This past year, CSUF had the largest cohort of Fellows in Region VI, with 21 active Fellows. Out of the 21 Fellows, sixteen graduated in Spring 2015 and nine will be attending Masters programs in Higher Education at universities including CSUF, California State University Long Beach, University of Vermont, University of Southern California, and Azusa Pacific University. Last year, students shared the impact that NUFP had on their educational success:

“NUFP helped me fall in love with this profession and gave me the opportunity to get to know people on campus I did not know.”

“If it had not been for the CSUF NUFP program, I would not have made it through school and gotten accepted to grad school.”

“CSUF NUFP program totally prepared me for what grad school will be like.”

“It was so good just to have friends and other people who love student affairs as much as I do.”

## Looking Forward

Now that cohort size has increased and investment from the institution has been granted, CSUF is looking forward to developing a program that challenges students to think critically about the work that is accomplished in student affairs. The Dean of Students along with a graduate assistant will continue to develop a quality and outcome-based NUFP program. New to the program are a summer retreat and a case study showcase. These components were added to develop a stronger sense of community and prepare them for graduate school. In this next year, the program expects to fully develop and implement all elements listed below:

- Student Affairs Mentor
- Summer retreat
- Monthly cohort meetings
- Attend Local and National Conferences
- Gain Valuable Work Experience
- Connect with Campus Departments
- Case Study Showcase



2015 CSUF-NUFPs graduates wearing their NUFP graduation stoles, along with their mentors and Vice President for Student Affairs, Dr. Berenecea Johnson Eanes at the end of the year celebration in May 2015.

## More than Money: Mentorship for First-Generation Scholarship Recipients

Connie A. Moreno, Coordinator of the Center for Scholarship Information  
California State University, Long Beach



Scholars at the End-of-the-Year Celebration in May

The Coca-Cola First Generation Scholarship supports academically outstanding students who are the first in their families to attend college while demonstrating a financial need. In spring 2015, the Center for Scholarship Information (CSI) at California State University, Long Beach (CSULB) expanded the scholarship and implemented a mentoring program as part of the

requirements for scholarship winners. Today students receive much more than money from the scholarship; they gain a sense of belonging and a support system that holistically develops them towards graduation.

### PURPOSE OF MENTORING

As first-generation students, navigating the university system and maintaining the scholarship requirement of a 3.0 GPA posed a challenge for the scholars. The CSI office discovered that about 70% of students receiving the Coca-Cola First Generation Scholarship were maintaining their GPA but the other 30% were unable to meet those expectations. By not fulfilling the GPA requirement, students were ineligible for the scholarship program. For some students who were disqualified, it hindered their chances of remaining at the university due to their finances. It was clear something needed to be done to support these first-generation students: Mentoring.

In January 2015, CSI launched a mentoring program to combat the challenges of students not maintaining a 3.0 GPA. The new mentoring program gave the scholars the opportunity to gain support and guidance through academics and co-curricular in a way they never experienced in the past.

### WHO IS ELIGIBLE TO APPLY

The Coca-Cola Company donated \$500,000 to CSULB towards the Coca-Cola First Generation scholarship and the scholarship has been awarded to CSULB students since 2012. To be eligible, students must be admitted to the university as a first-time freshman and apply for the scholarship by the May prior to the fall semester. As the scholarship implies, students must be a first-generation student as defined by Coca-Cola. Coca-Cola's definition of first generation is described as a student whose parents and siblings have never attended college (including community college, some coursework, etc.). In addition to being a first-generation student, the scholars must maintain a 3.0 cumulative GPA and enroll in at least 12 units for the fall and spring semesters. Selected students are awarded \$5,000 per year, for up to four years. Ultimately, students receive \$20,000 for four years of education by fulfilling the scholarship requirements. This alleviates a huge financial burden on first-generation students.

### LEARNING OUTCOMES FOR SCHOLARS

- 1) Utilize campus resources including: The Center for Scholarship Information (CSI),

- 2) Build a sense of belonging and community among scholars through meetings and programs
- 3) Develop the ability to identify personal, academic, and career goals to promote student success

## PROGRAM FORMAT

The requirements the Coca-Cola recipients must fulfill for the scholarship are:

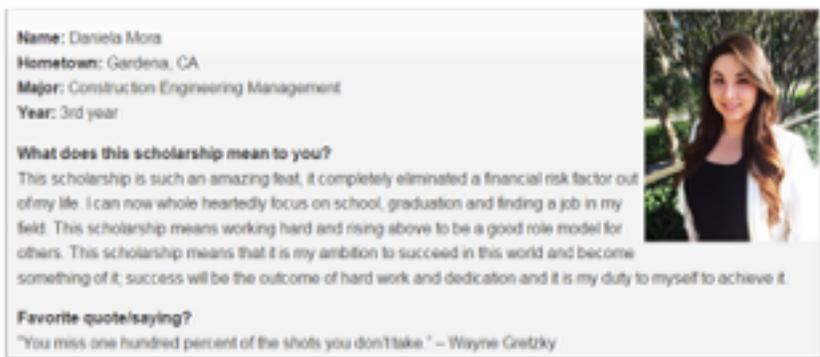
- 🍏 Attend the Welcome Orientation/Mixer
- 🍏 Two (2) contact meetings per semester with mentor
- 🍏 Mid-semester grade card check
- 🍏 Meet with Academic/Major Advisor once (1) per semester prior to registration
- 🍏 Participate in at least one (1) community service project per year
- 🍏 Attend end of the year celebration

## THEORY TO PRACTICE

When creating the Coca-Cola Mentoring Program, the techniques that Laura Rendón (1994) refers to in validation theory became an integral part of this program. Validation uses encouraging words, statements and gesture as tools to empower and build confidence (Rendón, 2011). This was the approach taken with the first-generation scholars. Validating students also consisted of building trust in the mentoring relationship. Many of these scholars experienced multiple hardships; therefore, gaining their trust would take time, especially from a new mentor. It is essential to convey to students that past experiences and what they contributed to the university are valued (Rendón & Munoz, 2011).

Aside from meeting individually with the scholars and gaining insights into their lives, the program validates students in other ways. Being first-generation scholars who are achieving a 3.0 GPA is an accomplishment in itself. Therefore, CSI wanted to give them the recognition they

deserved by acknowledging them to the university. As a result, CSI created a new website page in dedication to the Coca-Cola scholars. Each student has a section on the page with their information (see example above). Many students shared that they felt important and valued by being on the university's official website. They could share the pride they experienced as a scholar with their family members and on their social media outlets. This again is another example of validating students and making them feel worthy and confident (Rendón, 2011). Small yet meaningful gestures make all the difference for students.



## ASSESSMENT

Creating a positive impact in the lives of the scholars was always the goal. Therefore, when launching the mentoring program, we were hopeful that students would see the value in a mentor and the benefit of gaining support throughout their journeys at CSULB. Remarkably, there wasn't much hesitation from current scholars about the new mentoring requirements implemented into the program. Rather, the students successfully completed their requirements of the scholarship mentoring program without issue. In evaluating the program, students overwhelmingly voiced a positive response.

Below is an anecdote from a scholar about what a mentor means to them:

*“Having a mentor means that I am not alone. I don’t have to be afraid of trying new things or taking bigger steps. I have someone to talk to for help & advice.”*

In addition to the qualitative information shared, 100% of the scholars either agreed or strongly agreed on the following factors: (1) Felt a sense of belonging by being part of Coca-Cola Mentoring Program (2) Were more aware of grades and progress in class (3) Established academic & professional goals.

In support of the qualitative and quantitative data collected, the retention of the Coca-Cola Mentoring Scholarships is projected to go from 70% to 100%. With a 30% increase in the retention of the first-generation scholars, the students themselves feel more invested in the program and want more. Therefore, the future looks very bright for these scholars and the program.

### IMPLICATIONS FOR THE FUTURE

Starting in the fall 2015 semester, the program will be collaborating with the Career Development Center, Men’s Success Initiative, and First-Year Experience. The program will expand to include tracks for each cohort (a track for 1<sup>st</sup> year students, 2<sup>nd</sup> year students, and so on). This will allow for more intentional support for students based on where they are in their educational journeys.

The scholars have voiced their thoughts and opinions on enhancing the program as well. One scholar shared that they were, “Looking forward to working with the career center and other resources on campus. T-shirts, backpacks for scholars, bringing name recognition for program.” The students envision even more opportunities for the program. As educators it is gratifying to see a vision become a reality for this scholarship mentoring program.



Spring 2015 Coca-Cola Scholars

To learn more about CSULB’s Coca-Cola First Generation Scholarship program, visit our website at [www.csulb.edu/scholarships/students/profiles\\_coca\\_colo.htm](http://www.csulb.edu/scholarships/students/profiles_coca_colo.htm)

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# Public Policy and Research

## **The Role of Hispanic Serving Institutions in the Higher Education Landscape**

By Eileen Jimenez, Graduate Student, California State University, Long Beach

The designation of Hispanic Serving Institution (HSI) arose nearly 40 years ago when educational leaders began to recognize that along with the increasing Hispanic/Latino population and the increasing of Hispanic/Latino student enrollment in higher education, there needed to be increased support for these students in institutions with large Hispanic student populations. While only approximately 12%, or 409, of all higher education institutions are HSI's, they enroll 60% of Hispanic/Latino undergraduate students (*Excelencia in Education*, 2015). All HSI's unfortunately only have one quality in common: the designation given by federal law which defines an HSI as a higher education institution that has at least 25% Hispanic undergraduate full time equivalent enrollment (Department of Education, 2015). It is important to note that while 60% of the Hispanic/Latino undergraduate population is enrolled in an HSI, the numbers of Hispanic/Latino students are still staggeringly low, especially in comparison to the Hispanic/Latino United States population. Despite the rapid growth of the Hispanic/Latino population, only 16.9% of the Hispanic/Latino population is enrolled in a post-secondary institution and 9.8% Hispanic/Latino individuals were awarded bachelors degrees (US Department of Education, 2014).

The numbers give rise to the question of HSI's and how they are serving Hispanic students. Most importantly, it is important to draw the distinction between serving and enrolling Hispanic/Latino students and to understand that serving Latino students means more than measuring the success of Hispanic/Latino students by graduation rates. Federally, HSI designation grants higher education institutions the opportunity to apply for and receive Title V (Developing Hispanic-Serving Institutions Program) funds from the Department of Education. Title V funds are to be used by HSI's to both expand the educational opportunities and increase the retention and graduation rates for Hispanic/Latino students (Department of Education, 2015).

In addition to the 409 HSIs, there are an additional 296 emerging HSI's (*Excelencia in Education*, 2015). In order for an institution of higher education to be considered an emerging HSI, it must have a Hispanic/Latino full time undergraduate student enrollment rate between 15 to 24% (*Excelencia in Education*, 2015). Such high numbers for emerging HSIs are indicative of the kind of educational landscape of higher education in the United States and I argue that all institutions, and in particular, HSI's and emerging HSI's, should not wait to serve Hispanic/Latino students. With a 9% Bachelors degree attainment rate for Hispanic/Latino students, it is imperative that conversations of institutional support are happening at all institutions.

An important question to ask is what does the HSI designation mean for higher education institutions, specifically in terms of serving Hispanic/Latino students and where or how are institutions with HSI and emerging HSI designation expressing their commitment to serve Hispanic/Latino students? Currently there are only two institutions of higher education that have incorporated into their mission statements their commitment to serving Hispanic/Latino students, Miami Dade Community College and National Hispanic University. While clearly expressing institutional commitment to

ensuring Hispanic/Latino student success is in the mission statement, there also needs to be further research on how this affects institutional culture in comparison to institutions without such mission statements, especially because mission statements are usually indicative of the campus culture.

Further, there is an increasingly growing debate about how higher education institutions can best serve Hispanic/Latino students, while not being a disservice to other non-Hispanic/Latino students. While this is a growing debate, it is also important to remember the factors for Hispanic/Latino student college experiences and achievement such as sociocultural characteristics, academic self-confidence, financial support, enrollment status, and campus climate (Winkle-Wagner & Locks, 2013; Locks, Hurtado, Bowman & Oseguera, 2008; Crisp & Nora, 2010; Bordes-Edgar, Arredondo, Robinson-Kurpius, & Rund, 2011; Ross, Kena, Rathbun, KewalRamani, Zhang, Kristapovich & Manning, 2012; Arana, Castaneda-Sound, Blanchard, & Aguilar, 2011; Musoba, Collazo & Placide, 2013; Maestas, Vaquera & Zehr, 2007; Gross, 2011; Hurtado & Ponjuan, 2005; ).

Most importantly in ensuring positive college experiences, retention and graduation for Hispanic/Latino students is creating a positive campus culture for them to thrive in. It is important for institutions that want to best serve Hispanic/Latino students and other marginalized populations to continue to foster a welcoming and student centered culture of service. While there are many arguments that state that by specifically targeting Hispanic/Latino students, other student populations will be negatively affected, it is most important to note that the success of programs, initiatives and practices designed to serve Hispanic/Latino students and other marginalized populations can be implemented on an institutional scale. For example, practices that are culturally competent, and that celebrate the different forms of student capital have proven to be successful, not only for marginalized students, but for all student populations. An example of such a practice is seen in ethnic studies courses. Not only is it empowering for marginalized students to see their stories and histories represented in an academic setting, but it is also important for non-marginalized populations since, as research shows, it is imperative to their identity development that they interact and understand diversity and diverse cultures. Additionally, smaller programs, and programming efforts in student support services that target marginalized populations, are another example of small scale programs or efforts that can be adapted to serve all students on an institutional level.

Institutionally, higher education can continue to grow and strengthen institutional practices and policies to better serve Hispanic/Latino students. An important starting point is to examine the post-secondary education pipeline through exploring institutional access to higher education for both Hispanic/Latino and marginalized populations. Institutions can increase access by increasing and strengthening outreach efforts through active recruitment and distribution of information to predominantly Hispanic/Latino communities, including information about requirements and financial aid. Further, it is imperative for institutions to create and foster a culturally competent institutional culture, not only by having welcoming spaces but also by training faculty and staff about issues affecting Hispanic/Latino students and how they can best serve them. An example of these culturally competent practices can be seen in campuses that offer AB540 Ally Training or campuses with first generation college student organizations or faculty mentoring programs.

It is essential for HSI's and emerging HSI's to act now to create and strengthen an institutional culture that embraces and adequately supports the identity development of all students, especially marginalized, underrepresented student populations.

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## **Developing a Leadership Program: Theory, Assessment & Outcomes**

Liz Jackman, Assistant Director of Student Programs, Caltech Y

Institutions of higher education have historically considered one of their major roles to be educators of future leaders (Astin & Astin, 2000). The same holds true today. However, leadership development is wrought with research and multiple models. Individual definitions of leadership also vary greatly. As Bass (1990) asserted: “There are almost as many different definitions of leadership as there are persons who have attempted to define the concept” (p. 11). With the plethora of models and definitions to choose from it becomes difficult to narrow down the field and convey this information effectively to students. Many models have become outdated in our increasing globalized world (Dugan & Komives, 2011). So how does one start to dismantle all this information while providing enriching leadership opportunities for student leaders? These are the questions I started to ask myself.

My journey started when I attended a talk by Dr. Susan Komives at Azusa Pacific University. I was so excited to go hear Dr. Komives speak after citing her work numerous times during graduate school. For music fans, it’s like meeting a rock star and for scientists like meeting Richard Feynman. It was an opportunity to geek out on some student development theory, which I hadn’t really done since graduate school. How exciting! Komives spoke about learning outcomes, leadership theories and research. I went away from the talk invigorated. Our office works with many student leaders and one of the overarching themes of our mission is leadership development. After Komives’ talk, we realized we needed to better articulate our desired outcomes and then measure those outcomes. We started meeting and discussing. It seemed like an easy task at first, but the more I got into the process the more daunting it appeared. There are just so many angles one can approach and like most offices there is a limit to time and resources. However, I was certain of one major goal for the end of any leadership program, and that was that students should be able to articulate their leadership style.

Baxter Magolda argues for the necessity of students to develop “self-authorship.” To me this means not just giving students leadership opportunities, but also creating opportunities for them to reflect on those experiences. I believe this will lead to greater learning outside of the classroom and help lead to a seamless learning environment (Kuh, 1994). Joplin (1995) agrees “Activity that is not checked by observation of what follows from it may be temporarily enjoyed. But intellectually it leads nowhere. Experiences must be carefully chosen, supported by reflection, critical analysis, and synthesis,” which are “structured to require the learner to take initiative, make decisions, and be accountable for the results.” (p. 25, p. 87)

In the end, I’ve decided to focus my efforts on two leadership models due to their relevance with college students, their strength in advocating for change and a focus on a diverse world. The first is the Connective Leadership Achieving Styles developed by Jean Lipman-Blumen and Harold J. Leavitt. Prof. Lipman-Blumen is a sociologist who has been researching leadership for over 40 years. Her book, *The Connective Edge: Leading in an Interdependent World* was nominated for a Pulitzer. She is now well in her eighties and works with a zeal that I can only admire with a jealous envy. She is amazing! She started her research back in the seventies when women began to enter the workforce in greater numbers due in part to the feminist movement. Pop culture repeatedly claimed the great differences in women’s leadership and she set out to study those differences. Instead she found that there was not much difference at all! Men were slightly more competitive, but not much. Now tracking this information for decades it can be shown that women’s competitiveness has remained about the same, but men’s has decreased. This is just one example of how leadership is changing and the adaptations that are needed to be an effective leader. Some of the strengths of the Connective

Leadership Achieving Styles are:

- Leadership traits can be learned, practiced and strengthened. Leadership is not based on in-born characteristics.
- It's based on a globalized world of interdependence and diversity
- The assessments have been repeatedly validated and in use for over 40 years

The Connective Leadership Achieving Styles is based on nine leadership domains. These are broken down into three sets of Achieving Styles: Direct, Instrumental, and Relational. No individual style is intrinsically better than any other. However, the more styles leaders can perform comfortably, the more well-prepared they will be to meet the challenges of a leadership role in the Connective Era (Lipman-Blumen, 2000).

The other nice thing about the Connective Leadership Model is that it comes with assessments that give students a vocabulary and awareness to discuss their leadership skills. Students can learn more about their leadership style, strengths and areas for improvement by taking the Achieving Styles Inventory (ASI), which measures 9 domains of leadership. Students who would like to dig deeper can also take the Organizational Achieving Styles Inventory (OASI), which measures the culture of the organization they work for. The ASI and OASI can be layered on top of one another to gauge whether their leadership style is a good fit for their organization. Additionally, the Aspirational-OASI can help students determine what kind of organizational leadership appeals to them most for future employment. These assessments facilitate dialogue with students and help them become self-authors of their leadership style and skills.

The Social Change Model (SCM) is another great resource for college students. What I find particularly useful about the SCM is the following:

- The SCM was created specifically for the college undergraduate
- It emphasizes a nonhierarchical approach to leadership. Anyone can practice leadership not just those holding a leadership position
- Leadership is collaborative. Effective leadership is based on, collective action, shared power, and a passionate commitment “to social justice” (Higher Education Research Institute, 1996, p. 11).
- Leadership is based on values, which is necessary for collective action. Values must be clear and consistent with actions.
- Leadership is about change. Effective leadership involves being able to accomplish positive change for others and for the community. (Adapted from Higher Education Research Institute, 1996, p. 10).

The Social Change Model asserts that there are seven “critical values” to leadership development. (Higher Education Research Institute, 1996, p. 21) Since each of these started with the letter C, they became known as the “Seven C’s. The Seven C’s are grouped into three categories:

## Individual Values

- Consciousness of Self – Aware of own beliefs, values, emotions, biases
- Congruence – Acting in consistence with your values
- Commitment – Investment in the group and its goals

## Group Values

- Collaboration – Working towards a common effort, sharing responsibility, authority and accountability
- Common Purpose – Contributing towards and sharing the group's vision and purpose
- Controversy with Civility – There will be different opinions. This should be shared openly and with civility.

## Community Values

- Citizenship – Connected to the community and recognizing a shared responsibility
- Change – Belief in making the world a better place for everyone. Accomplished by working together with groups, individuals and communities.

The Socially Responsible Leadership Scale was created to assess student leaders employing the Social Change Model. It is a questionnaire that addresses the Seven Cs. In our own program we plan to administer the survey at the beginning of the year for students new to the program and at the end of each year.

Leadership development is a worthy outcome of institutes of higher education, but intentional methods need to be utilized. There also needs to be ample opportunity for reflection and growth from student leaders and assessment built into the program. While there are many theories to choose from, I have found the Connective Leadership Achieving Styles and the Social Change Model as effective theories to develop our leadership workshops, outcomes and assessments. Merely giving students leadership opportunities is not enough. There needs to be a conscious effort to give students time to reflect on those experiences, make meaning and then be able to articulate their leadership style. In the end, this will prepare them to be more effective leaders in an increasingly globalized context. Leaders that can rely on multiple skills such as collaboration, communication, problem-solving and conflict resolution will be much better served once they leave institutions of higher education and embark on new leadership journeys.

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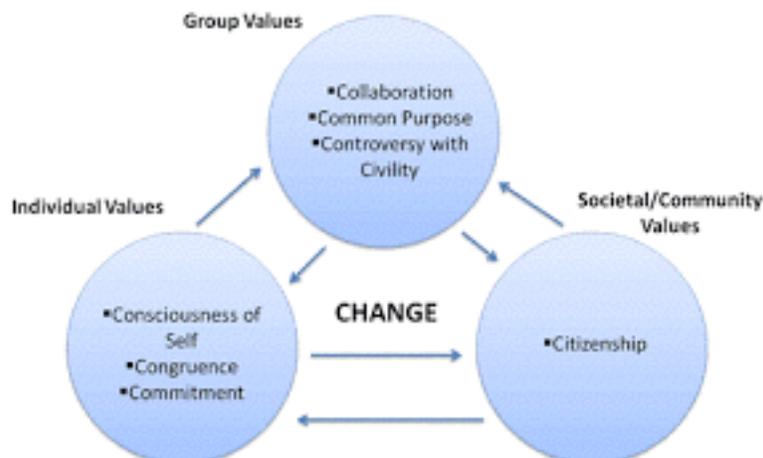
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## **Recruit to Retain Graduate Transfer Students - Strategizing for Student Success at The University of Arizona**

Rafael A. Meza, Senior Director, Transfer Enrollment & Assistant Dean, Undergraduate Admissions

The University of Arizona (UA) division of Student Affairs and Enrollment Management & Academic Initiatives and Student Success (SAEM-AISS) is leading the way in serving as a premier transfer destination. The Arizona Board of Regents' charge of advancing Arizona community college transfer student enrollment to four-year institutions has helped launch innovative efforts to achieve our shared goals. The transfer bridge that leads to and through the UA provides key opportunities via deliberate enrollment strategies that create unique connections and services, some of these programs include our partnered Transfer Strategies course, Native American Transfer Day, UA Bridge, and the Transfer Student Center.

**Pima Community College (PCC) STU 210 Transfer Strategies** – In collaboration with PCC, we have been able to offer co-located sections of this two unit transfer strategies class on our respective campuses. This semester long class facilitates key connections with faculty, advisors and staff for students finalizing their transfer plan. Participant incentives include expedited application processing and priority advising. Results of our collaboration have resulted in increased class enrollment and has improved yield for incoming transfer classes.

**Native American Transfer Day (NATD)** – This annual event successfully connects students with their UA counterparts with an emphasis on creating campus community connections. By partnering with UA Tribal Affairs, Native American Student Affairs (NASA), Native American Studies and the College of Medicine, we were able to bring Native American transfer students from across Arizona to our campus.

**UA Bridge** – As a keystone program, UA Bridge provides early connections for newly enrolled Arizona community college students to connect with UA Transfer Enrollment early in their community college careers. By declaring their intent to transfer, Bridge students are provided with custom programming and counseling that supports their eventual transition to the UA. Program popularity has grown across the state of Arizona. For example, over the last year UA/Pima Community College Bridge has grown by almost 50%.

The UA Transfer Enrollment strategy goes well beyond the point of enrollment. Welcoming, connecting, and supporting our transfers within the campus community is critical to their retention and degree completion.

**Transfer Student Center (TSC)** – The TSC located in our Student Union Memorial Center offers unique services to guide, connect and support current UA transfers. A recent assessment of our transfer student community indicated that there was a need for more campus student support services. Over the next year we will provide academic support workshops tailored to the transfer student population. Through the **UA Faculty Fellows** program, four faculty members have been assigned to the TSC to enhance faculty-student engagement and support their growth.

This is an exciting time for our university as we raise awareness and build capacity for transfer student support across our campus community. SAEM-AISS has undertaken a great opportunity to enhance the transfer student enrollment and support services experience. Recruiting to retaining

retaining to graduating UA transfer students will continue to be successful with our innovative and strategic enrollment and student services for transfer students.

Bear Down for transfers! <http://admissions.arizona.edu/transfer>



# Knowledge Community Updates

## Update on Region VI Knowledge Communities

Molly Bechtel  
Region VI KC Coordinator  
University of California, Davis  
[mmbecht@ucdavis.edu](mailto:mmbecht@ucdavis.edu)

Anthony Keen  
Region VI KC Coordinator  
San Diego State University  
[akeen@mail.sdsu.edu](mailto:akeen@mail.sdsu.edu)



We are thrilled to announce that the Region VI Knowledge Community (KC) leadership team is full! All 28 KCs have representation both on the regional and national levels with the appointment of over 35 Regional KC Representatives. Please see below for the most up-to-date roster.

Knowledge Community	Name	Email
Administrators in Graduate and Professional Student Services	Valerie Shepard	vshepard@saonet.ucla.edu
	Tiffany Gabrielson	tgabriel@stanford.edu
Adult Learners and Students with Children	Teresa Bill	tbill@hawaii.edu
African American	Tina King	tking@fullerton.edu
Alcohol and Other Drugs	Marianne Link	Marianne.Link@csun.edu
	James Lange	jlange@mail.sdsu.edu
Asian Pacific Islander	Jonathan Wang	wangjona@usc.edu
Assessment, Evaluation, and Research	Jennifer Miller	jennifer.miller@csuci.edu
	Lori Durako	ldurako@scu.edu
Campus Safety and Violence Prevention	Leslie Cabingabang	lcabinga@hawaii.edu
Disability	Tricia Bawn	Tricia.Bawn@asu.edu
Fraternity and Sorority	Melissa Abeyta	mabeyta@mail.sdsu.edu
	Thomas Whitcher	tewhitcher@ucdavis.edu
Gay, Lesbian, Bisexual, and Transgender	Camaron Miyamoto	camaronm@hawaii.edu
	Klint Jaramillo	klint.jaramillo@sa.ucsb.edu
Wellness and Health Promotion	Nika Gucci	nika@asu.edu

Indigenous Peoples	Erin Wright	ewright@hawaii.edu
International Education	Zack Ritter	zack_ritter@redlands.edu
Latino/a	Briseida Elenes	belenes@usc.edu; briselenes@gmail.com
Men and Masculinities	Koby Rodriguez	korodriguez@ucdavis.edu
Multiracial	Melissa Sinclair	msinclair@saonet.ucla.edu
New Professionals and Graduate Students	Tasha Yules	tasha.yules@ucr.edu
Parent and Family Relations	Alexandra R. Price	alexandra.r.price@gmail.com
Socioeconomic and Class Issues in Higher Education	Diana Chavez	dchavez22@ucmerced.edu
Spirituality and Religion in Higher Education	Sharyn Moore	smoore@menlo.edu
	Sonya Welch	swelch@apu.edu
Student Affairs Fundraising and External Relations	Michael Lemus	malemusdiaz@ucdavis.edu
	Raul Mendoza	rmendoza877@csu.fullerton.edu
Student Affairs Partnering with Academic Affairs	Delores McNair	dmcnair@pacific.edu
Student-Athletes	Travon Robinson	TRobinson@csuchico.edu
Student Leadership Programs	Jaime Faucher	jfaucher@callutheran.edu
Sustainability	Kim Scatton	Kimberly.Scatton@asu.edu
Technology	Floyd Lai	flai@csusm.edu
Veterans	Tammy Oluvic	toluvic@apu.edu
Women in Student Affairs	Jennifer Barnett	jpgala@hawaii.edu

Knowledge Communities provide access to information and resources in a particular subject area, connecting members and facilitating the sharing of knowledge. The above Region VI KC Representatives support this work throughout the region as members of the National KC.

If you would like to get involved in any of the KCs above, contact the Region VI KC Representative to learn about opportunities. **Join a KC** through your NASPA profile to ensure you receive official emails, blogs, event postings, involvement opportunities and more! Follow the instructions below to update your NASPA profile.

Step 1 - Visit [www.naspa.org](http://www.naspa.org) and log in

Step 2 - Scroll down the page, and click on “Edit Profile” in the right margin

Step 3 - In the “Communities and Groups” section under “Join Knowledge Communities,” click “Add Additional Selections”

Step 4 - Select the KCs you want to join!

Step 5 - Scroll to the bottom of the page and click “Submit”

# NASPA REGION VI



ASIAN PACIFIC ISLANDERS  
KNOWLEDGE COMMUNITY

The Asian Pacific Islander Knowledge Community (APIKC) Region VI representatives are here for you!

If you're looking to get involved or connect with other APIKC members, the APIKC Region VI board is here for you!

Feel free to contact any of your regional representatives to get connected:

Jonathan Wang  
Interim Director  
Asian Pacific American Student Services  
University of Southern California  
[wangjona@usc.edu](mailto:wangjona@usc.edu)

Danhai Xayaphanh  
Program Director  
Asian Pacific American Student Affairs  
University of Arizona  
[danthaix@email.arizona.edu](mailto:danthaix@email.arizona.edu)

Jerald Adamos  
Assistant Dean/Associate Director  
Asian American Activities Center  
Stanford University  
[jladamos@stanford.edu](mailto:jladamos@stanford.edu)

Rikka Venturanza  
Full Circle Project Program Advisor  
Student Organization and Leadership  
California State University, Sacramento  
[rikka.venturanza@csus.edu](mailto:rikka.venturanza@csus.edu)

Pearl Wu  
Hulili Program Coordinator  
Native Hawaiian Student Services  
University of Hawaii, Manoa  
[pearlwu@hawaii.edu](mailto:pearlwu@hawaii.edu)

## **NASPA APIKC Region VI Summer Social (with ACPA APAN)**

For those in Northern California, please join the NASPA APIKC and ACPA APAN for a summer potluck and help us welcome and celebrate 3 API women in visible executive leadership roles in the Bay Area:

Dr. Evette Castillo Clark - Dean of Students at Saint Mary's College;

Dr. Luoluo Hong - Vice President of Student Affairs & Enrollment Management at San Francisco State University;

Dr. Julie Wong - Vice President of Student Affairs at California State University, East Bay.

Specific location will be sent out in a confirmation email to guests that RSVP.

Please submit a RSVP at: <http://tinyurl.com/APINorCalSummer15> by Friday, July 31, 2015. For more information, please contact Jerald Adamos: [jladamos@stanford.edu](mailto:jladamos@stanford.edu) or rita zhang: [rita@berkeley.edu](mailto:rita@berkeley.edu).

We hope to see you there!



Greetings:

Do you have Assessment-related resources that you wish to share with the region? Are you hoping to learn more about assessment tools and resources being utilized in Region VI? As your Region VI Assessment Knowledge Community Co-Chairs, we are here to help:

Dr. Jennifer Miller, Director of Student Affairs Assessment, Research and Staff Development at CSU Channel Islands, [Jennifer.miller@csuci.edu](mailto:Jennifer.miller@csuci.edu)

Lori Durako, Assistant Director for Student Leadership at Santa Clara University, [ldurako@scu.edu](mailto:ldurako@scu.edu)

We love assessment. We want Region VI to love assessment, too. We have a few goals for 2015/2016 that include:

1. Offering one to three assessment-related professional development opportunities for Region VI;
2. Utilizing NASPA online resource sharing tools to allow for Region VI members to swap assessment-related tools, ideas, questions, etc.; and
3. Launching a "We Love Assessment," messaging campaign to highlight stories of Region VI staff members who are working hard to make assessment fun and effective.

Please help us to achieve our goals by e-mailing us your ideas for professional development opportunities, share assessment resources, and or tell us what you do at work to make assessment fun and effective.

We look forward to working and learning from you during 2015-2016.

-Lori Durako and Dr. Jennifer Miller  
Your Region VI Assessment KC Chairs



Greetings from the Student Affairs Fundraising and External Relations (SAFER) KC,

Here at SAFER, we want to enable NASPA members to develop their fundraising knowledge and skills and to promote the collaboration of student affairs related work between knowledge communities across the region and even beyond that as we get closer to the NASPA Western Regional Conference.

Recently we have built up our KC leadership team within the region and we would like to announce our new additions to the team:

- Michael Lemus (SAFER Region VI Co-Representative) is an Undergraduate Student Academic Program Coordinator at UC Davis. Michael just graduated from Cal State Fullerton's Masters in Higher Education program and is excited to be a representative for Region VI. Michael is passionate about being a bridge-builder and mentor to students.

- Raul Mendoza (SAFER Region VI Co-Representative) is a Residence Life Coordinator at California State University, Sacramento. Raul Mendoza just graduated from Cal State Fullerton's Masters in Higher Education program and is excited to be a representative for Region VI. Raul is truly a caring individual who has a passion for helping students excel in their endeavors.
- Anthony Young (SAFER Resource Communication Specialist) is an alumnus of the University of the Pacific, is a self-proclaimed connector and finds passion in mentoring individuals personally and professionally. In 2014, Anthony made the decision to return to his alma mater working in the Division of Development and Alumni Relations as the Assistant Director of Alumni Engagement.
- Danny Ledezma (SAFER Social Media Coordinator) is currently earning his Masters of Science in College Counseling and Student Development at Azusa Pacific University. Currently, he is working at Pitzer College as the Orientation Coordinator and at Azusa Pacific University as the Azusa Scholars Coordinator. Danny is passionate about promoting student involvement and mentoring students.

For more information on our KC, feel free to join through your NASPA profiles at <https://www.naspa.org/constituent-groups/kcs/student-affairs-fundraising-and-external-relations>

In addition, please email us at [nasparvisaferkc@gmail.com](mailto:nasparvisaferkc@gmail.com)

Last but not least, don't forget to connect with us through social media!

- Facebook: <https://www.facebook.com/NASPASAFERVI>
- Instagram: <https://instagram.com/naspavisafer>
- LinkedIn: <https://www.linkedin.com/grp/home?gid=6944928>

See you at #naspawrc





Already have ideas or submissions for our next newsletter? It's never too early to submit!

Email submissions to [NaspaRegion6@gmail.com](mailto:NaspaRegion6@gmail.com) or email the Newsletter Editor directly at [richard.mizusawa@hawaii.edu](mailto:richard.mizusawa@hawaii.edu).

2015 Fall Edition Timeline:

Call for Articles: Thursday, September 17th & October 1st

Submission Deadline: Friday, October 23rd by 5pm

Newsletter Distribution: Thursday, October 29th