

NASPA IV-WEST

NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS



Spring 2006
Regional
Newsletter



Mark your
calendars!

NASPA Region IV-West
Mid-Level Professionals'
Institute

October 30/November 2, 2006
Breckenridge, Colorado

NASPA Region IV-West
2006 Regional Conference
Beaver Run Resort &
Conference Center

November 2-4/November 4, 2006

Look at what's inside!

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Bullies in the Workplace: Personal and Career Implications for College and University Administrators

Jonathan Long, Ed.D.

Adjunct Instructor, Teaching & Leadership Program, The University of Kansas

Mary Jean Billingsley, M.Ed.

Program Director of Career Services, Johnson County Community College

How many of us have experienced the following? A supervisor or colleague goes out of his or her way to control, intimidate, embarrass or humiliate us or a colleague. And they do so on an ongoing basis.

Perhaps they spread rumors about us or talk behind our backs. When things go wrong, they seem to unfairly blame us. They can be vindictive in private, but charming in front of others. They are intense competitors who never lose an argument with dignity. They hold intense grudges, and they always get even.

Do you know this person?

The Bully Profile

According to the Canada Safety Council (2005), the profile of a bully is someone who tends to be highly insecure. They compensate by attacking others. They can be either a man or a woman, supervisor or colleague. They don't discriminate. They attack both the weak and the strong.

According to the Workplace Bullying and Trauma Institute (2003), the number one reason why a bully will attack a target is because they are threatened by the victim's competence and likeability. (Field, 2005)

Who are these people? Bullies are controlling and sometimes narcissistic. They are malicious. That control involves cruel acts and withholding information. Consequently, bullies cause irreparable damage to their

victim's mental and physical health. (Namie and Namie, 2000)

There are four conditions that encourage bullying. They include:

1. Unequal power over the target
2. Intention to humiliate or embarrass their targets
3. Unchallenged bullying behavior
4. "Matter of fact" about their attacks. (Namie, 2000).

Studies on Bullying

As described in the February, 2001 *PSA Journal*, 40% said bullying was a regular occurrence at their jobs committed by both supervisors and colleagues.

Bullying is on the rise in the United States due to economic instability. High stress fields, like education, create atmospheres that are vulnerable for abusive behavior. The anti-bullying movement has its roots outside of



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Vice President's Message

Cheryl Lovell, Associate Professor of Higher Education and Associate Dean, College of Education, University of Denver

Greetings. It is my pleasure to provide the first of several Regional Vice President messages to you through our excellent IV-West Newsletter. Let me begin this initial message with a hearty "thanks" to the many outstanding members of our region. First, **Prakash Mathew** has served our region well as our Regional Vice President for the last two years. His leadership has moved our region forward with a high level of productivity and cohesiveness. He is due a big "thank you" from all of us.

Second, our **Regional Advisory Board** continues to serve us and make decisions on our behalf that keep our region one of the best in the country. Many "thanks" to all of you who have volunteered to serve us and to keep the legacy of our IV-West leadership going.

A specific acknowledgment and "thanks" is also in order for our **2006 Regional Conference Co-chairs, Patti Helton and Anne Flaherty**, who have set us on a course for success with our upcoming regional conference in **Breckenridge, Colorado, November 2-4, 2006**. In addition, another big "thanks" is in order for **Renee Arnett and Eric Gropitch** who are Co-chairing our **Mid-level Institute, October 30-November 1, 2006**, also to be held in Breckenridge, Colorado. Finally, thanks to each of you for your continued support of me in my new role with you all; and thank you for your active and continued involvement within our region.

During our IV-West business meeting at the NASPA national convention in DC this past spring, I indicated that I had surveyed the senior student affairs officers (SSAOs) within our region, and that I would share their responses with the IV-West membership. The purpose of my survey was to focus on identifying the needs and priorities of the Vice Presidents and Deans of Students, and on what they thought Region IV-West could do to support them and their staff in meeting the needs of their students and institutions.

I have already provided a summary of these results to our regional conference planning committee so that they could use this information as a way to shape and prioritize the array of programs we provide to you for your professional development. In terms of what their needs and priorities are, I asked them to provide the **top five issues that have consumed most of their time** over the last couple of academic years. As you can imagine, a broad list of activities was provided. A useful way for me to organize them was to group the activities into five broad categories: **internal and external communications; student-related considerations and priorities; financial considerations; administrative considerations; and finally external influences.**



The purpose of my survey was to focus on identifying the needs and priorities of the Vice Presidents and Deans of Students the top five issues . . . internal and external communications; student-related considerations and priorities; financial considerations; administrative considerations; and finally external influences.

Communication is a critical area of leadership, and these Vice Presidents found themselves spending a great deal of time building local and state-wide coalitions. Collaborations between and among the academic and student affairs communities to reach true co-curricular environments was of paramount importance. Ways in which they spent their time communicating with internal and

external communities included participating in task forces and multi-campus coordinating efforts. A clear priority was to make sure that the student affairs unit is represented throughout the entire university, and is involved in shaping the campus ethos.

Student-related considerations, most often at a policy level, involved a large portion of the Vice Presidents' time. Issues related to common campus discussions on excessive uses of alcohol, student mental health concerns, violence among the student populations and upon campus facilities, and student governance questions were frequently mentioned. On a proactive and on-going approach, many of the Vice Presidents were highly involved with campus-wide enrollment management strategies which took the forms of first-year experiences, minority student support systems, and general retention and recruitment efforts.

Financial aspects for campus leaders were often summarized as **"having to do so much more with so much less funding than in prior years"**. Many Vice Presidents spent the last couple of years developing policies

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Vice President Message continued...

on how best to outsource certain divisional services, secure and allocate their scarce resources, and being proactive for finding alternative funding sources. Examples of the alternative funding sources included: writing grants, working with foundations, and identifying private donors to fund divisional responsibilities.

Personnel issues, such as the hiring, terminating, and diversifying the division, were key administrative considerations that occupied much of the time of many of these Vice Presidents. Trying to get (and keep) the “right” highly-prepared professional staff was a top consideration. Other administrative decisions regarding **how to secure the campus technology infrastructure**, how to encourage appropriate uses of technology by the students, and what kinds of information systems are most helpful to the campus were also noted. Furthermore, general **strategic planning efforts** including facilities planning, as well as, divisional goals, objectives, and visions, were a part of most Vice Presidents’ schedules.

Finally, the area of **external influences** was often noted by the Vice Presidents. Mandates, mostly unfunded, were frequently cited with required accountability reporting systems from the campus, system, state, and federal agencies. Responding to these mandates required most campuses to have **comprehensive assessment systems, as well as, mechanisms in place for demonstrating and reporting “gains” or changes in student outcomes.** As might be expected, regional and national accreditation bodies - with their outcomes assessment expectations - utilize and consume many staff members’ time and obligations. ●●●●●●●●

The needs are high for our regional members to be prepared to address these and many other issues confronting them daily. An overwhelming consensus from these Vice Presidents was that our regional conferences should continue to be an excellent professional development venue. **I agree completely!** The Vice Presidents also suggested that key workshops dedicated to these issues be developed and available to all of our regional members. **How we support these professional development needs will determine our continued effectiveness as a region.**

I employ each member to be an active participant in our region through contributing your own potential solutions to these and other pressing needs of our profession. Further, I ask that you each consider shaping the literature in our community by conducting research on these and other issues, and by submitting your manuscripts to our [NASPA Journal](#).

Finally, I encourage you to take an active role in influencing decision making on solutions by being a participant in our professional community. I know our region has a good base to draw from, as over 40 of our members presented program sessions at the National Convention in D.C. I was so impressed to see so many of our IV-West members contributing in such a critical way. I believe our region will meet the challenge of the priorities our Vice Presidents have identified, and will be able to address needs not yet articulated.

Passing the Gavel in D.C.

Past IV-
West Vice
President
**Prakash
Mathew**
(North
Dakota
State
University)
welcomes
**Cheryl
Lovell**



(University of Denver) as the new
regional Vice President

IV-West Inductees into NASPA Foundation’s “Pillars of the Profession”



**Right - Dr.
Ronald R.
Kopita - Vice
President for
Campus Life
and University
Relations at
Wichita State
University**

**Left - Dr. James A Griesen - professor in
the Department of Educational
Administration at the University of Nebraska**

Thanks for providing such an exciting environment for all of our members, and thanks for your support to move our region forward. I look forward to working with you, and if you have any suggestions or questions, please feel free to contact me at IVWRVP@du.edu.

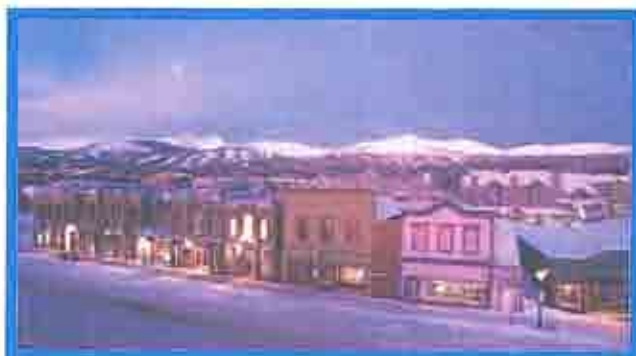
NASPA Region IV-West Annual Conference Breckenridge, Colorado October 31st – November 4, 2006

SAVE THE DATE: Breckenridge 2006 promises to be a great opportunity to experience the treasures of Breckenridge and to fulfill the potential that can be found at one of the top mountain resort areas in the world, Beaver Run Hotel and Conference Center (www.beaverrun.com) is located in the heart of Breckenridge, easily within walking distance (and a free shuttle) to Main Street with all of its specialty shops and dining establishments.

Key highlights to keep in mind when making your plans:

- Breckenridge is a year-round resort located less than **90 miles from Denver International Airport**. Shuttles and special rental car rates will be available (\$34/day for a full-size car with unlimited mileage).
- Rooms range from \$86 a night for a standard hotel room and tops out with **two-bedroom suites with Jacuzzi's for \$175 a night**.
- Breckenridge and the Beaver Run Hotel are both **"family friendly"** with plenty of sight-seeing in the beautiful rocky mountains.

More information including registration and hotel fees are available on the NASPA Webpage - IV-West Link.



Tentative Schedule Region IV-West 2006 Annual Conference



Tuesday, Oct. 31, 2006

1:00 p.m. – 9:00 p.m.
Mid-Level Professionals Institute

Wednesday, Nov. 1, 2006

8:00 a.m. – 9:00 p.m.
10:00 a.m. – 12:00 p.m.
10:00 a.m. – 12:00 p.m.
1:00 p.m. – 7:00 p.m.
1:00 p.m. – 5:00 p.m.
6:00 p.m. – 9:00 p.m.

Mid-Level Professionals Institute
Conference Planning Committee Meet
Knowledge Community Chairs Meet
Conference Registration Open
Region IV-West Advisory Board Meet
Regional Leadership Dinner

Thursday, Nov. 2, 2006

8:00 a.m. – 5:30 p.m.
8:00 a.m. – 12:00 p.m.
8:00 a.m. – 12:00 p.m.
8:00 a.m. – 5:00 p.m.
11:00 p.m. – 12:00 p.m.
11:00 p.m. – 12:00 p.m.
12:30 p.m. – 2:00 p.m.
2:15 p.m. – 3:30 p.m.
3:30 p.m. – 3:45 p.m.
3:50 p.m. – 4:20 p.m.
4:30 pm. – 5:45 pm
6:00 pm. – 7:30 pm

Conference Registration
SSAO Breakfast and Meeting
Region IV-West Advisory Board Meet
Exhibits Open
Newcomers Orientation
Volunteers Orientation
Welcome and Opening Keynote
Program Session I
Beverage & Snack Break
Program Session II
(30 minute sessions)
NASPA IV-West Business Meeting
Conference Banquet, Awards,
Dessert Reception, and Social

Friday, Nov. 3, 2006

7:00 a.m. – 8:00 a.m.
8:00 a.m. – 12:00 p.m.
8:00 a.m. – 4:00 p.m.
8:00 a.m. – 4:00 p.m.
8:30 a.m. – 10:00 a.m.
10:15 a.m. – 11:30 a.m.
11:30 a.m. – 1:00 p.m.
1:00 p.m. – 4:30 p.m.
5:00 p.m.
8:00 p.m. – 10:00 p.m.

Early Bird Activities
Conference Registration Open
Exhibits Open
Master's Case Study Challenge
Continental Breakfast with Program Session III
Program Session IV
Lunch on Your Own
Program Session V: Mid-Conference and Community Activities
Dine on Your Own in Breckenridge
Hidden Treasures Lounge
(light snacks with cash bar)

Saturday, Nov. 4, 2006

7:00 a.m. – 8:00 a.m.
7:30 a.m. – 8:45 a.m.
9:00 a.m. – 10:15 a.m.
10:30 a.m. – 12:00 p.m.

Early Bird Activities
Coffee Roundtables
Senior Student Affairs Officers
Faculty
Knowledge Communities
MUPP
Program Session VI
Brunch and Closing Keynote

Mid-Level Institute Offers Professional Development for Mid-Level Managers Apply Now!

Are you a mid-level manager that is interested in gaining a unique professional development opportunity? If so, you want to take part in this great experience to be held! "Uncovering Your Potential" is the theme for this year's Mid-Level Institute (MLI) that will take place **Monday, October 30, 2006, through Wednesday, November 1, 2006, in Breckenridge, Colorado.** The institute is designed to offer mid-level professionals a chance to learn and grow creatively in a small-group environment.

Discussions, led by renown faculty, will highlight the following information: the latest issues and concerns which mid-level professionals encounter within student affairs, strategies on leadership styles that can benefit managers as they take on new roles and responsibilities, and topics that will renew participants' spirits and commitments to the profession.

One of the most valuable experiences that participants gain at MLI is to work not only in a large group setting but also in small groups called "family" cohorts, which are led by faculty. Participants are given interactive assignments that facilitate group thought and personal reflection. Additionally, participants become connected to other professionals across the NASPA IV-West region, opening the doors to future collaborative efforts.

The role of the faculty members is to encourage managers to "think outside of the box" while offering personal advice and guidance. The faculty that will be part of the 2006 MLI team are as follows:

Dr. Gary Biller, Vice President for Student Affairs (Arkansas Tech University), senior student affairs officer in two organizations, NODA and NASPA IV-West freshman-year faculty, and recipient of the Noel-Levitz Retention Excellence Award in 2003.

Dr. Alicia Chavez, Executive Campus Director and Assistant Professor of Education (University of New Mexico-Taos), former Dean of Students and Assistant Professor at the University of Wisconsin - Madison, and the National Chair for the Network on Educational Equity and Ethnic Diversity.

Dr. Blanche Hughes, Associate Vice President for Student Affairs (Colorado University), former Assistant Dean of Student Development at Earlham College, adjunct associate professor in the School of Education, and the advisor for the Student Affairs graduate program.

The MLI team is fortunate to secure such a well-rounded group of individuals. The faculty is ready to share their personal and professional experience with participants.



To get involved in the MLI follow these four easy steps:

1. Review definition of a "Mid-Level Professional" - Someone who reports to a Senior Student Affairs Official; has on-going supervisory, budgetary, and programming responsibilities for a department, and has been a full-time student affairs professional for five or more years.
2. Download applications on the web-site: www.naspa.org. Click on **Regional Communities**, then **Region IV-West**, and then on **Institute-Mid-level**.
3. Submit a letter of support from your supervisor or dean along with a signature from your senior student affairs officer.
4. Turn in completed applications to: **Eric Grospitch at 422 West 11th Suite DSH, Lawrence, KS 66045**

The cost for the program (\$475.00-NASPA members and \$575- Non-NASPA members) includes: MLI Registration Fees and materials, three nights' lodging in semi-private rooms, meals, and recreation. Registration need not be paid until after the selection process.

Join us in Breckenridge to "uncover your potential"! **Priority will be given to the first 27 applicants with a selection date of August 1, 2006.** Send questions to the MLI team at the following addresses:

Renee Arnett, Johnson County Community College (913)469-8500/ rarnett@jccc.edu.

Eric Grospitch, University of Kansas (785)864-7220/ egrospitch@ku.edu.

Jennifer Gomez-Chavez, University of New Mexico (505)277-7763/ jengomez@unm.edu.

Chris Kaberline, University of Nebraska-Lincoln (402)472-9695/ ckaberli@unlnotes.unl.edu.

International Education Knowledge Community Update

Adrienne Leslie-Toogood,
Kansas State University

International Education Knowledge Community Chair



"Indian culture is not something to visit, it is a problem to be gripped by."

Dr. Probal Dasgupta, University of Hyderabad

I am honored to have the opportunity to serve you as the International Education Knowledge Community coordinator for Region IV-West. I feel very privileged to be able to provide you with stories such as the one below. I am excited that everyone will be reading about Ruth's fabulous experience in India, and I am hoping that it will inspire you to reach beyond your campus and country to learn about the field of student affairs. Please e-mail me if you have a story to share from your campus at atoogood@ksu.edu.

The Study India Program at the University of Hyderabad is a two-week cultural experience filled with lectures, discussions, field trips, and demonstrations that illustrate the statement above. In June 2005, I spent 24 days in India with my husband (a professor of education), our 16-year-old daughter, three colleagues from South Dakota State University, and another professional from James Madison University (VA). We flew into Mumbai (Bombay) and took in sites such as Elephanta Island before taking the train to Hyderabad in southern India.

Hyderabad is a world in itself. Home to a growing computer industry (called Cyberabad) and well-developed film production (called Tallywood, the language being Telugu), the city of 18 million has much to offer. An enormous, magnificent fort, Golconda, dates from the 13th century and affords the viewer a sense of a lively and diverse ancient history as well as a panoramic view of the modern city.

Our home for two weeks was the University of Hyderabad, established in 1974 as a graduate/research institution. The Visiting Scholars Residence had television and air-conditioning, as well as an open courtyard where we did yoga each morning.

NASPA members will find it interesting that the UH "Dean of Student Welfare" is chosen from the faculty to serve a three-year term. The outgoing dean, Dr. Hanglou, is also professor and department head in history. He explained his responsibilities for

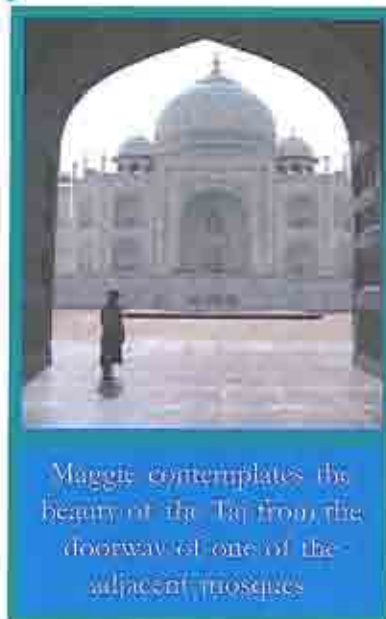
overseeing student health, campus entertainment, discipline, admissions, orientation, etc., and the challenge of "maintaining constant harmony." He described UH students as "multi/multi/multi-cultural." Although the caste system is illegal, caste identity is very much alive, so the many aspects of diversity among Indian students consist of caste, region, political orientation, and gender, as well as family financial means and familiarity with technology. Students in India hold demonstrations frequently, and great diplomatic skills are needed in order to help students talk with each other and compromise.

We learned that the five overall, ancient goals of education in India are:

- the world is a family
- use resources judiciously
- gain noble thoughts from all sources
- avoid labeling anything as the final word
- teachers are responsible (for student learning)

NASPA members may also be intrigued by an Indian professor's observation that "America is the last tribal society because it is marked by initiation rites during adolescence." He also described the United States as "the least understood modern society on the planet".

After two weeks in Hyderabad, our group went north by train to Jhansi, Agra, and New Delhi. The Taj Mahal, the Red Fort, many forts, and Sanchi - a huge and beautiful Buddhist shrine more than 2,000 years old - were memorable stops. Indian food, varying widely as it does from south to north, was full of flavors and aromas not commonly encountered in South Dakota. We loved it.



Maggie contemplates the beauty of the Taj from the doorway of one of the adjacent mosques

India has over 4,000 years of history, and its past is very much in touch with its present. High-tech society coexists with people living a "hunter-gatherer" existence. Poverty and regional disputes are seen as the greatest challenges to Indian democracy.

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Public Policy Update

Lisa Erwin, University of Kansas Medical Center,
Region IV-West Public Policy Division Chair

The winter was eventful on Capital Hill with Congress acting upon budget reconciliation and the reauthorization of the Higher Education Act (HEA). In the end, the latest version of the legislation, which President Bush signed into law in early February, translates into cuts to the federal student loan program of \$12.7 billion dollars. The budget reconciliation bill affects these savings in three ways – lender subsidies are cut, interest rates paid by student borrowers are increased, and it ensures that student borrowers pay a 1% fee to loan guarantee agencies.

In addition, the bill included a number of other changes for financial aid. For example, loan limits are increased for freshmen, sophomores, graduate and professional students. The ability to consolidate loans while still enrolled in school is eliminated. A moratorium was placed on the "school as lender" program, effective April 1, 2006.

The Senate version of budget reconciliation included their reauthorization bill. The House passed their version in March. The bill goes on to the Senate for action sometime later this Spring. The House of Representatives and Senate are also working on their respective budget bills for the next federal fiscal year.



For details about the reauthorization legislation and the federal budget, visit the NASPA Public Policy website at www.naspa.org; click on **Public Policy**. The National Association of Student Financial Aid Administrators' website www.nasfaa.org, and the Chronicle of Higher Education's website located at www.chronicle.com also have a wealth of information about this topic.

The Study Indian Program continued . . .

Student affairs professionals, graduate students, faculty members, and any person who values new ways of looking at education, spirituality, history, current events, and much more will benefit from the richness of Indian scholarship and the generosity of Indian hospitality. Our trip coordinator, and one of the early collaborators in the Study India Program, is Dr. Karl Schmidt, SDSU Director of International Affairs. Those Interested in finding out more about this program or participating in it are encouraged to contact Dr. Schmidt at KarlSchmidt@sdsu.edu.

Submitted by: Dr. Ruth Harper, Professor of Counseling and Human Resource Development & Coordinator of Student Affairs Track, South Dakota State University



Upcoming Region IV-West Professional Development Activities

2006 NASPA Region IV-West Mid-Level Professionals' Institute

(Pre-conference to the Regional Conference)

October 30 – November 2, 2006

Beaver Run Resort & Conference Center

Breckenridge, Colorado

Co-Chair: Eric Grospitch

University of Kansas

Phone: 785-864-7220

E-mail: egrospitch@ku.edu

&

Co-Chair: Renee Arnett

Johnson County Community College

Phone: 913-469-3825

E-mail: rarnett@jccc.net

2006 NASPA Region IV-West Conference "Hidden Treasures, Uncovering Potential"

November 2 - November 4, 2006

(The IV-West Regional Advisory Board
will meet November 1 - November 2, 2006)

Beaver Run Resort & Conference Center

Breckenridge, Colorado

Co-Chair: Anne Flaherty

University of Kansas

Phone: 785-864-4381

E-mail: aflahert@ku.edu

&

Co-Chair: Patricia Helton

University of Denver

Phone: 303-871-6686

E-mail: phelton@du.edu

Additional information is available from the
Chair of each event or on-line at the
Region IV-West website at
[http://www.naspa.org/Regional
Communities/Region IV-W](http://www.naspa.org/RegionalCommunities/RegionIV-W)

FROM THE BOOKSHELF:

My Freshmen Year: What a Professor Learned by Becoming a Student

By *Rebekah Nathan*
2005, Ithaca, NY: Cornell
University Press



For many of us, the thought of spending an academic year entrenched in student culture is both fascinating and a bit frightening. *My Freshmen Year* documents a participant-observer study in which a professor of anthropology enrolled at her home institution as an undeclared, first-year student, participating in all aspects of the student experience from living in the residence halls to participating in orientation sessions and activities. Although the setting is a traditional, university campus, the observations can be applied to any institutional type – at least in varying degrees.

Much like a study abroad experience, moving from the perspective of an administrator or faculty member to that of a student is a **cultural shift**. It is a new perspective on familiar issues. In much the same way, *My Freshmen Year* is not about new discoveries regarding observable student behavior, as it is framing these observations in terms of the student's experience.

Topical areas the author emphasized included the **concept of community, identity development, diversity, international student perspectives, academic engagement, and time management**. Working in the area of activities and orientation, a perspective I found insightful was the concept of community development. As we know, there are an endless array of activities, organizations, study groups, field trips, jobs, and other opportunities for students to engage in on our campuses.

From an administrator's viewpoint, providing a variety of options for students adds life to the campus environment, connects students to strong support networks, and ensures we are meeting the needs of a diverse student population. We take pride in having had created such a rich environment.

From a student's vantage point, however, the **multitude of potential time commitments** can detract from the development of a campus community, rather than

Are you interested in discovering
your potential?



If so, consider participating at the
2006 NASPA IV-West Mid-Level Institute.

Designed to provide an intensive professional development experience, the 2006 Mid-Level Institute (MLI) will be held October 30 – November 1 at the Beaver Run Resort in Breckenridge, Colorado prior to the annual Region IV-West Conference. With incredible facilities and tremendous views, this Institute shouldn't be missed.

Application materials for the 2006 MLI are
now available online at
www.naspa.org/communities/rc/calddetail.cfm?rcid=42

Space is limited, so apply early!

enhancing it. The author suggests we send contradictory messages:

Every decision not to join but to keep one's time for oneself is interpreted as student apathy or program irrelevance, and ever more activities are designed to remedy them. Each decision to join something new pulls at another commitment, fragmenting the whole even further. Not only people, but also community are spread thin. (p. 45)

Do we send contradictory messages? How is campus community defined? How is it achieved? In many ways *My Freshmen Year* does not provide answers, but rather more questions. It is this exercise in reflection that makes it useful and a good addition to any professional's bookshelf.

*Reviewed By: Liz Largent, Director of Student Life,
Oklahoma City Community College*

African American Concerns Knowledge Community Updates

*Anna Thomas-Butler,
Johnson County Community College
Region IV-West AACKC Chair*

As we embark on another year in NASPA under new leadership, new initiatives from the AAKC are being developed to sustain the work from the previous leadership. Most notably, the AAKC leadership team has modified its positions to "themes". Those themes are as follows:

- Online Dialogue (Moderator Series)
- Social Policy
- Research (Literature Reviews)
- Assessment (Membership)
- Web Resources (AAKC website)
- Knowledge Community Collaborations

Some national initiatives currently underway are:

- Contributing to NASPA publications including NETRESULTS, the Forum, NASPA journal, etc.
- HBCU enterprises
- Distance Mentoring Program
- Research development and funding prospects

Regionally, an informal AAKC IV-West Advisory Committee was created at the conference in November. This committee set out to guide the activities of the AAKC within our region, and to offer input to the national AAKC. If you would like to join, please sign up at our newly formed Yahoo Group page: NASPA4WAAKC-subscribe@yahoogroups.com.

As always, please feel free to contact me directly for any comments or suggestions athomas01@jccc.edu.

NASPA's Minority Undergraduate Fellows



*Gigi Secuban,
University of Arkansas,
Region IV-West Minority Undergraduate
Fellows Chair*



MUFP #1: Kara Matthews, Erin Lewis, La'Keshia Jones, Bertha Gutierrez, Nikki Bosah - all from the University of Arkansas



MUFP #2: Kara Matthews, Bradley Jones, La'Keshia Jones, Ian Stroud, Nikki Bosah - all from University of Arkansas



MUFP #3: Lester (University of Hawaii -Manoa), Nataleigh Raines (Florida State University), Gigi Secuban (University of Arkansas) and Colleague (unnamed)

NASPA IV-WEST ADVISORY BOARD MEETING

March 12, 2006

NASPA National Conference, Washington, D.C.
Advisory Board Agenda Update

Submitted by Ruth Stoner, Regional Historian

Summary of Board Decisions, Action Items & Future Agenda Items

1. The Region IV-West Advisory Board met on Sunday, March 12, 2006, 1:00 p.m. - 3:00 p.m., prior to the Washington, D.C. National conference.
2. Board Decisions / Recommendations / Motions / Announcements:
 - ✦ Region IV-West will recognize the **IV-West Pillars of the Profession** at a regional conference, either before or after recognition at the national conference.
 - ✦ The registration fee for the Breckenridge regional conference will be increased \$10 for each registration category to cover increased costs of food; on-site registration will be \$300. This increase in registration fees will be applicable to the Colorado conference only.
3. Discussion topics from the National NASPA Board:
 - ✦ The **2007 Joint NASPA/ACPA Conference** will be held in **Orlando, March 31 – April 4, 2007**. Registration will be increased to \$350. Registration for the conference and hotel will be available on-line. One cannot register for the hotel if not registered for the conference. Registration opens October 30, 2006.
 - ✦ **Increased Membership Campaign** – “10,000 by ’06” – was successful.
 - ✦ **Graduate Student Voting** – did not pass by an electronic vote of the national voting delegates. This issue was brought to the National Board’s attention by Region IV-West Advisory Board Members.
 - ✦ **Community Colleges** – The National Office has hired a new staff person for administrative support to this area. Also, a task force has been established to increase membership and provide support for recruitment.
 - ✦ **Knowledge Communities** - Discussion continues regarding “What makes them effective?”
 - ✦ **ACUHO and NASPA** have signed a two-year contract for a placement exchange, effective with the 2008 NASPA conference in Boston. Other organizations may sign on.

The placement exchange program will be prior to and separate from the conference. Each component will have a separate registration fee.

4. The 2006 Region IV-West Conference will be held at Beaver Run Resort and Conference Center in Breckenridge, Colorado, November 2 – 4, 2006. The theme will be **“Hidden Treasures - Uncovering Potential”**.



Gathering at the IV-West Board meetings while attending NASPA's National Conventions in Washington D.C. This year's speakers: Zaynah Waite - IV-West Area Director/Colorado Region Chair, 2006, Reporting Board Activities.

Dayna Mackey - University of Arkansas - Fayetteville, Arkansas
Membership Coordinator

Jesse Fortney - University of Colorado - School of Management
New Professionals & Graduate Student Knowledge Community Chair

Mary Jane McReynolds - University of New Mexico
Administrative Involvement & Professional Student Service Knowledge Community Chair

Mark Lucas - University of Missouri - Columbia, Missouri
Membership Coordinator

Deanne Spiering - North Dakota State University, Assistant
to IV West Regional Vice President

Not shown here are **Rich Rossi** - (Greggson University, Corporate Sponsor Liaison) and **Marysz Rames** - (South Dakota State University) South Dakota Membership Coordinator

On the behalf of the entire Region IV-West, we extend our sincere gratitude to each of you for your leadership and service to the regional membership, to NASPA, and to the Student Affairs Profession! You'll be missed!

WE ARE PROUD OF OUR NASPA LEADERS!

Outgoing Region IV West Vice President, **Prakash Mathew** (Vice President at North Dakota State University) is shown here with NASPA Nationaly Recognized **Doris Ching** (Finance Vice President for Student Affairs of the University of Hawaii System)



ODDS & ENDS



For Inspiration

On Purpose: *I can't believe that the purpose of life is to be happy. I think the purpose of life is to be useful, to be responsible, to be compassionate. It is, above all, to matter, to count, to stand for something, to have made a difference that you lived at all.*

-Leo Rosten

On Mistakes: *When you make a mistake, don't look back at it long. Take the reason of the thing into your mind and look forward. Mistakes are lessons of wisdom. The past cannot be changed. The future is yet in your power.*

-Hugh White

On Self: *People travel to wonder at the height of the mountains, at the huge waves of the seas, at the long course of the rivers, at the vast compass of the ocean, at the circular motion of the stars, and yet they pass by themselves without wondering.*

-Unknown

On the Lighter Side

When my cats aren't happy, I'm not happy. Not because I care about their mood, but because I know they're just sitting there thinking up ways to get even.

-Penny Ward Moser

Asterism (n.) - A concise, clever statement you don't think of until too late.

-John Alexander Thom

A father carries pictures where his money used to be.

-Anonymous

The dictionary is the only place where success comes before work.

-Anonymous

A sense of humor is part of the art of leadership, of getting along with people, of getting things done.

-Dwight David Eisenhower



Region IV West Professional Standards Chair **Myron Pope** (University of Central Oklahoma) and Outgoing Region IV West Vice President **Prakash Mathew** (North Dakota State University)

Thanks to our 'shutter bugs' for all of the great photo's:

Deanne Sperling (North Dakota State University)

Anna Thomas-Butler (Johnson County Community College)

Gigi Secuban (University of Arkansas)



“Bullies in the Workplace” continued . . .

the United States, particularly in the United Kingdom and Sweden. Researchers in the UK created the term “workplace bullying”. Research published by the University of Manchester Institute of Science and Technology (UMIST, 2000) found that one in four workers in the UK had experienced bullying in the workplace at some point. (Field, 2002) Workplace bullying causes 18.9 million lost days every year and costs companies around 10% of their annual profits on top of the threat of costly litigation. (Andrea Adams Trust, 2005)

The Consequences of Bullying Behavior

Bullying leads to stress-related illnesses. In Namie’s survey, respondents reported that they suffered from a wide variety of health related illnesses brought on by severe anxiety and depression. In severe cases, respondents also report strong thoughts of suicide.

These health-related problems result in loss of time from work. It disrupts families, undermines marriages, and impacts work groups like a kind of cancer growing and extinguishing the life of a workplace.

The Tragedies

The connections to adolescent bullying are apparent. In the March 23, 2005, CBC News Online article, *Sticks, Stones and Bullies*, an increasing number of adolescents are driven to suicide by schoolyard bullying. Bullying individuals, regardless of age, can have tragic circumstances. The end result has been termed “bullycide”.

Take the case of 16-year-old Gary Hansen, who hung himself in Roblin, Manitoba, after persistent bullying at the local Goose Lake high school. His tormentors accused him of being gay. In Canora, Saskatuwon, Travis Sleeve, 16, shot himself after two-and-a-half months of consistent harassment, which included assaults, “vulgar vandalism”, students throwing rocks at him, and defacing his car. These are just two of many examples.

The workplace can be just as cruel as the schoolyard. Sheila Freeman’s book, *Bullying in the Workplace: An Occupational Hazard*, (Harper-Collins 2002), provides several case studies by adult victims. One such case study is about a victim named Tracy. She describes her experiences with workplace bullying by stating, “I have major depressive illness now, with severe anxiety attacks. I have tried to commit suicide, have become a recluse, and am a shadow of my former self.”

Possible Solutions

Addressing bullying behavior has allowed many targets to get help. Several higher education institutions have adopted policies promoting workers’ rights and safety in the workplace. Thus, college environments must promote respect and ensure that their anti-

bullying policy is known and modeled by senior level management. Bullies must be held accountable. Human Resources must ensure that when a complaint arises, it is dealt with in a decisive manner.

For victims, get support. Keep a written record of bullying incidents. Request that supervisors’ complaints be put in writing. Confront the bully appropriately and safely. If it doesn’t stop, make a formal complaint. Most of all, support other workers who are being bullied. Like serial killers, serial bullies will strike again if not confronted.

Making Anti-Bullying an Institutional Priority

Take the issue of bullying seriously. Change the campus culture from fear to support.

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REGION IV-WEST NEWSLETTER

The Region IV-West newsletter is published four times annually. Suggestions or comments? Please contact the Editor, LeeAnna Lamb, The University of Tulsa, at leeanna-lamb@utulsa.edu or at (918) 631-3059; or a member of the Editorial Board below.

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Due ~ August 10

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Editor's Note:

*I would like to extend my sincerest apologies to all of the contributing authors, the Advisory Board, and to the newsletter readers, for the delay in producing the Spring 2006 issue of **NASPA News**. I appreciate everyone's support and patience. ~ LeeAnna*



NASPAonline

 featured events

Our Power and
Responsibility to
Shape Education



ACPA/NASPA
Joint Meeting
March 31 - April 4
2007 • Orlando, FL

Oct 8-Oct 10: The Scott Academy New SSAO Institute 2006

Dec 3-Dec 6: NASPA Student Affairs Law and Policy
Conference

Dec 7-Dec 9: The Leadership Educators Institute

Jan 11-Jan 13: NASPA Mental Health Conference 2007

Jan 21-Jan 23: Scott Academy January Institute for Critical
Issues

Jan 21-Jan 23: Institute for Aspiring SSAOs

2006-2007

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Address or membership changes?

Contact NASPA via the web

<http://www.naspa.org/membership/coaform.cfm>