



NASPA

REGION IV-WEST

Summer 2007 Newsletter

Wanted: A Meaning and Purpose in Life

Christy D. Moran, Ph.D., Assistant Professor, Kansas State University

Spirituality and Religion in Higher Education

Knowledge Community Representative

Mark Your Calendar

IV-W Award Deadline
Tuesday, July 31, 2007

Regional Call for Proposals
Friday, Aug. 3, 2007

New Professionals Institute
Little Rock, Ark.
Nov. 6-7, 2007

Region IV-West Annual Conference
Little Rock, Ark.
Nov. 8-10, 2007

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In 2003, the Higher Education Research Institute at UCLA (Astin, et al., 2005) initiated a multi-year research study to investigate the spiritual development of undergraduate students during their college years. Among other interesting findings, these researchers have made the following discoveries about our undergraduate students:

- 74 percent have discussions about the meaning of life with friends;
- 76 percent are searching for a meaning and purpose in life.

Sharon Parks (2000) suggested that too many young adults are "not being encouraged to ask the big questions that awaken critical thought..." (p. 30). Some of the "big-enough questions" that she believes needs to be discussed with college students include the following (pp. 137-138):

- Who do I really want to become?
- Why is suffering so pervasive?
- Is there a master plan?
- What are my fears?
- How do I discern what is trustworthy?

In an article that I wrote when I was in graduate school, I detailed the importance of assisting students in their identification of a meaning and purpose in life (Moran, 2001). Why? Because research suggests

that college students who have identified a meaning and purpose in life are more likely to be actively involved in social situations and leadership roles to engage in healthy behaviors, and to experience a strong sense of psychological well-being. One of my first suggestions was for all of us to spend

One of my first suggestions was for all of us to spend time reflecting on our own values, beliefs and purpose in life in order to be able to effectively lead students in doing the same.

time reflecting on our own values, beliefs and purpose in life in order to be able to effectively lead students in doing the same. Additionally, we should all practice the art of asking questions, listening and reflecting in order to engage in meaningful, intentional conversations with students about existential issues.

For those of you who are interested in discussing this topic further, along with other issues related to spirituality and religion in higher education, consider joining the "Spirituality and Religion in Higher Education"

Knowledge Community. Contact me at cmoran@ksu.edu if you are interested in becoming a member. My hope is to gather together a group of students, administrators and faculty who can lead our region in efforts to better meet the spiritual and religious needs of our students.

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Vice President's Message

Cheryl Lovell
University of Denver
Region IV-West Vice President

A Call to Leadership: From Good to Great

Definitions of "leadership" bring many different thoughts and reflections to mind. Many may think of the strong decision maker—an individual who takes charge with quick, decisive instructions. She sees what needs to be done and knows how to do it. Others might think of a person with expertise; someone to whom others defer for insights and understandings. Still others might think of a rather calm, quiet person who just seems to know how to manage that current crisis with care and respect. Combinations of these characteristics might also be displayed by a leader, depending on the situation. However you define leadership, the images you most likely associate with it often all involve notions of action, motion and vision.

My own thoughts about leadership definitely do not involve images of idle time or inactivity; nor do they reflect hasty, wasted energy. Leaders as team members and collaborators who hold each other accountable for the group's goals and activities are of paramount importance to me. I also believe leadership requires the ability to know how to move in the direction that will best accomplish the organization's goals. Whether the immediate direction is forward, lateral, or a step back, action is definitely required to accomplish the group's goals.

Further, I believe leadership requires one to have the greater good in mind when making decisions. The greater good can be defined by the members in formal ways such as mission statements, goals and objectives; or it is sometimes learned by the members' practices, norms and beliefs. One additional key aspect about leadership is that I view it as a calling. The investment of my own time and energy is generally focused on things I believe in, care about and for which I have a strong passion. This calling is to be of service to colleagues, organizations and to my community.

Collins, in his 2005 book, *From Good to Great and in the Social Sector* also offers great insights to leadership and for moving forward with



your calling and your passion. Collins suggests that leadership is necessary to move the organization forward toward "...one that delivers superior performance and makes a distinctive impact over a long period of time" (p. 6). He calls this kind of leadership "Level 5 Leadership" where the organization runs smoothly with individuals who see themselves as making sure the "right" decisions get made (p. 11).

Early in June our summer advisory board meeting utilized Collins' concepts to think about how we move from good to great. We talked about ways to think about our roles more concretely focused on our goal of keeping our region at the cutting edge of professional development for our members and for utilizing our resources (both financial and human) in the best way possible to make sure the right people are in the right seats on the bus (Collins, 2005). Our advisory board has made a commitment to seek out ways to becoming great in all that we do in your behalf. We are working also to further provide explicit goals and specific means for measuring our progress.

I want to thank Christina Kaberline (University of Nebraska) for her very useful workshop on goal setting that she provided to our board during this meeting.

Leaders come with a variety of skills that can be maximized toward the greater good when we have a clear direction and have a keen insight as to what needs to be done. If you have a desire to be a Region IV-West leader, let your board members know. All appointments are made by the RVP so feel free to contact me at IVWRVP@du.edu should you have additional questions.

As you will see throughout this summer edition of our *Region IV-West Newsletter*, we have many great leaders working for us. The lead story by Christy Moran (Kansas State University) is informative as well as thought provoking. Our 2007 Regional Conference Chair Roger Sorochty (University of Tulsa) is working with his team to bring us an excellent conference in November in Little Rock, Ark. We will be joined by the Arkansas College Personnel Association and will have excellent opportunities for you to be involved (either through submitting a conference program, attending the conference and/or by working as a volunteer with the conference). You can also see that our out-going Public Policy Division Chair, Lisa Erwin (University of Kansas-Medical Center), attended a meeting sponsored by the U.S. Department of Education recently so you can read about the important national policy conversations. You will also learn lots about what some of our Knowledge Communities (KCs) are doing by reading on. Finally welcome our new *Region IV-West Newsletter* Editor, Karen Schlabach (University of Missouri-Kansas City) who is publishing her first edition. Thanks to each of you for your tremendous leadership that keeps us moving toward excellence.



NASPA IV-West and Arkansas College Personnel Association Joint Conference November 8-10, 2007

The Doubletree Hotel, Little Rock, Arkansas

The Call for Programs online registration is currently open and accepting proposals for the 2007 conference. Proposals must be submitted by **Aug. 3, 2007**. The form can be accessed on the NASPA Web site at www.naspa.org/events/ccg1vw_frm.cfm

Proposals should reflect the conference theme, *Building Bridges: Linking People, Resources and Best Practices*. Preferences will be given to submissions related to the NASPA Professional Development Curriculum. In

an effort to make conference professional development experiences more intentional and purposeful, select from the various categories to which your program relates:

- values, history and philosophy of the profession,
- student characteristics, development, and learning,
- assessment and research practices,
- leadership, administration, and management,

- culture, diversity, environment, and organization development, or
- law, governance, and policy

We look forward to receiving your online program proposal by Aug. 3, 2007.

See you in Little Rock!

Yolanda Taylor & Roger Sorochty
2007 Conference Chairs

New Professionals - Our Future Mark your calendars for 2007 NPI

Jennifer Brantley, Kansas State University

New professionals are the future of student affairs; consequently, we need to actively focus on recruitment and retention of our new employees. There are several factors that contribute to retention including salary, opportunity for growth, institutional fit, generational differences of values and personal balance. Therefore, we should be challenged to think about what can be done to alleviate the pressures of working in a new environment and culture, and to help stimulate feelings of pride, teamwork and collaboration. Along with detailed orientations to the higher education culture, professional development is an important opportunity for any new employee. Professional development not only helps them to gain insight in the profession, but it also encourages networking and a feeling of collegiality among other student affairs professionals.

One opportunity that NASPA offers to new professionals is the New Professionals

Institute (NPI). Region IV-West will sponsor a two-day NPI at the Doubletree Hotel, in Little Rock, Ark., Nov. 6-7, 2007. This event is right before the Regional Conference, slated for Nov. 8-10, 2007. NPI is a two-day, interactive training event for new professionals who report to a mid-level or senior student affairs officer and have been a full-time student affairs professional for five years or less.

Through the years, NPI has provided participants a dynamic opportunity to develop greater understanding and competence in areas such as supervision, collaboration, assessment, resource allocation, career path and the importance of balance. NPI has also been known to allow new professionals to draw on their first years of experience to improve

their effectiveness and to learn from others. One of the more valuable opportunities for participants is the interaction with the Institute faculty, a select group of mentors, who devote their time and talents by sharing personal experiences, posing challenging questions and providing advice on career matters in student affairs.



Many institutions have used this Institute not only as a training ground for rising stars in the profession, but as a form of recognition for outstanding new professionals on their campus. Participants come from all areas: student activities, academic advising, career services, residential life, judicial affairs, admissions, Greek affairs,

...continued on page 7

Alcohol and Other Drugs Knowledge Community

Patricia Mahon

As we continually wrestle with the well-being and retention issues of our students we often find high risk behaviors involving alcohol and other drugs as a contributing factor. There are numerous sources of information for us.

This year the U.S. Department of Education's Annual Meeting is in our region. This is the national conference for examining issues around alcohol and other drug abuse and violence prevention on college campuses and in their surrounding communities. The National Meeting includes keynote speakers, workshops, showcases, town meetings, poster presentations, exhibits and the National Forum for Senior Administrators co-sponsored with The Network. For complete information, visit www.highered-center.org.

Another excellent resource is The Network—Addressing Collegiate Alcohol and other Drug Issues. Additional information is available at www.thenetwork.ws. The Network leadership from our region is:

- Joan Maasens, Wellness Resource Center/ADAPT, University of Missouri-Columbia
- Jill Anne Yeagley, Program Manager, UNM Campus Office of Substance Abuse Prevention, University of New Mexico
- Kathy Mohlfeld, Counselor, Wayne State College, Wayne, Neb.
- Betsy D. Foy, Assistant Director, Coordinator of Alcohol and Other Drug Programs, Washington University, St. Louis, Mo.

- Deb Walker, Director of Counseling Center, Northern State University, Aberdeen, S.D.
- Karin L. Walton, Director, North Dakota Higher Education Consortium for Substance Abuse Prevention, Grand Forks, N.D.
- Scott Nebel, Behavioral Health Therapist/Peer Educator Advisor, Denver, Colo.
- Jim Bies, Vice President for Student Services, Augustana College, Sioux Falls, S.D.

Contact me if you seek additional alcohol and other drug prevention information.

Patricia Mahon
AOD Knowledge Community
Representative
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U.S. Department of Education's 21st Annual National Meeting
on Alcohol and Other Drug Abuse and Violence Prevention in Higher Education

**Harvesting Ideas for
Safe and Healthy Campuses:**
Effective Strategies Built on Research and Practice

OCTOBER 18-21, 2007 • DOUBLETREE HOTEL & EXECUTIVE MEETING CENTER • OMAHA, NEBRASKA

From the Bookshelf

Student Success in College: Creating Conditions that Matter

by George D. Kuh, Jillian Kinzie, John H. Schuh, Elizabeth J. Whitt and Associates

Reviewed by Hal Haynes, Jr., Dickinson State University

Research shows that exceptional experiences in the classroom along with strong interactions between students, peers and faculty result in high-quality student outcomes (Pascarella & Terenzini, 2005). In order to measure these experiences, higher education engages in numerous forms of assessment. Indeed, higher education prides itself on being high-performing and productive. To work toward this goal, one survey tool that is used at 850 four-year colleges and universities is the National Survey of Student Engagement (NSSE). The NSSE survey instrument is a research-based tool for gathering information that focuses on learning-centered indicators of quality in undergraduate education. The instrument examines several indicators of success such as institutional improvements, benchmarking and public accountability. To gather this data, the NSSE instrument asks undergraduate students about their college experiences such as how they spend their time, their interaction with faculty and what they have gained from their classes. Ultimately, the assessment is to measure student engagement on campus.

In Fall 2002, a NSSE Institute research team launched an intensive effort called Project DEEP (Documenting Effective Educational Practice). The project was a two-year study of twenty high-performing colleges and universities based on NSSE data. Schools that participated in the project were ones that had higher than predicted graduation rates and higher than predicted scores on the five NSSE areas of effective educational practice: level of academic challenge, active and collaborative learning, student interaction with faculty members, enriching educational

experiences, and supportive campus environments.

Results of this project have been compiled and published in this book. The success stories shared are impressive. The book takes two critical, overarching questions to construct the narrative about student success. Specifically, it asks:

What do high-performing colleges and universities do to promote success?

What campus features – policies, programs and practices – contribute to high levels of engagement and better than predicted graduation rates?

We know the following institutional conditions are important for student development:

- a clear and focused institutional mission,
 - high standards for student performance,
 - support for students to explore human differences and emerging dimensions of self,
 - emphasis on the early months and first year of study,
 - respect for diverse talents,
 - integration of prior learning and experience,
 - ongoing practice of learned skills
 - active learning,
 - assessment and feedback,
 - collaboration among students,
 - adequate time on task and
 - out-of-class contact with faculty.
- (Chickering & Reisser, (1993); Evans, N.J, Forney, D.S. & Guido-DeBrito, F, (1998); Pascarella & Terenzini, (2005).

There is, of course, a caveat: the authors make clear that there is no one blueprint

for success but that there are six factors and conditions that are common among the 20 institutions studied. The authors indicate that the following factors represent educationally effective institutions:

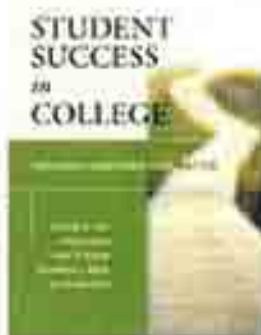
1. a "living" mission and a "lived" educational philosophy,
2. an unshakable focus on student learning,
3. clearly marked pathways to student success,
4. environments adapted for educational enrichment,
5. an improvement-oriented campus culture and
6. shared responsibility for educational quality and student success

What adds to this work is the studied colleges are diverse in their missions. There are two all-female colleges, one all-male, two historically black institutions, two primarily Hispanic universities and several private with a competitive enrollment process. There are also colleges that have open enrollment.

Despite these institutional differences, there are many shared elements that bind these colleges to exhibit factors of success. For example, many of the programs highlighted include: intensive first-year experiences, learning communities, highly engaged faculty, strong collaborations between academic affairs and student affairs divisions, effective and charismatic presidents, meaningful community/campus relationships and passion for learning and assessment. There are many colleges and universities that do or say they do all of the six items listed above.

What makes the Project DEEP institutions different is they practice these qualities, which are integrated in the college

...continued on page 6.



...Book Review, continued from page 3.

environment. Additionally, there is a strong emphasis placed on writing, small and engaging classroom sizes, and tenured or full-time faculty teaching undergraduate courses. DEEP institutions implement technology, the faculty engage students outside of the classroom in many ways, and the message of quality is sent and resounds throughout the campus from the president, key administrators, faculty, students and community members. Simply put, excellence is a standard in all of the DEEP institutions.

In my opinion, the most compelling factor embedded in the colleges' practices is the constant theme of mission clarity. Project DEEP institutions know that they expect high standards from both students and faculty. They make no bones about excellence and the hard work it requires. That mission of excellence is woven into everyday life on campus. You can find it in the classroom, in extra-curriculars and in the many campus and community programs established. At one DEEP institution, it is firmly held that "failure is not an option." That institution is one that serves a significant percentage of students who are first generation or have low income. Such a belief system is bold. There is a strong commitment to excellence throughout campus at Project DEEP institutions.

Project DEEP institutions celebrate diversity, and they encourage spirited debate and dialogue on campus. There is a strong component in residential life at campuses that have a significant residential student population. A few of the unique characteristics that articulate the significant differences between Project DEEP institutions and others in the United States:

- Wabash College, an all-male institution in Indiana, has one rule for its student code of conduct. Their students are expected to conduct themselves as "gentlemen" at all times. The campus determines what that means, but it is based on a tradition of self-governance and high community standards enforced by all members of the community.

- The Evergreen State College in Washington state does not issue letter grades. Faculty either pass or fail a student, but students get in writing a thorough assessment of their work. Likewise the students evaluate in well-detailed reports their faculty. Together they discuss this.
- The University of Kansas requires all of its key administrators to teach at least one class per year. This insures the appreciation for learning, promotes student contact, and keeps administrators in touch with campus life.
- The University of Michigan encourages tenured faculty to teach undergraduate courses and rewards them accordingly. The university has committed millions to undergraduate education, development and success with the construction of a new learning center for only undergraduates.
- Fayetteville State University adopts the belief that you must meet all students "where they are" and not where you want or wish them to be. Tailoring classes to meet the unique needs of students is a fundamental concept in how academic coursework is delivered.

This is an excellent read. Equally stimulating and informative was a March 2005 presentation by the authors at the national NASPA convention in Tampa, Fla. The one constant theme at the conference presentation was the need to identify all potential "learning intersections" on our campuses. Leave no stone of learning opportunity unturned. As student affairs administrators, the future will demand that we create intersections for learning with our students and especially the faculty. Gone are the days of being an island on our campuses. Student affairs must philosophically shift to a more developmental model. Traditional student services are absolutely necessary but our profession must continue to explore ways to integrate learning and classroom activities in our everyday practice. That requirement is the future of student affairs.

Although its information is insightful, this book comes with one major drawback. The glaring weakness of the Project DEEP study is its omission of community

colleges. It would be interesting to see if any of the 20 models could work in the two-year setting. The applications may be the same, and the themes may ring similar messages. Moreover, such a study revelation at the two-year level may be an impetus to enhance the student affairs division (to mere establishment) at many of the two-year colleges across the nation.

I got to share a bus ride from the national NASPA conference site to the hotel with one of the team members of Project DEEP who visited and assessed the 20 institutions included in the study. Imparting more insight, Dr. Charles Schroeder, former Vice President for Student Affairs at the University of Missouri-Columbia and current consultant with Noel-Levitz, shared with me his belief that student affairs is in a constant state of change, but that the important emphasis placed on learning should never change or waver. Dr. Schroeder emphasizes that institutions with a clearly articulated focus on learning must indeed practice and incorporate it in every possible way on their campuses.

This is an exceptional book to refer to when one considers studies on student persistence, excellence, academic success and student development. This book is a good investment for the professional library for anyone in higher education.

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Public Policy Update

Lisa Erwin, University of Kansas

In September of 2005, U.S. Department of Education Secretary Margaret Spellings convened the Commission on the Future of Higher Education. Composed of individuals representing a number of sectors of American society, the group was charged with making recommendations for strengthening post secondary education. After holding a number of hearings and meetings around the United States, the Commission submitted their report to Secretary Spellings in the Fall of 2006. Subsequently, the Secretary formulated her agenda for higher education, focusing on improving access and affordability for students, and on accountability of institutions.

In March of this year, Secretary Spellings held a national summit in Washington, DC, to develop strategies for her agenda. Again, participants came from a number of sectors of American society, and NASPA's Execu-

tive Director, Gwen Duggy, was included. Participants in the national summit were charged with identifying action plans that would have the biggest impact in the next 12 months. From the national summit came a call for action for institutions of higher education, their governing boards, state legislatures, governors and philanthropic organizations.

Most recently, the Department of Education (under the leadership of Under Secretary Sara Martinez Tucker) is holding Regional Summits around the United States. The first Regional Summit was held in Kansas City on June 5, 2007, and several members of NASPA IV-West participated. Subsequent summits will be held in Atlanta, Seattle, Phoenix and Boston.

The Regional Summits are intended to gather ideas about the action plans that

were identified as a result of the National Summit. Participants were asked to share "promising practices" that related to each of the three areas identified by the Commission and Secretary Spellings: accessibility, affordability and accountability. A number of ideas were shared by the Kansas City participants, in addition to the expression of concerns and issues about the agenda laid out by the Department. Of particular concern was the emphasis on accreditation.

It will be most interesting to see the results of the Department's efforts in soliciting ideas as they convene the remaining Regional Summits. NASPA continues to pay close attention to this important effort, so be sure to check the Public Policy Web site in addition to other NASPA communications.

...NPI, continued from page 3.

counseling, international services and more. As you prepare next year's budget to sponsor your staff for professional development opportunities, keep the NPI and its benefits in mind. Institute participants will experience a high quality, intellectually stimulating and enjoyable program that will facilitate both professional and personal growth.

Program and registration information will be available on the NASPA Region IV-West Web site this summer. Specific questions about this year's Institute should be directed to NPI chairperson, Jennifer Brantley at 785-532-1600 or Brantley@ksu.edu.

Thank you for your support of NASPA IV-West staff development programs for new professionals.

...references from page 1.

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2006 Regional Conference Review

Anne Flaherty and Patrice Helton, conference co-chairs

The 2006 IV-West Conference held in beautiful Breckenridge, Colo., was a smashing success based on the resort record number of conference participants, significant financial profit, consistent positive feedback on the location and food, and the participant evaluations. We had **363 conference participants** (98 undergraduate and graduate students).

With a conference theme of *Hidden Treasures: Uncovering Potential* the planning committee decided to draw on the diversity and experience of the region and selected our keynote speakers from current and/or past region IV-West members. The opening speaker, Dr. Alicia Fedelina Chavez, faculty member at the University of New Mexico, provided a wonderful "walk by the river" kick off for the conference and Dr. James Kitchen, Vice President for Student Affairs at San Diego State University, provided an encouraging and challenging closing session. We were also pleased to have the inspiring NASPA Executive Director, Gwen Dungey join us for the majority of the conference events. Special thanks to Denise Ottlinger who served as the Major Speakers chairperson.



NASPA Executive Director Gwen Dungey

Publicity/Publications

Aaron Quisenberry (University of Kansas) with the help of a talented graphic designer provided us with excellent publicity and publications materials. We used a *USA Today* "framer" magnet and silver and gold chocolate coins at the 2005 conference in Kansas City to introduce NASPA members to the 2006 conference. A colorful brochure served as our call for programs and a large postcard alerted members to our Web site for registration. We did not mail out the typical paper registration materials and it saved us printing and postage money. The conference program book, also nicely designed, provided rich information from program sessions and biographic information, as well as maps and advertising.

Program

In order to provide an intentional and purposeful professional development experience we provided more than 40 educational program sessions. Stephanie Banister (Kansas State) did a phenomenal job in overseeing program selection and used the NASPA Professional Development Curriculum with six formal learning areas:

- Values, History and Philosophy of the Profession,
- Student Characteristics, Development and Learning,
- Assessment and Research Practices,
- Leadership, Administration and Management,
- Culture, Diversity, Environment, and Organization Development and
- Law, Governance and Policy.

Pre-Conference

Jesse Fortney, who began on the committee at the University of Colorado at Denver and Health Sciences Center and in early summer took a position at Bishop Marthebeuf High School, coordinated our pre-conferences. We had an unusually low number of participants and we believe pre-conferences should be evaluated for viability and sustain-



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BRECKENRIDGE, COLORADO
NOVEMBER 2-4, 2006

ability at every conference site in the future.

Local Arrangements

Leadership for local arrangements was provided by Jeff Ederet (Johnson and Wiles University) and Lisa Matye Edwards (University of Denver). Beaver Run was a great host site (although we had difficulty receiving a final bill from them). What a great team Lisa and Jeff made from taking care of room assignments to coordinating Chefs for our delicious meals. With the high cost of resort meals we were able to negotiate for what mostly ended up being positive dining experiences for the conference meals although it is very difficult to keep everyone satisfied with resort food options.

Volunteer and Special Activities

Matt Cairns (University of Wyoming) provided coordination of volunteers and graduate assistants. He also provided support for the mid-conference sessions and the early morning yoga, etc. Providing opportunities for students and volunteers is crucial in building a positive affinity to NASPA and Region IV-West.

Technology

We had excellent technology resources thanks to Mike Hisley (University of Denver). From walk-up computers to check email to internet connections for presentations and visual media needs it was invaluable to have such great onsite tech needs addressed.

Exhibits/Development

Alex Gonzales (University of New Mexico) provided excellent vendors and exhibits for the 2006 conference. Alex secured approx-

more than \$10,000 in sponsorships through vendors/exhibitors and their responses to continuing with Region West were quite positive.

Registration

Lois Flagstad, Juan Guzman and Chris Silva (University of Nebraska-Kearney) were truly amazing as tri-chairs of Registration. We went with a multiple fee structure that provided early bird, regular and late. We believe this helped tremendously in planning and timely commitment from participants. The online registration process, the conference check-in and their ability to answer a multitude of questions was spectacular. Additionally Lois served as our conference Treasurer which is no small task. We are indebted to who for her detail and conference follow up.

Planning Committee

The 2006 Breckenridge, Colo., Conference Planning Committee was heavily supported by Regional Vice President Cheryl Lovell. The committee was dedicated and committed and provided hundreds of hours of their time to making the conference successful. Great planning and great people equals a great conference. Thank you to the committee for their hard work and friendship. We appreciated the opportunity to serve as conference co-chairs despite not evening meeting each other prior to our appointments as chairs we have undoubtedly formed a partnership that we will enjoy for many NASPA years to come.



Left to right, Erika Lindquist (University of Kansas), Jay Coe (University of Central Oklahoma) and Laura Barrett (University of Kansas) enjoy the Breckenridge area recreation during the Region IV-IV conference.



Left: Cheryl Lovell (right) poses with Graduate Student Rising Star award winner Cary Lynn (left) from University of Central Missouri.

Below: (left to right) Christian Schenker-Lambke (Western State University), Lori Reiser (University of Missouri-Kansas City), and Cheryl Lovell (University of Denver). Reiser is the 2006 James J. Rhoads Outstanding Dean Award winner.

Four Hills State University alumni (from left to right) Eric Gumpich, Lisa Erwin, Phil Cunningham, Jennifer Brantley, and Emily Griffin-Oversaker reconnected at the NASPA IV-IV conference.



Mid-Level Institute, 2006

Kristen Portridge, University of Oklahoma

As colleagues from around Region IV-West gathered to attend the 7th Mid-Level Institute, we all came with different expectations. Some spoke of hoping to meet other people who had been “through the fire and lived to tell the tale.” Others desired to glean wisdom that could come only from seasoned professionals who had graciously agreed to serve as faculty for the week. All of us, to some extent, came to restear from chaotic lives and refresh our spirits. None of us were disappointed.

Within moments of ripping into my first (of four) Dove chocolate ice cream bars of the week, a few things were very clear about this MLI: first, the three amazing faculty members who would be sharing their expertise with us were genuinely in love with the profession; second, we would be laughing quite a bit throughout the next few days; third, there couldn't possibly be enough oxygen in this resort for all of us. Huffing and puffing—and hydrating beyond normal capacity—we began our journey together.

Our diverse faculty included Dr. Gary Biller, Vice President for Student Affairs at Arkansas Tech University, Dr. Alicia Fedelina Chavez, Assistant Professor in Educational Leadership and Organizational Learning at the University of New Mexico, Tano, and Dr. Blanche M. Hughes, Interim Vice President for Student Affairs at Colorado State University. They dynamically engaged the group in a series of presentations about current issues ranging from student retention and reaching for true campus diversity to the ongoing quest for precious balance on the “career ladder.” Each encouraged us to share our challenges and solutions with the group and fostered deeper conversation in “family time.” All of the MLI participants would agree that connecting with these intuitive professionals was of immeasurable value.

From chatting endlessly with our roommates to sharing meals in the quaint town of Breckenridge, Colo., with our family groups, each stage of the MLI experience

was designed to connect us to one another, and in turn, connect our institutions. At the end of the week, we stood together and shared our high points and lessons learned, tossing a simple ball of yarn from person to person. In doing so we formed a web that would serve as a symbol of our experience. We might come from differing institutions and possess a random assortment of job titles, but we all share a deep desire to educate, serve and uplift students. This feeling was better than any ice cream bar.

The Mid-level Institute was a perfect reminder of why we do what we do. Not only did I leave with new friends and cherished memories of quilt-making and midnight sledding down a frozen mountain, I also left with a new understanding of my purpose as a professional in higher education, and a renewed appreciation for life in Oklahoma, a mere 1,300 feet above sea level.



Regional Assessment and Research

The NASPA IV-West Board is beginning the process of assessing the needs of our regional membership. The research will be conducted in two stages. First, a membership survey is being crafted. Second, we will be collecting data through four focus groups at the Regional Meeting in Little Rock, Nov. 6-8. We encourage you to participate in one of these focus groups. They will be clearly identified in the conference program.

Four graduate students will have the opportunity to become part of the focus group research team. Selected team members will receive conference registration fees and a stipend. If you are a graduate student or know of a graduate student who might be interested in applying to be a member of the research team, contact Annemarie Vaccaro, Coordinator of Research at 303-871-3986 or Annemarie.Vaccaro@du.edu.

NASPA IV-West Award Nominations Due July 31

Do you know someone who works tirelessly on behalf of students, on behalf of NASPA, or on behalf of your institution? Now is the time to nominate these folks for prestigious recognition through the NASPA IV-West Awards process. Awards includes the Rhatigan Award, Distinguished Service, Rising Stars, etc. The entire process is done online and information can be obtained at: www.naspa.org/resources/awardsnom.cfm.

We have so many outstanding colleagues and "rising stars" in our region that are worthy of being recognized. Take a few minutes in the next few weeks to submit a nomination.

Questions? Contact Lori Reesor, Region IV-West Awards Chair, at lreesor@ku.edu or 785-864-4068.

SAPAA



Are you interested in building bridges between Academic and Student Affairs?

If so, then here's your opportunity to get involved. The Student Affairs Professionals working in and with Academic Affairs (SAPAA) Knowledge Community is looking for advisory board members to help develop programs and services to the IV-West community. Limited time commitment; however, incredible opportunities to impact the Region. Contact Amanda Stone Norton at 303-871-3989 or anorton@du.edu for more information.

NASPA IV-WEST ADVISORY BOARD MEETING

Nov. 1-2, 2006

2006 Regional Conference, Breckenridge, Colo.

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 Wednesday, Nov. 1, 1-5 p.m. and Thursday, Nov. 2, 7:30-10 a.m. prior to the Breckenridge Regional Conference.

2. Board Decisions/Recommendations/Motions/Announcements

- A Task Force assigned to conduct an analysis of the Advisory Board size, composition and efficiency presented a series of recommendations, which were reviewed and discussed at length by the Board. The Board will be reviewing the options and it is anticipated that a final decision on board size and composition will be made prior to the March meeting in Orlando, Fla.
- The Advisory Board is working toward the adoption of "Regional Financial Practices & Policies" – financial procedures which follow standard protocol, using guidelines from the national office. A final decision of approval will be made prior to the March meeting in Orlando.
- Update on "Graduate Student Voting" proposal. The proposal will not be on the '07 election ballot. However the Region IV-W Advisory Board continues to support this proposal and will provide leadership and assistance to the national Professional & Graduate Student KC chair to develop action steps that will involve educating voting delegates on this important matter so that it can be placed on the '08 ballot.
- The 2008 Region IV-W conference will be held in Tulsa, Okla. The hotel and conference chair are yet to be selected.
- A Region IV-W Leadership Manual is being developed and will be available on the IV-W Web page. The manual will be used for training new Board members and as a reference source for all board members. Position descriptions for all Board positions will be included in the manual.

3. The Region IV-West Advisory Board will meet prior to the NASPA national conference to be held in Orlando, Fla., in April. Agenda items for that meeting include:

- Follow up report on the outcome of the Advisory Board Structure report.
- Follow up report and discussion on the implementation of the "Regional Financial Practices & Policies" procedures.
- Scholarship proposal from International Education Knowledge Community Chair to fund up to three \$1,000 scholarships to promote participation in the official NASPA International Exchange program.
- Regional conference registration fee for graduate students – What should be the minimal cost for graduate student registration? Cover food costs, etc?

4. The Mid-Level Institute held a very successful pre-conference prior to the 2006 regional conference in Breckenridge. The Co-Chairs of the Institute were Renee Arnett (Johnson County Community College) and Eric Gospitch (University of Kansas).

5. The 2007 Region IV-West conference will be held at the Doubletree Hotel in Little Rock, Ark., on Nov. 7-10, 2007. The theme will be *Building Bridges: Linking People, Resources & Best Practices*. The conference chair is Roger Sorochty (University of Tulsa). Mark your calendar now and plan to attend. The New Professional Institute will be held as a pre-conference on Nov. 6-7. More information will be distributed at the national conference and through the SSAO's.

For further information on any of the above items or other initiatives of NASPA National or Region IV-West Advisory Board, contact Cheryl Lovell, (IVWRVP@du.edu), Regional Vice President, or the appropriate Board member.

Board member reports, proposals and a complete set of minutes for this Board meeting are available from Ruth Stoner, Regional Historian, (University of Kansas), rstoner@ku.edu.

NASPA IV-WEST ADVISORY BOARD MEETING

April 1, 2007

NASPA/ACPA Joint National Conference, Orlando, Fla.

Advisory Board Agenda Update

Submitted by Ruth Stoner, Regional Historian

Summary of Board Decisions, Action Items and Future Agenda Items

1. The Region IV-West Advisory Board met on Sunday, April 1, 1–3:30 p.m. prior to the Orlando, Fla., NASPA/ACPA Joint National conference.
2. Board Decisions/Recommendations/Motions/Announcements.
 - The Arkansas College Personnel Association (ArCPA) will be a joint sponsor for the 2007 IV-West Regional Conference which will be held in Little Rock, Arkansas.
 - The Board has adopted a Leadership Manual as the Board guide for operation and orientation for new Board members. It is posted on the IV-West Web site (www.naspa.org; communities; Regional Communities; Region IV-W; Downloads; Regional Leadership Manual).
 - The Board adopted a new Board structure for a two year trial period with on-going intentional assessment. This document is posted on the IV-W Web site (www.naspa.org; communities; Regional Communities; Region IV-W; Downloads; New Advisory Board Structure).
 - The proposed "Region IV-West Financial Practices and Policies" document was approved as presented to the Board at the Breckenridge conference.
 - "Graduate Students Voting" in National and Regional elections continues to be an on-going discussion topic. The Region IV-West Advisory Board continues to support the approval of this proposal through a change in the national by-laws.
3. The 2007 Region IV-West Conference will be held at the Double Tree Hotel in Little Rock, Ark., on Nov. 7-10, 2007. The theme will be *Building Bridges: Linking People, Resources & Best Practices*. The conference chair is Roger Sorochyn (University of Tulsa). Mark your calendar now and plan to attend. The New Professionals Institute—Foundations for Success will be held as a pre-conference on Nov. 6-7. More information is available on the Region IV-West Web site (www.naspa.org; communities; Regional Communities; Region IV-W).
4. The Region IV-West Advisory Board held a summer planning meeting at the Double Tree Hotel in Little Rock, Ark., – *sum* of the 2007 Region IV-West Conference – on May 31–June 1. Updates from this meeting will be posted in the next newsletter.
5. The Region IV-West Advisory Board will meet prior to the Little Rock Region IV-West Conference on November 6-7. If you would like to place an item on the agenda for this meeting, contact Cheryl Lovell, (JVWRVP@du.edu), Regional Vice President, or the appropriate Board member.
6. Call for 2007 Regional Awards nominations will be coming soon. The deadline for nominations is July 13, 2007. Awards information and nomination forms will be available online at the regional Web site via www.naspa.org; Communities; Regional Communities; Region IV-W).

For further information on any of the above items or other initiatives of NASPA National or Region IV-West Advisory Board, contact Cheryl Lovell, (JVWRVP@du.edu), Regional Vice President, or the appropriate Board member.

A complete set of minutes for the Orlando, Fla., Board meeting are available on the Region IV-West web site (www.naspa.org; communities; Regional Communities; Region IV-W; Downloads; Regional Advisory Board Meeting Minutes).

NASPA IV-W Member Kudos



A member of Region IV-W, Diana Doyle, vice president of educational and student services at Western Nebraska Community College in Scottsbluff, Neb., was selected as the next NASPA president-elect in

February. Doyle has demonstrated a long-time record of active membership within NASPA.

"Like many of you, I have enjoyed the privilege of serving in a variety of roles for NASPA at the national and regional levels. As a past Region IV-West vice president, I had the fortunate opportunity to contribute to the region, as well as represent the members on the national board. I have been honored to serve the region in numerous capacities. Collaborating with NASPA colleagues and leaders is energizing and inspiring, and I would challenge young and seasoned members alike to take advantage of the occasions offered for involvement by NASPA," Doyle says.

Her actions and background within NASPA have proven Doyle as a true asset to the association and an effective leader for the profession. Doyle will take office as president-elect in March 2008 at the NASPA Annual National Conference in Boston.



Prakash Mathew, Vice President of Student Affairs, North Dakota State University, is one of Region IV-West's newest "Pillar(s) of the Profession."

His leadership in NASPA has been reflected in his service as Region IV-West Board member, conference committee member, institute faculty, as regional Vice President and service on the National Board of Directors; and his professional life is augmented by a wealth of service activities, both within and beyond his home institution, serving on dozens of university and community governing councils and committees; and his community presence is felt, particularly in his role as president of the Fargo Public Library Board of Directors, and throughout his service with the American Red Cross and other community groups with whom he holds personal interest; and he has received a number of awards and honors from his institution and beyond, recognizing his commitment to education, community service and citizenship.



Sara A. Boatman, Vice President for Student Life and Campus Community, Nebraska Wesleyan University, is also one of Region IV-W's newest "Pillar(s) of the Profession."

Boatman provided consultation and evaluation to more than 20 colleges and governmental organizations on topics including student affairs administration, leadership and communication. She has served in leadership roles in a variety of civic, community and professional organizations, including NASPA and its Region IV-West Board, the American Council of Education Office of Women in Higher Education Leadership and the Council of Independent Colleges, and founded the Nebraska/Great Plains Athletic Conference Deans group as a forum for communication among the senior student affairs officers in the state of Nebraska. She has received recognition from a number of Greek-letter honor societies, colleges and universities, and from student affairs professional associations, including the National Association of Campus Activities and NASPA Region IV-West, which bestowed upon her the Jim Rhatigan Award for Outstanding Performance as a Dean.

About the Newsletter

The *NASPA IV-West Newsletter* is published four times a year, in the Summer, Fall, Winter, and Spring.

Written submissions for the *Newsletter* can be sent as attachments in Microsoft Word to Karen Schlabach at schlabachk@jnmkc.edu and should

be in APA style. You may also submit photographs for the newsletter, please include the names and institutions of all people featured.

The deadline for the Fall edition is Aug. 10. The deadline for the Winter edition is Dec. 10.

Electronic archives of past issues can be found on the NASPA Web site at www.naspa.org by selecting Communities in the left-hand navigation menu, then Regional Communities, then Region IV-W, then click on Newsletters.