

NASPA IV-WEST

NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS



SPRING 2004
Regional
Newsletter



Register to win
in the
BOOK GIVEAWAY!
See page 5!

Mark your
2004 Calendar!
October 21-23... Fargo
Regional Conference
See page 8

In this Issue...

As Read in the LA Times...
Fargo 2004—Page 3

Have you read...
"The Younger Evangelicals"?
We're giving away a copy!!
From the Bookshelf—Page 4

Denver Conference
—Page 6

How Effective Are Student Affairs
Preparation Programs in Preparing
New Practitioners?
—Page 7

International Education Update
—Page 9

Public Policy Update
—Page 10

MAY 21, 2004

The University of Kansas

I challenge you. Go ahead...open *The Chronicle of Higher Education* without finding a story that involves the law. Honestly, I only challenge you to this task because I know it is impossible. As student affairs practitioners, we find that our daily lives are inundated with legal concerns, liability, and risk management. Personally, if I had a dollar for every time a student or parent threatened to sue I would be able to close up my laptop computer and move to the mountains. Rather, I am writing this article in hopes that my colleagues can formulate some plans of action on their campuses in areas regarding freedom of speech, downloading music/movies, and university diversity.

Down with the Man

In times of war, our colleges and universities have been havens of demonstrations in opposition to or in favor of government, policies, freedom, and democracy. In this era, our students are finding their voices and demanding accountability from government officials with regard to the war in Iraq. Many of you will recall an important court case, *Tinker v. Des Moines Independent Community School District* (1969), 393 U.S. 503, which spoke to this issue. While this case involved secondary school students, the decision is applicable to public higher education institutions today. Three students, with the support of family and community members, wore black armbands to school to protest the Vietnam War. Based on school policy, the students were

Legal Updates

Terisa C. Remelius, Ph.D.

Director of Operations and Judicial Affairs, Saint Louis University

suspended until they agreed to return without armbands, and the students sued their school district under the First Amendment, Freedom of Speech clause in the Constitution. The Supreme Court determined that these students were allowed to exercise Freedom of Speech to protest the war in this way because it did not cause a disturbance of any kind. Since that time, students have challenged and stretched to the limit this definition of "causing a disturbance" when demonstrating their political positions in a public space.



Tips for Practitioners: Many of our colleagues who have struggled with the Freedom of Speech issues on their campuses have created a safe time and place for students to protest. For example, some institutions allow students to take control of the main campus thoroughfare during set times or days to make speeches, hand out fliers, and to congregate with other students who either share the main view or oppose it. Some schools require their students to schedule a space formally in order to avoid controversy among individuals with differing views. Interestingly, many private institutions, while not required to provide protection for Freedom of Speech, have allowed their students the same abilities because "it is the right thing to do". Typically, these events are scheduled with the Dean of Students or Office of Student Life, Involvement, or Engagement, and policies to provide space for non-disruptive protests may be created by your institution or in conjunction with the Student Government Association.

continued on page 11



VICE PRESIDENT'S MESSAGE

Diana Doyle
Former Region IV-West
Vice President

One Region IV-W conference fee: \$150.00
One NASPA national conference fee: \$220.00
The privilege of serving as your Region IV-W VP: Priceless

Yes, indeed, membership does have its privileges! I write this last message as the Region IV-W VP with mixed feelings: sadness over ending a position that has given me so much, yet a real sense of excitement for what's in store for the region with the new RVP, Prakash Mathew, and new Advisory Board members. Prior IV-W RVPs (and I've been around long enough to know this first-hand) have commented at the end of their terms that they received much more than they gave – and are truly grateful for it. Well, I am no exception, and I echo these sentiments.

Our region would not be the dynamic and progressive association that it is if it were not for the many volunteers who tirelessly give their efforts and creativity. Our programs, workshops, conferences, institutes, retreats, meetings, and publications all are meaningful, challenging, forward-thinking, and enjoyable – just the ticket for professional growth and development. It has been my honor the past two years to spearhead such a dedicated membership.

Working diligently on all of this – and holding down a demanding day job to boot – are the energetic and talented members of the Regional Advisory Board. I have never before worked with such a devoted, skilled, and down-right-fun group of folks! At our last board meeting at the Denver conference, I asked the members to jot down on paper the one thing they were most proud of while on the Board. As I share some of their responses with you, I think you'll see that level of excellence they give so freely.

"I am proud to be newly appointed and look forward to making a positive contribution. . ." – Kim Heier

"The growth and nurturing of Our Community, Our People, Our Students." – Wayne Young

"Challenging the Board to investigate new ways to generate more revenue. . ." – Aaron Quisenberry

"Continued liaison with SSAOs. . . still meeting the needs of our seniors." – Gary Biller

"It has been my pleasure to serve as the "memory" for the Board. . ." – Ruth Stoner

"Continue to improve outreach methods to members in our state." – Chris Kaberline

"Implementing new elements in the newsletter. . ."

— Becky Barker

"Increasing North Dakota memberships by 10. . ."

— Laura Oster-Asland

"Offering a successful New Professionals Institute. . ."

— Jesse Fortney

"Praise from graduate students, and giving graduate programs an international flair." — Jacqui Sene

"Serving as a mentor to young professionals and graduate students." — Multiple Board members

"Communicate to Student Affairs professionals and other colleagues about NASPA with pride." — Multiple Board members

Please join me in heartfelt thanks to the following individuals who have now completed their three-year terms on the IV-W Board: Tim Alvarez - MUPP Coordinator; Renee Arnett - Corporate Sponsor Liaison; Becky Barker - Newsletter Editor; Brett Campbell - Oklahoma Membership Coordinator; Chris Kaberline - Nebraska Membership Coordinator; Yvonne Pena - WISA Chair; Herb Songer - Fraternity/Sorority KC Chair; Carla Stein - Assistant to the RVP; Wayne Young - Information Technology Chair; and Prakash Mathew - Awards & Exemplary Programs Chair.

And an additional "Congratulations!" to Wayne Young, 2004 NASPA Mid-Level Professional of the Year!!!

I sincerely thank YOU, the membership of NASPA Region IV-W, for giving me this wonderful opportunity these past two years. I genuinely can say that I learned something new every day. As you by now know, I don't give advice – I give challenges. So my challenge to you is to keep on doing what you do – in your jobs, with your students, and in our region. Together, we DO make a difference!

Peace. . . Diana



Prakash Mathew, the new IV-W Vice President, recognizes Diana's work as the past Vice President during the most recent Board Meeting.

As read in the L.A. Times...

Los Angeles Times

WEDNESDAY, MARCH 10, 2004 \$0.25

Join us in Fargo this Fall!
NASPA IV-WEST
Regional Conference
October 21-23, 2004

Fargo Hip? You Betcha

The North Dakota city has transformed by the Chain-linker. The city's Frisco Avenue and surrounding streets have become a stylish, trendy place.

Suddenly, It's Cool to Hang in Downtown Fargo

Fargo Facts
The city's Frisco Avenue and surrounding streets have become a stylish, trendy place.

'In the last three years, Fargo has begun to reinvent itself as improbably stylish, worldly, even luxurious — to the point where the mayor has hopes of marketing the city as a vacation destination. Quietly, subversively, Fargo has gone trendy...But all along the two main downtown streets, hip restaurants, cafes and galleries beckon.'

'Developers knew they wouldn't be able to woo Fargoans downtown with more of the same chain stores and franchise restaurants that are replicated every few blocks in the suburbs. So they set about creating distinctive boutiques and artsy hangouts—the kind of places that residents in this city of 90,000 used to go to Minneapolis or Chicago to find.'

'Musing about television, radio and print ads, Anderson has played around with several possible slogans. "Fargo. You know we're cold. We're also cool," he suggests. Or: "We're cold, but our downtown is hot,"'

Discovering the legacy,
Embracing the future

NASPA IV-WEST REGIONAL CONFERENCE
OCT 21-23, 2004 FARGO, NORTH DAKOTA



As the industry continues to evolve, the need for a strong foundation is more important than ever. NASPA IV-WEST Regional Conference is the perfect opportunity for you to learn from the best and share your own experiences. Don't miss this chance to connect with your peers and gain valuable insights into the future of our industry.

Call For Programs are out...Submit one today!
www.naspa.org/provdev/regiwv_frm.cfm



FROM THE BOOKSHELF

The Younger Evangelicals

by Robert Webber,
Grand Rapids: Baker Books, 2002

Reviewed by

Kerry H. Wynn, Ph.D.

Learning Enrichment Center

Southeast Missouri State University

Renewed interest in the role of spirituality in student development and professional life has created an awareness and appreciation of religious and spiritual diversity. One group of students seems to remain enigmatic for many professionals in student development however. Evangelical students are often inappropriately perceived as monolithic and antagonistic. Robert E. Webber's *The Younger Evangelicals* provides a helpful insider's view to the college age evangelical that serves as a particularly insightful resource for the Student Affairs professional.

Webber is a theologian who taught at Wheaton College from 1968 to 2000. He is unapologetically evangelical and is a leading light in the worship renewal movement. He does not fit the classical stereotype of an evangelical having left his Baptist heritage to become an Episcopal priest.

While the book may use some theological terms that are foreign to Student Affairs, it is structured around a generational transition model that will enable the Student Affairs professional to feel at home. Webber identified three generations of evangelicals active today: Traditional Evangelicals (1950-1975) who are roughly equivalent to the "builder" generation; Pragmatic Evangelicals (1975-2000) who are roughly equivalent to the "boomer" generation; and the Younger Evangelicals (2000 and beyond) who are somewhere around Xers and Millennials. While college students should fall in the third generational category, all three "types" will be found within the college population. The research is primarily qualitative and is based on interviews with targeted younger evangelicals. Webber's findings are descriptive rather than normative but reinforce other work being done on contemporary generational differences. The book provides excellent summary tables of the characteristics of the three generations which makes the information easily accessible for later reference.

Webber says "My interest is in capturing the thinking of the college and seminary student in particular, the 'twenty-something'" (p. 16). He provides an overview of the history of the evangelical movement and a description of Younger Evangelicals in Part 1. Webber identifies twenty-four characteristics of Younger Evangelicals including their "facility with technology" and their commitment to "multicultural communities of faith" and "intergenerational ministry." Webber notes that they are "highly visual," "communicate through story," and "grasp the power of imagination." They "long for community" and "search for shared wisdom." They "demand authenticity" and are committed "to the plight of the poor." They are also "attracted to absolutes" and are "willing to live by the rules" (p. 54). Younger Evangelicals share many of these characteristics with their fellow Millennials.



Part 2 examines the thinking of Younger Evangelicals in terms of communication, history, theology, defending the faith, and the church. Webber finds that while Traditional Evangelicals exhibit a strong commitment to the traditions of the Protestant Reformation and Pragmatic Evangelicals seek innovation and something new, Younger Evangelicals are interested in returning to the traditions and practices of the ancient church. The spirituality of Traditional

Evangelicals is based on Bible reading and prayer. The spirituality of Pragmatic Evangelicals revolves around the small group experience. Younger Evangelicals are beginning to base their spirituality in ancient traditions such as medieval Celtic, Roman Catholic, and Orthodox faith perspectives. Traditionals support their faith perspective through an appeal to reason while Pragmatics defend their faith by claiming it is what works. Younger Evangelicals look to the lived experience of the faith community as the justification of the evangelical faith perspective.

Part 3 examines the practices of the Younger Evangelicals in terms of the church, ministers, education, spiritual formation, art and social activism. Traditionals turn to education for knowledge, Pragmatics for self-improvement, but the Younger Evangelicals are looking to education for spiritual formation.

Finally, Part 4 looks to new forms of leadership for Younger Evangelicals in the new century. This takes the shape of a "circle of leadership" composed of four interactive components: "(1) a missiological understanding of the church, (2) theological reflection, (3) spiritual formation, and (4) cultural awareness" (p. 240).

Webber's description of the college age evangelical provides an excellent resource for Student Affairs professionals who wish to avoid stereotyping the evangelical student and who seek an understanding of the wide range of perspectives that exist under the evangelical umbrella.

ODDS & ENDS



Success

Before everything else, getting ready is the secret of success.

Henry Ford

Success is going from failure to failure without loss of enthusiasm.

Winston Churchill

To know how to wait is the great secret of success.

Joseph Marie De Maistre

Courage

Courage is the most important of all virtues, because without it we can't practice any other virtue and consistency.

Maya Angelou

Why not go out on a limb? Isn't that where the fruit is?

Frank Scully

On Creativity

The best way to have a good idea is to have a lot of ideas.

Linus Pauling

Bring ideas in and entertain them royally, for one of them may be the king.

Mark Van Doren

Competence

Competence, like truth, beauty and a contact lens, is in the eye of the beholder.

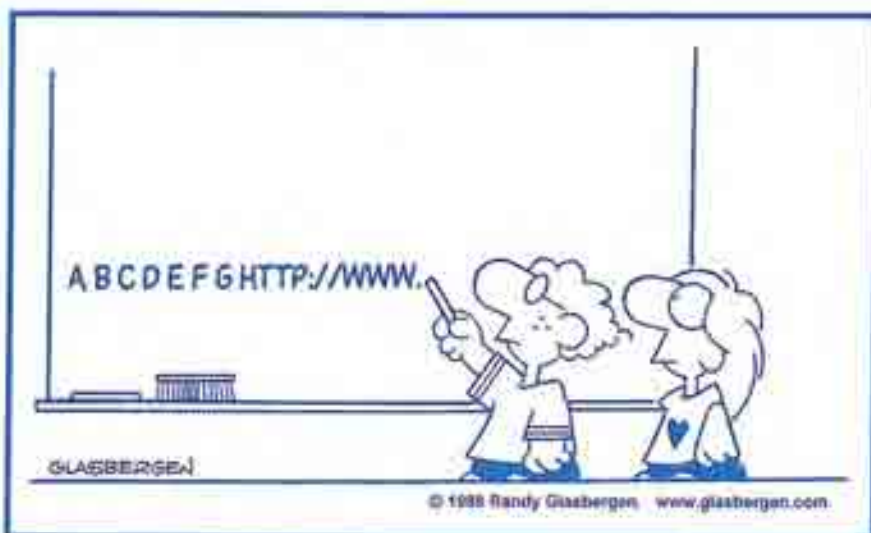
Laurence J. Peter

Even if you're on the right track, you'll get run over if you just sit there.

Will Rogers

When you get right down to the root of the meaning of the word "succeed," you find that it means to simply follow through.

F.W. Nichol



WIN A COPY OF "The Younger Evangelicals" IT'S AS EASY AS 1-2-3!

1. Send an e-mail to rtted@ou.edu
2. Put "BOOK GIVEAWAY" in the subject line
3. Send it by 5 p.m. on June 6 to be eligible



*Congratulations to
Theresa C. Brown
University of Kansas-Medical Center
Winner from the Winter Issue!*

Action

Leadership is action, not position.
Donald H. McGannon

Action may not always bring happiness, but there is no happiness without action.
William James

As I grow older, I pay less attention to what men say, I just watch what they do.
Andrew Carnegie



**SNAPSHOTS
FROM DENVER!**
NASPA National Conference



**IV-West Members
Gather at the
Regional Reception**



How Effective Are Student Affairs Preparation Programs in Preparing New Practitioners?

*Submitted by Linda Kskk, Vice President for Student Affairs
Colorado State University
NASPA Conference Presentation - Denver*

The recent NASPA conference in Denver marked the beginning of this year's recruiting season. In a few short weeks students will graduate from over a hundred student affairs preparation programs across the country and they are currently engaged in searching for full-time professional positions. With so many different preparation programs, how can employers be sure that these young professionals, who they are recruiting, are adequately prepared to assume the responsibilities of entry level roles?

One of the programs presented at the NASPA conference focused on the issue of assessing the competencies that entry level practitioners acquire from preparation programs. Preliminary data from two ongoing studies were presented and participants were asked to engage in interactive dialogue.



An ongoing study, "Perceptual Differences of Entry-level Student Affairs Practitioner Competencies", is attempting to provide insight in the perceived similarities and differences among Senior Student Affairs Officers, Mid-level managers, who hire new practitioners and full-time faculty who teach in student affairs preparation programs regarding a number of competency related issues.

The NASPA program focused on two of these issues. First, what professional competencies are considered to be essential or highly important for new student affairs practitioners to have as they enter the field? Second, where do Senior Student Affairs Officers, Mid-level managers, and faculty view professional competencies should be acquired?

The study focuses on fifty competencies developed from three recent student affairs documents, *The Council for the Advancement of Standards (2001)*, *The Student Learning Imperative, Implications for Student Affairs (1994)* and *Principles of Good Practice for Student Affairs (1997)*. A random sample of three distinct groups of student affairs professionals were surveyed SSAOs, Midlevel managers and faculty, asking them to address each of the questions with regard to each competency. The competencies were divided into two categories, Professional Knowledge and Professional Practice Skills.

Preliminary analysis of the responses, received to date, indicate some very interesting similarities and differences between the three professional groups. For example, responses to the question, "Which competencies are essential or very important for new practitioners?" reveals that none of the Professional Knowledge Competencies are perceived to be essential or very important by all three groups. SSAOs and Midlevel managers appear to believe that *ability to understand attributes and conditions for establishing and maintaining inclusive communities and civic education* are essential/very important. Mid-level practitioners and faculty both believe that *a basic understanding of cross-cultural and diversity-related issues within the context of higher education* are essential/very important. The knowledge competency, *demonstrate an understanding of how student development, and learning theory and research are relevant to student learning and personal development*, appear to be essential to both SSAOs and also important to Mid-level managers.

Within the professional practice skills there appears to be greater perceptual similarity among practitioner (SSAOs and Midlevel) than faculty. For example SSAOs consider all Professional Practice Skills to be essential or very important, and the Midlevel managers consider all but three to be essential or very important. Yet the faculty perceive 22 of the professional skill competencies as either nice to have, or not essential for entry to professional practice.

With regard to the question, "Where should professional competencies be acquired?" there were only seven (7) competencies that all three groups identified as being the responsibility of preparation programs to develop. Only two of these were in the skill area, 1) the development of effective written and oral communications skills and 2) the ability to engage in systematic inquiry, research, analysis and interpretation. Both of these were strongly related to the academic inquiry process and not directly to professional practice.

While considerable additional analysis is necessary before any definitive conclusions or interpretations can be reached, early review of the questionnaire responses suggests that there are not consistent perceptions among professional groups with regard to the necessity of the array of compe-



Discovering the legacy, Embracing the future

October 21-23, 2004
Fargo, North Dakota

**Ramada Plaza Suites
& Conference Center**

Opening Keynote: James J. Rhatigan **The Frontier: History and Discovery**



James Rhatigan was the Vice President for Student Affairs and Dean of Students at Wichita State University (WSU) from 1965-1996. He became the Senior Vice President of the university in 1996 and remained in that position until his retirement in July 2002. Dr. Rhatigan was the third vice president of NASPA Region IV-W (1970-1972). Dr. Rhatigan has held a number of positions in NASPA and was president in 1975. Currently he serves as a consultant for the WSU Foundation.

"All new knowledge comes from the edge of the intellect where ideas are born. Indeed, without personal discovery there is no future. Yet this recognition is not sufficient for one's personal or professional life. History provides context and perspective. How does one approach these vital elements in the daily practice of our work?"

Closing Keynote: Susan Komives

The Student Affairs Curriculum: Learning Reconsidered

Susan Komives is an Associate Professor teaching College Student Development at the University of Maryland. She is former President of the American College Personnel Association and former Vice President for Student Development at Stephens College and the University of Tampa. She is co-editor of *Student Services* (Jossey-Bass: 1996, 2003), and co-author of *Exploring Leadership: For College Students Who Want to Make a Difference* (Jossey-Bass: 1998) and *Management and Leadership Issues For a New Century* (Jossey-Bass: 2000).



Dr. Komives will discuss future issues in student affairs work with an emphasis on the new NASPA-ACPA Learning Reconsidered document. "Student development education is key to developing student outcomes. Learning must include both content and identity/developmental perspectives to truly influence those outcomes."

Also featuring...
Kevin Locke, Native American
hoop dancer, story teller,
and northern plains flute player



For more information:
Visit the NASPA web site

www.naspa.org

- Click Regional Communities
- Select Region IV-W followed
by the Conference Link

International Education *A World of Change*

Knowledge Community Update

*Jacqui Sene, Knowledge Community Coordinator
Colorado State University*



International Education has become a vital part of every campus. Whether it is efforts to get more students to study abroad, finding ways to manage new federal regulations for international students while maintaining a welcoming atmosphere or attempting to internationalize the campus through curriculum development, international education permeates all aspects of student and campus life. The International Education Knowledge Community (IEKC) is your NASPA resource for international topics.

The IEKC has four goals:

1. To stimulate increased awareness of the global perspective in higher education;
2. To provide a forum for addressing global issues related to student affairs;
3. To provide a structure and opportunity for members with interests in global issues to communicate;
4. To encourage professional connections with colleagues in other countries.

Looking Ahead...

October 21-23, 2004
IV-West Regional Conference
Fargo

March 19-23, 2005
NASPA National Conference
Tampa

November 9-12, 2005
IV-West Regional Conference
Kansas City

March 11-15, 2006
NASPA National Conference
Washington, DC

One avenue that the IEKC attempts to reach these goals is through the national conferences. There is an International Symposium that had its 9th anniversary at the national conference in Denver. Many international attendees enhanced the symposium including guests from China, Ireland, United Kingdom, Sweden, and Germany amongst others. There were also sessions in Denver that covered what campuses are doing to develop International Living, Learning communities as well as how student affairs programs are adding an international dimension to expand the knowledge of their graduates. So as you head to Tampa next year be sure to watch for these amazing opportunities.

If you were unable to attend the national conference in Denver, you can always check out the IEKC website. The IEKC website offers a plethora of information and resources. There are general resources that list everything from the IEKC annual report to International Symposium information to Fulbright Focus opportunities. There is information for professional development, health and safety abroad, hot topics and bibliographies and readings that might be beneficial for student affairs professionals. You can also find out what is being done at other campuses through the Annual Best Practices Award recipients recognized at each International Symposium.

Finally the website offers information about the NASPA International Exchanges with universities in Australia/New Zealand, China, France, Germany, Mexico, South Africa, Spain and the United Kingdom. These exchanges were designed to acknowledge the need to expand our knowledge of other cultures as well as develop professional contacts in universities around the globe. You can find all this and more by going to the Knowledge Community sidebar in the NASPA website.

These are just some of the ways the IEKC is seeking to meet the needs of NASPA members interested in internationalization of the college campus. We welcome all feedback, questions or suggestions to assist us in providing the best service possible. Thanks! Jacqueline Sene - jacqueline.sene@colostate.edu or (970) 491-7464.

Public Policy Knowledge Community Update

*Sherry Mallory, University of Arkansas
Region IV-West Public Policy Coordinator*

After a month-long recess, the House and Senate reconvened on January 20th, 2004 for the second session of the 108th Congress. During the first week back, the two houses worked together to reach consensus on HR 2673 – the Consolidated Appropriations Act of 2004 – thus completing the FY04 appropriations process. With appropriations finished, Congress has now turned its attention to new priorities, including energy reform, homeland security, reducing the budget deficit, and the reauthorizations of the Transportation Equity Act, the Individuals with Disabilities in Education Act, and the Higher Education Act.

Reauthorization of the Higher Education Act

The House of Representatives' Committee on Education and the Workforce, chaired by Congressman John Boehner [R-OH], spent much of the first session focused on reauthorizing the Higher Education Act. They divided the legislation into seven smaller bills, four of which were passed and referred to Senate: the Teacher Recruitment and Retention Act [HR 438], the Ready to Teach Act [HR 2211], the Graduate Opportunities in Higher Education Act [HR 3076], and the International Studies in Higher Education Act [HR 3077]. The remaining bills – the Financial Aid Simplification Act [HR 2956], the Expanding Opportunities in Higher Education Act [HR 3039], and the Affordability in Higher Education Act [HR 3311] – will likely be combined into a single bill.

The Affordability in Higher Education Act, introduced in October 2003 by 21st Century Competitiveness Subcommittee Chair Howard "Buck" McKeon [R-CA], sought to establish a College Affordability Index, eliminate barriers to the acceptance of transfer credits, and create a College Affordability Demonstration Program. The bill also contained a widely-publicized provision that would penalize institutions who "repeatedly engaged in excessive tuition hikes" by taking away a portion of their campus-based federal aid. In early March, Congressman McKeon announced that he would drop the provision to withhold aid from the bill, citing recent steps taken by some institutions to slow tuition increases. He warned, however, that he would put the provision back in immediately "if the positive trend slows or is reversed in the months ahead."

The Senate Committee on Health, Labor, Education, and Pensions, chaired by Senator Judd Gregg [R-NH], began to focus on reauthorization last fall, holding their first hearing and introducing their first piece of legislation – the College Quality, Affordability, and Diversity Improvement Act [S 1793] – in October. The bill, sponsored by Democratic

Ranking Member Edward Kennedy [D-MA], sought to expand the HOPE Scholarship tax credit program, increase the limits on Pell and Supplemental Educational Opportunity Grant aid, eliminate the fees on subsidized loans for low-income students, and penalize states that cut their education funding by 10% or more in a year by making them ineligible for new federal financial aid.

At the start of the second session in January, Senator Gregg set forth an aggressive timeline for completing reauthorization. His goal was to have Senate legislation finished by "Education Week," March 22nd. Thus far, the committee has held three hearings – on higher education accreditation [February 26th], on higher education and the workforce [March 4th], and on the advantages/impediments of having a year-round college calendar [March 9th] – but has not introduced or passed legislation. The estimated drop date for majority legislation, at this point, is thought to be either late spring or early summer.

The NASPA Center for Public Policy will continue to monitor reauthorization, and will provide updates as information becomes available. A "Friends of Public Policy" listserv has been established, for interested parties. To sign up, send a blank e-mail to topp-join@listserv.naspa.org

If you would like more information about the NASPA Center for Public Policy, visit the website at <http://www.naspa.org/policy/index.cfm> or contact Sherry Mallory, Region IV-West Public Policy Coordinator, at smallor@uark.edu or 479-575-6786.

National Student Affairs Assessment and Retention Conference Scottsdale, AZ June 3 - June 5

*Doubletree Paradise Valley Resort Hotel
Scottsdale, AZ*

*Sponsored by NASPA,
Arizona State University
and Maricopa Community College*

Small College & University Institute

June 26 - June 29

Lewis & Clark College, Portland OR

Sponsored by NASPA Small Colleges and Universities Knowledge Community

NASPA invites senior student affairs officers and other student affairs administrators with significant small college and university responsibilities to attend the 2004 Institute. While living and learning together on a small college campus, the Institute offers a unique professional development experience that is derived from meaningful interaction with professionals who have like jobs, and are from like institutions. During the 3+ day program, participants will be engaged by leading speakers, discuss hot-topics in student affairs, and examine innovative and effective programs from our campuses.

This will be the 4th bi-annual Small College & University Institute. Four hallmarks of this Institute have made it a very rewarding experience for past participants. First, it is held on a small college campus, virtually making the site a learning-laboratory. Second, all participants are small college professionals. Third, all programs relate directly to your world of work. Fourth, it is a very affordable experience. For registration information go to www.naspa.org.

Cover cont'd from page 1

File Sharing: Does a Lawsuit Solve Anything?

In a major coup for colleges and universities, a Federal Judge decided that the Recording Industry Association of America could not apply for subpoenas for "John Doe" defendants en masse. In other words, a separate subpoena would have to be filed for each individual student believed to be inappropriately downloading and illegally sharing music with others using the college or university's network system. While this decision, made in March, does not prevent the RIAA from applying for subpoenas to identify these students and determine prosecution procedures, the process will be much slower and more costly.

Importantly, the students on our campuses are relatively unaware of the major consequences of illegal downloading and file sharing. In fact, many students at my own institution were unaware that they were even sharing music or movies once they were downloaded. One student, a member of the Student Conduct Board, said, "What do you mean my computer shares music? Someone else set up my computer, so I didn't know about some default setting to share..." When a room full of administrators, faculty members, and students heard the news that students are settling out of court for \$10,000-\$15,000 per song, I heard an audible gasp. That's right, two illegal downloads could mean the difference between a year of college tuition at our college and a year of living at home and flipping burgers.

Tips for Practitioners: Consult with your General Counsel to determine ways in which your institution can be certain to comply with the Digital Millennium Copyright Act in order to meet the Safe Harbor provisions. These conditions include actions such as 1) contacting individuals pinpointed by the RIAA for illegal sharing to notify them of the allegations as well as indicating that your institution does not con-

done the use of the network for illegal sharing or downloading of copyrighted materials, 2) preparing and presenting educational materials for college or university community members to help them to better understand the ramifications of violating the DMCA, and 3) creating policies that better define copyright and the consequences of inappropriate use of the network at the institution. Above all, practitioners should be about the business of educating students in order to avoid inappropriate use of copyrighted materials. In this academic environment, students must understand the value of an original work and the need to protect it using copyright. This point applies equally to music and movies as it does to textbooks.

Legal Anniversary

In May, our Country will celebrate the 50th anniversary of the *Brown v. Topeka Board of Education* decision that found segregation in the schools, separate but equal, to be unconstitutional. This year, reflect on this decision and take a hard look at your school. Where is the proverbial color line now? While this point is not a legal update in the conventional sense, it does provide us with an opportunity to assess our campuses to determine if this concept of segregation still exists. I will end this segment as I began...with a challenge. Make it your job to break through the color line wherever it exists in your community.

Terisa C. Remelius, Ph.D. is the Director of Operations and Judicial Affairs at Saint Louis University where she holds a second appointment as a faculty member in the Department of Educational Leadership and Higher Education Administration.



*Good to great:
Why some companies make the leap...and others don't*

by J.C. Collins, Harper Collins: New York, 2001

Reviewed by Lisa Erwin

Assistant Dean of Students for Information Resources/Director, Student Financial Aid
University of Kansas Medical Center

While the literature in our profession is rich and relevant to our practice, I find it useful to read from the business/management field from time to time. My husband recently started working at a new company, and one of the first assignments he received was to read Jim Collins' *Good to Great*. I found it an interesting and a helpful read, too.

Collins' research interest lies in examining corporations to learn what makes them successful and enduring. A former faculty member at the Stanford University School of Business, Collins currently runs a management research laboratory in Colorado. *Good to Great* is a follow up to an earlier work, *Built to Last*. In the latter, Collins and a team of researchers studied a number of outstanding corporations to learn the secrets of their ability to sustain success over time. In *Good to Great*, Collins and his team examined a different group of corporations: those that started from a weak position and became great. While the focus of the study was on the business world, Collins expresses the hope that the lessons learned from the corporations that went from good to great apply in other sectors, including education.

Utilizing selection criteria to define success (greatness) along with a complex financial analysis, Collins' team identified eleven "good-to-great" companies. These businesses represented different industries, including Kroger, Circuit City, Pitney Bowes and Wells Fargo. The next step for Collins' team was to select eleven comparison companies. These companies did not meet the selection criteria for success. For example, Kroger's comparison company was A&P, and Wells Fargo's comparison company was Bank of America.

Rather than simply examining what the successful companies had in common, Collins team compared the two sets of companies. In the book, he provided a detailed explanation for the analysis employed by the research team. By comparing the "great" companies with ones that had not achieved similar success, Collins and his group learned much about what makes the "great" companies successful. I found that Collins' findings were helpful to me in thinking about my student affairs work. Collins framed the study's findings in terms of eight concepts. I'll share several of those that I found meaningful.

Level 5 Leadership. Collins and his team expected to find dynamic, charismatic, visionary, larger than life leaders at the head of the "good-to-great" companies. Instead, he found leaders that were a "paradoxical blend of personal humility and professional will." (p. 13) Collins compared these leaders to Abraham Lincoln and Socrates rather than George S. Patton or Caesar.

First Who...Then What. Again, Collins' findings were surprising. They expected to learn that the leaders of the "good-to-great" companies first established a vision and direction for their companies, and then searched for the right members for their team. They found the opposite. The leaders concentrated on getting the right people in the right positions. In other words, they looked for people with the appropriate combination of skills and abilities and then made sure that those people were in positions that were a good fit. Those staff members who did not fit or for whom the right position could not be found did not stay with the company. The leaders developed the company direction *after* their team was in place.

Confront the Brutal Facts (Yet Never Lose Faith). Each of the successful companies possessed a steadfast belief that they would reach their goals and be the best in their particular industry. However, this belief did not serve to blind them or prevent them from confronting and dealing with harsh realities of the present. The "good-to-great" companies made necessary, difficult decisions that may have seemed to be steps backwards, but always in the belief that in the end, they would be on top of their industry.

Good to Great is an easy, informing and thought-provoking read. Collins provided enough information for the reader to gather a good sense of his teams' methodology. And while the examples he provided are from the business world, his descriptions served to help the reader make connections to other sectors.

*This article is being reprinted
due to an editor's error
in the last issue.*

NASPA IV-West Advisory Board Meeting
Sunday, March 28, 2004
Adams Mark Hotel, Plaza Bldg, Director's Row
Denver, Colorado
Advisory Board Agenda Update
Submitted by Ruth Stoner, Regional Historian

1. The Region IV-West Advisory Board met on Sunday, March 28, 2004, 1:00 – 3:30 PM, prior to the Denver conference.
2. Special thanks to outgoing Board members: Tim Alvarez (Western Nebraska Community College); Renee Arnett (Johnson County Community College); Becky Barker (University of Oklahoma); Brett Campbell (Tulsa Community College); Diana Doyle (Western Nebraska Community College); Gary Dukes (University of Southern Colorado); Yvonne Pena (University of New Mexico); Myron Pope (University of Oklahoma); Prakash Mathew (North Dakota State University); Diana McElroy (University of Oklahoma); Carla Stein (Western Nebraska Community College); Sue Ann Strom (University of Arkansas – Little Rock); Herb Songer (Fort Hays State University); Margaret Tosten (Maryville University); Wayne Young (Creighton University).
3. Welcome to new Board assignments (2004 – 2007):
Regional Vice President
Prakash Mathew, North Dakota State University
Past Regional Vice President
Diana Doyle, Western Nebraska Community College
Newsletter Editor
LeAnna Lamb, University of Tulsa
Professional Standards Chair
Myron Pope, University of Central Oklahoma
2004 Regional Conference Chair
Ron Kopita, Wichita State University
Oklahoma Membership Coordinator
Emily Griffin Overocker, University of Oklahoma
Women in Student Affairs Knowledge Community Chair
Chris Linder, University of Missouri, Columbia
Corporate Sponsor Liaison
Rich Rossi, Creighton University
Assistant Corporate Sponsor Liaison
Alex Gonzalez, University of New Mexico
Minority Undergraduate Fellows Program Coordinator
Yvonne Pena, University of New Mexico
Faculty Liaison
Ruth Harper, South Dakota State University
Awards Coordinator
Christine Schneikart-Luebke, Wichita State University
2004 Mid-Level Institute Co-Chairs
Kim Grassmeyer, Creighton University
Jill Pletcher, Wichita State University
Graduate Student Representative
Elizabeth Barnum, University of Nebraska – Lincoln
2-year & Community College Knowledge Community Chair
Brett Campbell, Tulsa Community College
GLBT Concerns Knowledge Community Chair
Katherine Garlough, University of Oklahoma
DisAbility Concerns Knowledge Community Chair
Lisa McGill, University of Colorado, Denver

African-American Concerns Knowledge Community Chair

Anna Thomas, Johnson City Community College
Information Technology Knowledge Community
Josh Overocker, University of Oklahoma
Assistant to the Regional Vice President
Deanne Sperling, North Dakota State University
Research Coordinator
Sue Ann Strom, Univ of Arkansas, Little Rock

4. The 2004 Region IV-West conference will be held in Fargo, North Dakota at the Ramada Plaza Suites & Conference Center on October 21–23, 2004. The theme will be "Discovering the legacy, Embracing the future." The conference chair is Ron Kopita (Wichita State University), Ron.Kopita@wichita.edu. Mark your calendar now and plan to attend.

continued on page 14

PROFESSIONAL DEVELOPMENT ACTIVITIES

2004 NASPA Region IV-West Conference

October 21 – 23, 2004

"Discovering the Legacy,
Embracing the Future"

Regional Advisory Board
will meet October 20

Fargo, North Dakota

Chair: Ron Kopita

(Wichita State University)

Phone: 316-978-3021

Ron.kopita@wichita.edu

2004 Mid-Level Institute

will be held as a pre-conference
to the Fargo Regional conference.

More information forthcoming.

2005 NASPA Region IV-West Conference

November 9 – 12, 2005

Marriott Country Club Plaza

Kansas City, Missouri

Chair: Brian Hemphill

(University of Arkansas – Fayetteville)

Phone: 479-575-5004

hempbill@uark.edu

Additional information
is available from each Chair

preparation programs cont'd

tencies identified in the literature as essential for practice. Second, there appears to be considerable discrepancy between the perceptions of managing practitioners and faculty regarding where such competencies should be developed.

This suggests that ongoing dialogue needs to occur between managing practitioners and preparation program faculty regarding both the content of preparation curriculum and the importance of skill competency development within preparation programs.

board meeting cont'd

5. The Mid-Level Institute (MLI) will be held as a pre-conference (October 18 – 21, 2004) to the 2004 Regional conference in Santa Fe. The MLI co-chairs are Kim Grassmeyer (Creighton University), kgrassmeyer@creighton.edu and Jill Pletcher (Wichita State University), jill.pletcher@wichita.edu.
6. The Senior Student Affairs Officers will hold a mini-retreat prior to the 2004 Regional Conference, Thursday, October 21, 8 – 12 noon. The mini-retreat held prior to the 2003 conference was very successful; the SSAO's requested to do again at the 2004 conference. Gary Biller, Arkansas Technical University, gary.biller@mail.atu.edu, will coordinate this event.
7. The Region IV-West Advisory Board will meet for a summer planning meeting and orientation session for new Board members in Kansas City June 3 & 4. If you would like to place an item on the agenda for this meeting, contact Prakash Mathew, prakash.mathew@ndsu.nodak.edu, or the appropriate Board member.

For further information on any of the above items or other initiatives of the Region IV-West Advisory Board, contact Prakash Mathew, prakash.mathew@ndsu.nodak.edu, Regional Vice President, (North Dakota State University), or any Board member.

Interested in reading
past presentations
from
NASPA National Conferences?

www.naspa.org

*Members Only link to
Conference Archive*

NASPA IV-WEST NEWSLETTER EDITORIAL BOARD

Myron Reed, Ed.D.
Assistant Vice President for Student Services
University of Central Oklahoma

Jay Gillett
Center for Student Advancement
University College
The University of Oklahoma

Emily Griffin
Graduate Assistant
Center for Leadership Development
The University of Oklahoma

Sherry Malloy, Ph.D.
Assistant to the Vice Chancellor for Student Affairs
University of Arkansas

Russell Morgan
Coordinator for Central Programming and
Leadership Development
Office of Residence Life
Northern State University

The Region IV-West newsletter is published four times annually. The Summer issue will be the last issue for this editor.

Summer Issue Deadline — Friday, June 4

Please address all suggestions and comments to the Editorial Board & Dr. Becky Barker, Editor at reed@ou.edu; Center for Leadership Development, University of Oklahoma, 900 Asp, OMU 265, Norman, OK 73019; or (405) 325-4020.