

NASPA IV-WEST

NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS



Post-Regional Conference Report

*"Robin' Ron" Kopita, Wichita State University
2004 NASPA IV-West Regional Conference Chair*

WINTER 2005 Regional Newsletter



Mark Your Calendar for
Kansas City in 2005!

*New Professional Institute
November 8-9, 2005*

*Region IV-West Conference
November 10-13, 2005*

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The 2004 NASPA IV-West Conference in Fargo, North Dakota, was truly an experience. More than 300 people were in attendance this year - making it the highest record for attendance since the regional conference began!

The success of the conference can be directly attributed towards the outstanding work of the planning committee. Each member was committed to do not only the best job possible, but to think "out of the box" to insure an excellent conference. As Conference Chair, I just went along for the ride! I have worked with many committees. This group was simply the best.



I want to thank Jim Rhatigan, Susan Komives, and Kevin Locke for their exemplary presentations. They certainly helped us on our journey to "Discovering the Legacy, Embracing the Future". The planning committee was also thrilled

to have our national leadership at the conference. Peg Blake, NASPA President, and Gwen Dungy, NASPA Executive Director, added an important national perspective to our activities. Of course, I want to thank all the conference attendees who decided that the location of the conference was great and made the trek to Fargo. Finally, I want to extend a special "thank you" to Prakash Mathew for his support and gentle guidance. We are fortunate to have him as our Region IV-West Vice President.

The conference interest sessions and featured speakers were great. The hotel accommodations were superior, and the food - especially the Dessert Reception (thank you NDSU) - was outstanding. Those who came to Fargo experienced something special. Those who missed this year's conference can only think what might have been...!





Vice President's Message

*Prakash Mathew
North Dakota State University
Region IV-West Vice President*

If you were fortunate to attend the Regional Conference in Fargo, I hope your experience was positive, developmental, educational, and rejuvenating. The Conference Committee made a deliberate effort to explore ideas of history when selecting the theme "Discovering the Legacy, Embracing the Future".

About a year ago, when we began discussing this theme, we knew that we wanted to explore the history of the student affairs profession and of NASPA. Immediately, we knew Dr. Jim Rhatigan would be the right person to provide leadership to this conference based on his experience in the profession and his personal wisdom. I am appreciative of his continued leadership for the NASPA organization. I would also like to thank Dr. Gwen Dungy, NASPA Executive Director, and Dr. Peg Blake, our NASPA President, for their tremendous leadership and their involvement at our regional conference this year.

Some of the members of our planning committee reminded us that the history of our profession was not necessarily a history shared by all. Women were not included in the early years of our organization, as it was originally founded for "Deans of Men". I am pleased and grateful that NASPA has made great strides in diversifying its membership and leadership since its initial development. I am also thankful for the positive legacy of our founders who had the foresight to develop this association. I am very optimistic about this great organization's future.

During the recent fall conference, Dr. Susan Komives provided us with a new understanding of students and learning. We affirmed the fact that learning must be reconsidered. The importance of the "whole" student and the need to treat each student as an individual must be recognized as well. Again, I am thankful to Susan for the inspiring, challenging, and thought-provoking message that she provided.

Kevin Locke, through his story telling, dancing, and music created a positive awareness of the "oneness of humanity". It was a marvelous way to close the conference!

My "hats off" goes to Ron Kopita and his conference committee for an outstanding job of planning the conference. At a glance, the evaluations looked great. If you haven't heard already, the Fargo conference exceeded all the previous regional conference attendance numbers.

Our regional membership is also at an all time high! We are currently 137 members higher than the previous year. Thanks to Pat Mahon and all of the State Membership Coordinators for their efforts in this regard. As Pat mentioned in our Business Meeting, it is impossible for us to strengthen and retain this membership without the help of all within our region. I feel very proud to be a part of this great organization - NASPA. I hope you will continue to stay involved.

Why are we in this profession? As Florence Hamrick and Brian Hemphill pointed out in one of NASPA's Monographs, "Beginning Your Journey" edited by our own Lori Reesor, "Our work as educators, advocates, counselors, and life-long learners provides its own personal and career rewards to those who value the satisfaction of working with students and having an impact on their lives."

Finally, I was deeply touched by the feedback and public acknowledgements that I received for serving on behalf of our great organization, NASPA. I am also pleased and grateful that many of you approached me and expressed your willingness to serve. I hope to see you in Tampa for the National Convention this spring, and in Kansas City for our regional conference next fall!



*Gwen Dungy, Prakash Mathew,
and Peg Blake*



Region IV-West Annual Conference

Featured Keynote Speakers



*Regional Vice President
Prakash Mathew with Dr. James
Knox and 2004 Conference
Chair Ron Kopala*



*Hoop Dancer, Story Teller,
and Northern Plains
Folk Singer
Karin Locke*



*2004 Conference Chair
Ron Kopala with
Dr. Susan Komisar*

"Be our guest! Be our guest!"



When the staff of North Dakota State University invited us to be their guests, we put their service to the test! This ice sculpture - provided by their Catering Staff - was just one of the many treats we enjoyed. Great job and thanks NDSU!!

The Region IV-West Conference Experience Has It All...

**Educational
Interest
Sessions**



**Cultural
Activities**

**Awards &
Recognition**



Leadership



Corporate Support



and Friendships!



Public Policy Update

Sherry L. Mallory, University of Arkansas
Region IV West Public Policy Coordinator



With the election concluding this past fall, Congress returned to Washington on November 16th for what was expected to be a fairly brief lame duck session. Key agenda items included approving unfinished spending bills for the fiscal year that began on October 1, 2004, voting to raise the

government's borrowing limit on the national debt, and confronting a stalemate on legislation to overhaul the nation's intelligence system.

The 109th Congress convened on January 4, 2005 and began the formal process of choosing leaders and making committee assignments. High on the agenda this term was Social Security, energy legislation, and immigration reform. Judicial nominations - including the possibility of naming new justices to the Supreme Court - are also topics likely to be contentious for members.

REGION IV-WEST NEWSLETTER

The Region IV West newsletter is published four times annually. All correspondence should be directed to the Editor, LeeAnn Lamb, University of Idaho, at lambl@uidaho.edu or at (918) 631-7059.

Spring Issue Submissions Due ~ April 1
Summer Issue Submissions Due ~ June 10

Suggestions or comments? Please contact the Editor or a member of the Editorial Board!

Jay Corvan, University of Oklahoma
Janelle Griffin Owsoskie, University of Oklahoma
Sherry Mallory, Ph.D., University of Arkansas
Myron Papp, Ph.D., University of Central Oklahoma
Kathy Rose, M.Ed., University of Kansas
Margaret Suetterlin, North Dakota State University

Election Update

Republicans gained four seats each in both the House and the Senate, extending their Congressional majority. In the Senate, Republicans won 55 seats, up from 51 in the current Congress.

An article published in the November 12, 2004 issue of the *Chronicle of Higher Education* - "GOP Looks to Put Its Mark on Higher Education" - identified six people to watch in Washington. Senator Michael Enzi of Wyoming is likely to become the next chair of the Senate committee in charge of higher education policy, the Health, Education, Labor, and Pensions (HELP) Committee. The current HELP chair, Senator Judd Gregg [R-NH], is slated to take over the Budget Committee in January. According to the *Chronicle*, Senator Enzi is a "strong supporter of for-profit colleges and is expected to help lead the charge to relax certain rules that those institutions must follow to participate in federal student aid programs".

Appropriations Update

When Congress adjourned in October, only four of the thirteen spending bills for FY05 had been signed into law [military operations and construction, homeland security, and District of Columbia funding]. NASULGC has developed a congressional scorecard, with additional information on the budget/appropriations cycle. It is available online at <http://www.nasulgc.org/federal%20relations/2004%20scorecard.pdf>.

Reauthorization Update

In early October, Congress passed a bill that extended the Higher Education Act until September 2005. Under the extension, programs contained within the Act will continue as last reauthorized [in 1998]. According to NASULGC, there is a possibility that reauthorization may carry over into 2006. Last year, the House developed and introduced a comprehensive reauthorization bill; this served as a starting point for them when they convened in January. The Senate, however, made little progress. With a new chair set to take the helm of the HELP Committee in January, work on reauthorization may continue to move at a slow pace.

Legislative Update

Suicide Prevention - In October, President Bush signed the Garrett Lee Smith Memorial Act into law. Named in honor of Senator Gordon Smith's son, the Act authorizes \$82 million in grants to state and local agencies, as well as college

Continued on Page 5

Public Policy Update Continued

and university counseling centers, to develop and expand youth suicide prevention programs. The bill has yet to be funded through the appropriations process. The full text of the legislation is available online at <http://thomas.loc.gov/cgi-bin/bdquery/z?d108:s.02634>.

Fire Safety – The Campus Fire Safety Right-to-Know Act [HR 2683, S 1385] was introduced in both houses of Congress last July. Essentially, it was a reporting bill, requiring colleges and universities to develop and distribute a report each year on the number of fires and false fire alarms during the two previous years; any damages or injuries caused by those fires; the presence of adequate fire escape planning or protocols; and the ways in which the institution is working with fraternities and sororities to ensure that their facilities are safe. The bill stalled in committee but, with the recent tragedy in Mississippi, was anticipated to be reintroduced and passed quickly when Congress reconvened.

NASPA Center for Public Policy

The NASPA Center for Public Policy recently revamped its website. The new site includes state news, policy briefings, legal updates, and "take action" resources. It is available at <http://www.naspa.org/policy/index.cfm>. Additionally, a IV-West policy website has been



established, with conference updates and presentations. It is on the IV-West website at <http://www.naspa.org/communities/rc/page.cfm?rcpageID=134&rcid=42>.

The NASPA Center for Public Policy will continue to monitor activity on Capitol Hill, and provide updates as information becomes available. Two listservs have been established to keep you up-to-date: a "Friends of Public Policy" listserv, and a "Public Policy Action Alerts" listserv. To sign up, visit the website at <http://www.naspa.org/policy/action.cfm>.

If you would like more information about the NASPA Center for Public Policy, or have specific concerns that you would like us to follow-up on, contact Sherry Mallory, NASPA's Public Policy Coordinator, at smallor@uark.edu or 479-575-6786.

Welcome aboard **Lisa Erwin, University of Kansas Medical Center**, as Region IV-West's Public Policy Coordinator effective March 2005!



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*Corporate Sponsor
Drawing Winner:
Rosa Cervantes,
University of New
Mexico*

*Also, a **BIG THANKS** to Richard Rossi,
Region IV-West
Corporate Sponsorship Liaison!!*

New Initiatives Highlight Read & Lead (a leadership book club)

By Emily Overocker, Graduate Student, Center for Leadership Development, University of Oklahoma

Sitting around a conference table brainstorming is something that student affairs professionals do best. During one of these sessions this past summer, the idea of a book club was born. Several staff members in our division had tossed around the idea of a book club as a staff development opportunity but - in typical student affairs form - we thought, "why not let the students get involved?" We wondered if students would participate and, if so, what books they would want to read. Our discussion ended with the development of a short list of key elements we thought should be the parameters of this program: **(1) short, (2) easy, (3) FREE, and (4) food.** We then decided to start the program with two book discussions scheduled during the fall semester.

Since we were in the business of developing student leaders, we loved the idea of engaging students in a discussion about leadership while helping them build their own library of good leadership resources. Choosing a good book for the first "Read & Lead" discussion was crucial in setting the stage for the program's success. My colleagues and I searched the internet, read book reviews, and visited the bookstore until we came across *Ready to Lead?* by Alan Price (2004). Less than 150 pages, and written like a story - it was perfect.



Now for the FREE part! Fortunately, our Vice President supported the idea of the book club and offered financial support for the program. His assistance allowed us to give the participants a free copy of the book, provided that they agreed to read the book and come to the discussion session. We then decided to host the book club in the Union during lunch (everyone has to eat!) The Union Programming Board loved the "Read & Lead" concept and agreed to sponsor lunch for the participants.

Limited to 20 participants, our sign-up sheet filled up fast. We even had requests from graduate students and staff members. Their interest sparked the formation of a "Staff Read & Lead" discussion group to meet after the student sessions so that insights from the student perspective could be shared with them. An e-mail was sent to the directors

within the division of student affairs inviting them and their staff (including graduate students) to participate. Once again, our sign-up sheet filled up fast. Everyone seemed enthusiastic about the book and about the chance to get together with colleagues in this type of setting.

The first "Read & Lead" discussion arrived with some apprehension on our part. We had pitched an idea and put together a program not knowing if the students who accepted the books would come to the discussion session or if they had read the book. We prepared questions ahead of time to facilitate discussion, but were hoping that the students would not need them. When we arrived at the designated room in the Union, in addition to the pizza and soda, we found only a couple of students waiting to get started. However, in no time at all the seats were filling up with students eager to discuss the book!

We started the session by welcoming everyone and allowing them time to eat lunch. Afterwards, we went around the room for introductions (of course) and started the discussion with, "Tell us what you thought of the book?" After that, I do not think that we had to say another word. **The students could not quit talking** - sharing insights, likes and dislikes, favorite parts, questions they had, etc. One student had even e-mailed the author. The hour passed in record time. In total, we had 18 of the 20 students who signed-up participate. Many of the students followed us back to our office to sign-up for the next book. We were blown away because we heard nothing but glowing remarks from the participants. What a great experience!

The next day we could not wait to share our experiences from the student discussion with the professional staff. We had a great turn out at the staff session, again with good reviews. It was neat to see who decided to participate. The staff discussion group included folks who were regular supporters of our programs as well as people we had never met. Ready to lead? - A simple question with big impact. Our first book definitely had implications for students and professional staff members in both personal and professional settings.

As of today, we have had our second book discussion group with similar terrific results. We set the dates for the spring book club, and the sign-up sheet is already beginning to fill-up. It is amazing how little ideas tossed around at a conference table can affect those we work with (students and staff members) when given a chance.

Health in Higher Education Knowledge Community (HHEKC)

One of NASPA's newest Knowledge Communities, HHEKC, was introduced in fall 2004. A nationwide effort is being made to introduce this new Knowledge Community - what it is and what it hopes to achieve.

The HHEKC was borne out of NASPA's Health in Higher Education Leadership Program (HELP) which has been in existence for nearly ten years. The HELP Project, part of a collaboration with the Center for Disease Control (CDC), was intended to develop a campus-wide approach to health and wellness, especially HIV/AIDS. A primary outcome of the effort was the development of a unique model for campus ecology, the Ecological Perspective, and the publication of *Leadership for a Healthy Campus: An Ecological Approach to Student Success*. This model was formally introduced in fall 2004 and can be learned about in depth by visiting the NASPA website and connecting to the HELP Project.

At this point, the HHEKC is trying to establish communication links across and between all NASPA regions. To do this within IV-West, you are invited to contact the regional liaison and/or visit the NASPA website where you can connect directly to the Knowledge Communities link. At the HHEKC site, you can sign up to become part of the KC and be placed on its "listserve". If you have questions, you may direct them to the IV-West HHEKC liaison, Dr. Vance Valerio, at vvalerio@cox.net.

Click (update) information from two new
publications on Higher Education: *Parent
& Family Relations and Student Affairs
Assessment, Evaluation, and Research*.

Contributions to Higher Education Knowledge
Community pages will take place at home to
serve as NASPA National Chair
DisAbility Concerns - Lisa McGuire
Public Policy - Sherry Mallory

The Vision

*Kristy D. Watkin, Graduate Student
University of Arkansas*

I believe that organizations of higher education exist because relationships were formed in order to achieve a specific goal or mission. I do



not believe that any relationship can work without togetherness. Therefore, my vision for working in higher education is a credo called:

Together We Can

I believe we can...

work together
strive to achieve excellence together
grow together
express ourselves together

build bridges together
support it together
change our community together
develop our community together

build character together
build confidence together
build self-esteem together
shape minds into beautiful things—together

change together
advance together
invent together
solve problems together

revise together
re-plan together
revisit together
react together

produce tomorrow's leaders together
teach together
learn together
make dreams come true—together

Together...we are higher education.

NASPA IV-West 2004 Awards

Christine Schneikart-Luebke, Wichita State University

Awards & Exemplary Programs Chair

Outstanding New Professional

Presented to the individual(s) who has been in the profession less than five (5) years, is a NASPA member, and has made significant contributions to his or her campus, the regional organization and the profession.



James Griesen Accepting for Amber Hunter, University of Nebraska-Lincoln

Outstanding Mid-Level Professional

Presented to the individual(s) who has been in the profession more than five (5) years, is a NASPA member, and has made significant contributions to his or her campus, the regional organization and the profession.



Alex Gonzalez, University of New Mexico

Pillars of the Profession - Class of 2004

Regional members who have distinguished themselves in the student affairs field in Region IV-West and at the national conference.



George Wallman, North Dakota State University

Distinguished Service Award

Presented to the individual who has provided exceptional service to the region and has enhanced our professional organization.



Lisa Erwin, University of Kansas Medical Center

James J. Rhatigan Outstanding Dean Award

Presented to a dean who has (a) sustained professional service in the area of student personnel work; (b) high-level competency in administrative skills; (c) mentored stature among and support of students, faculty and fellow administrators on his or her campus; (d) innovative response in meeting varied and emerging needs of students; (e) effectiveness in the development of junior staff members; (f) significant contributions to the field through publications; and (g) leadership in community and



university affairs. The recipient also becomes Regional Nominee for the national Scott Goodnight Award for Outstanding Performance as a Dean.

Patricia A. Long, University of Missouri - Kansas City

Outstanding Faculty Member

Presented to the Region IV-West faculty member who has contributed significantly to graduate higher education and towards the preparation of student affairs professionals.

Kenneth Stoner, University of Kansas (Not Pictured)

Innovative Program Award

Presented to the professional(s) and respective institution who has developed and implemented a program which results in improved educational activities, services, or management for an individual campus community or group of campus communities. Other criteria include: (a) involves collaboration with other university departments; (b) can be adopted by other institutions; (c) demonstrates financial creativity or cost effectiveness; (d) contains an evaluation component - evidence of effectiveness; (e) encourages diverse and/or multiple subgroups to participate; and (f) addresses a demonstrated need on campus.

"Residence Hall House Calls" & "Calling All Jays", University of Oklahoma and Creighton University



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Region IV-West Awards Continued...

Publication Awards

Presented to the individuals or institutions who have developed outstanding materials which contribute significantly to the field of student affairs. Awards may be made in three categories: (a) campus-based publications; (b) literature/research publications, and (c) video-computer software.



Campus Based –
"The Sower",
University of
Oklahoma



Literature/Research –
"Journal of Student
Affairs", Colorado State
University

Video/Computer Software –
"Taking Stock at Mid Semester" (Not Pictured)



Rising Star Awards

Undergraduate Students— Class of 2004

Involvement in campus activities and organizations; current enrollment in an undergraduate program with junior or senior status; minimum cumulative GPA of 2.5; campus leadership; paraprofessional employment with Division of Student Affairs; intention to pursue a Student Affairs-related advanced degree.



Randy Brown,
University of Arkansas
Jennifer Christ, Colorado
State University
Jeff Kirkpatrick,
University of Kansas
Jennifer Lindahl,
Johnson County
Community College

Sanah Hermansier, University of Nebraska-Lincoln
Aaron Salas, University of New Mexico
Katie Mitchell, North Dakota State University
Darens Poe, University of Central Oklahoma

Graduate Students— Class of 2004

Currently pursuing masters or doctoral work in a student affairs-related degree program, with intention of pursuing a career within Student Affairs (preference should be give to those enrolled on a full-time basis); involvement in campus activities and organizations; campus leadership; paraprofessional or intern employment within Student Affairs Division.

Burbanie Robinson,
University of Arkansas
Marci Colb, Colorado State
University
Christy Brewer, University of
Kansas
Josh Buck, Central Missouri
State University
Cberly Saunders, University
of North Dakota
Jessi McClaffin, University of
North Dakota



New Professionals – Class of 2004

In the profession less than three years; employed in a full-time position with the Division of Student Affairs; significant contribution to his or her campus; preference given to masters-prepared individuals. This differs from the regional Outstanding New Professional Award in that it does not require NASPA membership or NASPA service, and targets nominees who have been in the profession only three years or less.



Sancy Faulk,
Central Baptist
College
Jennifer J.
Johnson, Colorado
State University
Laura Burrows,
University of
Kansas
Jennifer Gluszek,
Wichita State University
Grace Baginski, University of Missouri-Kansas City
Allison Holcomb, University of New Mexico
Clint Bueling, University of North Dakota
Sharla Weathers, University of Central Oklahoma

Congratulations to
Each of the Winners -
Good Job!!

From the Bookshelf

Ready to Lead?

By Alan Price, 2004, Jossey-Bass

Reviewed by Lori Stevens, Graduate Student, Center for Leadership Development, University of Oklahoma

Selecting a book to kick off our new leadership book club started with an on-line search of interesting titles and then a quick run to the bookstore to check out their physical appeal. In an effort to encourage student interest, we wanted to find a book that would be an easy addition to their regular coursework. While size was an important consideration, it was not the main reason I chose *Ready to Lead?* by Alan Price. The title of the book immediately jumped out at me. The title of our book club is "Read & Lead", which was so close to this book title that I thought it must be destiny. As I examined the book jacket, I read the words, "a story for leaders and their mentors". Leaders and mentors...that sentence seemed like a definition of the student/student affairs practitioner relationship.

As student affairs practitioners, we are

leaders among our staffs, for our students, and within our institutions. We are responsible for the institution's future. So often we participate in a lead-follow model of leadership. Alan Price discusses a different approach in *Ready to Lead?* Price demonstrates through his story that a lead-lead model, rather than lead-follow, is the best approach to leadership development. The book provided me with practical steps to implement his leadership development techniques as well as the inspiration to do so. Rather than writing another leadership textbook, Price's book reads like a novel. I was not only intrigued by the concepts introduced and their relevance to my position and my future, but was also intrigued by the storyline. The author tells the story in a way that the reader experiences the development process along with the characters.

The book discusses some very relevant aspects of our work as student affairs practitioners, specifically: creating a mission, inspiring others, working through a resistance to change, and developing your team members as leaders - all while maintaining a work/life balance. Does any of this sound familiar to you? These responsibilities usually lie under "other duties as assigned". This book describes a plan to develop others as leaders and strikes at the very core of what I feel my purpose is right now on my university's

campus. As the students discussed their thoughts on this book, my purpose became clear. My job is to help students develop into leaders. Of all of the ideas essential to leadership development discussed in the book, the three that seemed to resound most with our book club members were (1) *management versus leadership*, (2) *passion versus drive*, and (3) *the importance of mentoring*.

One of the strongest aspects of the book is the clear distinction given between management and leadership. The student members of our book club and I found that thinking of management and leadership as two separate entities that produce very different results was of great importance in the author's leadership development techniques. The undeniable connection between management and leadership was still obvious and important, however, so were their differences. Price discusses these differences through various parts of the book where the characters create and refine their definitions of leadership and management. "*Leadership is the unleashing of human passion toward a goal. And management is the organizing of skills and resources toward a goal.*" Price concludes that either leading or managing can enable a goal to be reached, but it takes the combination of both to effectively develop a leader along the way towards that goal.

When sharing this book with student affairs professionals, the same idea of combining management with leadership arose as an important part of leadership development. It seems that so often we get caught up in the management of a program or of a student group that we are only concerned with the process of getting things done and not the process of developing. We miss the mission of our work when we do not take the time to incorporate student development theories into the process. We cannot afford to ignore the management aspect anymore than we can afford to ignore the leadership aspect. Without an organized management strategy applied towards leading, we are left with only passion. As important as passion is, without drive it serves as nothing more than a good feeling.

The concept of mentorship was also discussed during our student session. The idea that someone would take so much time to develop their employees seemed a lot like a fantasy to our students. However, it was a fantasy they wanted to be a part of and to make real. Many of the students expressed a desire to work for a company and for individuals like those described in this book. It only made sense that they would like to be educated in the same environment. One of our most vital roles as student affairs leaders is that of being a mentor. The single most impacting paragraph for me says, "...I don't develop leaders. I can't develop leadership in you or anyone else. My goal as a mentor was to give you the opportunity and support to develop yourself to be a leader. My model for leadership development is fairly simple, but I adapt it to the needs and goals of each individual leader."

Price uses some very powerful words in this paragraph that are in direct relation to student affairs; for example, individually - we must get to know students in order to affect their lives. "Opportunity" and "support" are also words that should be listed in our job descriptions. In order to form the desired connection with students, faculty, and staff we must support them and look for opportunities for them

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African American Concerns Knowledge Community Update

Anna Thomas, Johnson County Community College
Region 4 West African American Concerns Knowledge
Community Chair

For the past six months, I have had the pleasure of serving as the African American Concerns Knowledge Community Chair for Region IV-West. This Knowledge Community consists of a large group of dedicated NASPA professionals who seek to educate our membership on ideas, trends and issues related to African American professionals working in higher education, as well as for African American students. The AAKC does this through various means including ongoing conversations, research and mentoring programs. Recent national AAKC initiatives and activities include:

- Preliminary discussions regarding a diversity/multicultural conference in December 2005 which would include all ethnic-concerns KC's.
- An E-Learning series to educate NASPA members on issues relevant to African Americans associated with higher education.
- A primer for promoting NASPA membership to Historically Black Colleges and University's (HBCU's).
- A Distance Mentoring program.
- Currently, you may log onto the NASPA website to participate in the Moderator Series to discuss a current trend or topic relevant to African American higher education concerns (http://www.naspa.org/forum/forum.asp?forum_id=3).
- The AAKC Membership Assessment is also available on the website. Please take time to complete this assessment so that we may better serve the needs of African Americans in our profession. You will find the link to the survey at <http://www.naspa.org/communities/kc/community.cfm?kcid=15>.

The AAKC is eagerly anticipating the Tampa conference in March. Look for **AAKC sponsored events at the**

National Convention including the Black Male Summit and Black Female Summit on Sunday; an AAKC reception on Monday evening; the Multicultural Business Card Exchange co-sponsored by the Latino and Asian Pacific Islander Knowledge Communities; and the AAKC Evening Out on Tuesday evening. There will also be a variety of AAKC sponsored workshops throughout the convention. These activities and all AAKC activities are a benefit to the entire NASPA membership. We look forward to seeing you in Tampa!



NASPAonline

Continuing education is as easy as a "click" on your computer! **NASPAonline** regularly promotes upcoming conferences, workshops and e-learning courses spanning a broad range of interest areas. Current e-learning opportunities featured this month include topics covering Student Activities, Cultural Awareness, Religious Diversity, Community Service Learning, Online Orientation, Assessment, Career Advising, and Sexual Orientation Issues:

February

Leadership for Diversity – Leading with Courage and Support

Developing an On-Line Orientation

Assessment – A Primer

April

Using the Internet for Academic & Career Advising

May

Look Toto, we're not in graduate school anymore... Using Anthropology to Understand Campus Culture and Make a Successful Transition to Job One

Ellen, Will, Grace, Punks & Matthew Shepard: Sexual Orientation Issues and Today's College Campus

Click on www.naspa.org/prodev/index.cfm to obtain more information about these e-learning courses.



"From the Bookshelf" Continued

to grow and excel. This book not only challenges us to become leaders ourselves, but to look for ways to develop leadership in others.

Mid-Level Institute 2004 Report

*Kim Grassmeyer, College of Saint Mary
MLI Institute Co-Chair*

In the three days preceding the regional conference, 20 of the region's mid-level professionals converged on Fargo and were swept away to a rugged resort called Maplelag to engage in the 2004 Mid-Level Institute. The group included several functional areas of student services. Participant evaluations proved that the institute met their expectations in terms of providing useful learning, far exceeding expectations in terms of networking with outstanding faculty and one another, and in providing reflective and rejuvenating time.

The institute structure was loosely modeled after the LeaderShape® model that we know works so well for our students, combining large group learning with small group reflections and connections. A retreat setting helped reinforce the model in that participants were divided into small groups with intentional separations of folks with either institutional familiarity or similar content work areas. Matched with a faculty member per group, they "lived" together in separate quarters, taking the family-style meals at farm-style tables.

One might have thought they would tire of each other, but they learned and laughed throughout! Their hearts and minds were open to the northwoods setting, which carried over to their openness to learning and to one another. It couldn't have been scripted better. Kudos to all participants for making it work!

Barbara Batson (Arkansas), **Cary Berry-Smith** (Wyoming), **Deborah Byers** (Wichita State), **Chad Fielding** (Henderson State), **David Gaston** (Kansas), **John Ginsburg** (Webster), **Jeanifer Gomez-Chavez** (New Mexico), **Robyn Iossi** (Western Nebraska CC), **Michele Irby** (Southeast Missouri State), **Pete Kelly** (Arkansas Tech), **Dara Lawyer** (Western Nebraska CC), **Boul Lee** (State Fair CC), **Murie Lohsandt** (Dakota State), **Delvan Mitchell Jr.** (Ozarks Technical CC), **Josh Overacker** (Oklahoma), **Katty Petak** (College of Saint Mary), **Trina Ramirez** (Kansas), **Kim Sandlin** (Wichita State), **Jennifer Wunelink** (Kansas), and **Keith Zaborowski** (Nebraska)

There is no question that the participants would want us first to highlight the outstanding leadership and the caring-community building provided by the three faculty members who taught their focused area. These individuals also supported the teaching of one another and contributed additional perspectives:

- (**Dr. Lee Bird**, Oklahoma State University: Legal Issues)
- (**Dr. Sara Boatman**, Nebraska Wesleyan University: Difficult Communications)
- (**Dr. Myron Pope**, University of Central Oklahoma: Strategic Planning and Budgeting)

The faculty was always open, always challenging, always contributing, always supporting the learning process, both in large group sessions and in small group conversations that happened in the living area, over meals, and during quiet time. The mentoring relationships developed between the participants and their faculty / family leaders will continue for a long time. All three faculty were perfect choices. "Go frogs" (inside joke).

The participants would also insist that we highlight the unique nature of the retreat center, and we would encourage you to visit its website to see what the fuss is about. Check out: Visit Maplelag! Maplelag is a family-run resort that lives its persona of hospitality, trust, respect, sustainability and simplicity in all of its dealings. No doors were ever locked. No keys issued. No food wasted (but a ton of it was served!). The cookie jar was never empty; the hot chocolate, cider and coffee never ending; the living rooms never uninviting; and the sauna was never too full to accommodate one more brave soul. The site was a perfect choice.

We would be remiss if we did not also thank the Board for their support in our planning. Members agreed on the use of the Maplelag locale, and endorsed the idea of the smaller sized learning experience – even though we knew these decisions would have financial consequences. Hooray, Board, for your convictions - it worked!

Thanks too, to the **regional conference team** who agreed to share **Dr. Jim Rhatigan** with us for a time. His wisdom served as a very nice closing to the institute, reinforcing its reflective focus. Conference planners also shared local arrangements folks from NDSU who helped us so much with planning and details; special thanks to **Jackie Schluchter!**

As always, planning team members kept the lights on, the details straight, and the fires burning...and we know that our reward was clearly in the honor of being a part of this experience! Thanks to all who made it possible for us to participate and for your trust in our work.

Matthew Calves, University of Wyoming
Alex Gonzalez, New Mexico State University
Kimberly Grassmeyer, College of Saint Mary
Jill Pletcher, Wichita State University

P.S. If you have the opportunity to talk with one or more of the participants about their experience, or how to use the learning model in other settings, or to just feed off of their enthusiasm for the institute, please do so!





Want more energy and rejuvenation? Here's how to get started – by stopping

If you feel rushed and harassed in your life, you might want to try something that at first thought seems, well, silly. If you are constantly stressed and not enjoying your life, author and psychologist David Kundtz recommends that you do something radical – that you just stop. Stopping, Kundtz says, can have a revolutionary effect on your life. He says that stopping is for busy people, and that our culture is filled with rewards for remaining in constant states of busy-ness.

It might seem elementary or silly to think about stopping as an activity. But Kundtz says it can help you center your life and digest what is around you. This, in turn, will help you operate with greater clarity and sharpness when you return to what it is that you need to do.

To begin, Kundtz says, *just take a moment while you're sitting in front of your computer or performing some other mundane task and just allow your mind to empty.* Then think of something that brings you joy and happiness and allow that image to formulate in your mind. Take a few deep breaths and just relax. You do not need to meditate, just relax into the moment, let your neck and shoulders relax as much as possible. Take a few more deep breaths, and that's it. You have experienced what Kundtz calls a "stillpoint". He says stillpoints can rejuvenate your life and soul in powerful ways and give you boundless energy to live your life in accordance to your goals.

-adapted from www.stopping.com

SMILE & SAY "CHEESE!"

Thanks to **Sherry Mallory** for all of the fantastic photos taken at the Regional Conference!



ODDS & ENDS



On Relaxing

Health requires this relaxation, this aimless life. This life in the present.

-Henry David Thoreau

We have lived not in the proportion to the number of years we have spent on Earth, but in proportion as we have enjoyed.

-Henry David Thoreau

On Living

It is good to have an end to journey toward; but it is the journey that matters in the end.

-Ursula LeGuin

On Leadership & Purpose

Pull the string, and it will follow wherever you wish. Push it, and it will go nowhere at all.

-Dwight Eisenhower

Better to do something imperfectly than to do nothing flawlessly.

-Robert H. Schuller

You've got to think about "big things" while you're doing small things so that all the small things go in the right direction.

-Alvin Toffler

On Kindness

-Lao-tzu

Occasionally in life there are those moments of unutterable fulfillment which cannot be completely explained by those symbols called words. Their meanings can only be articulated by the inaudible language of the heart.

-Rev. Martin Luther King Jr.