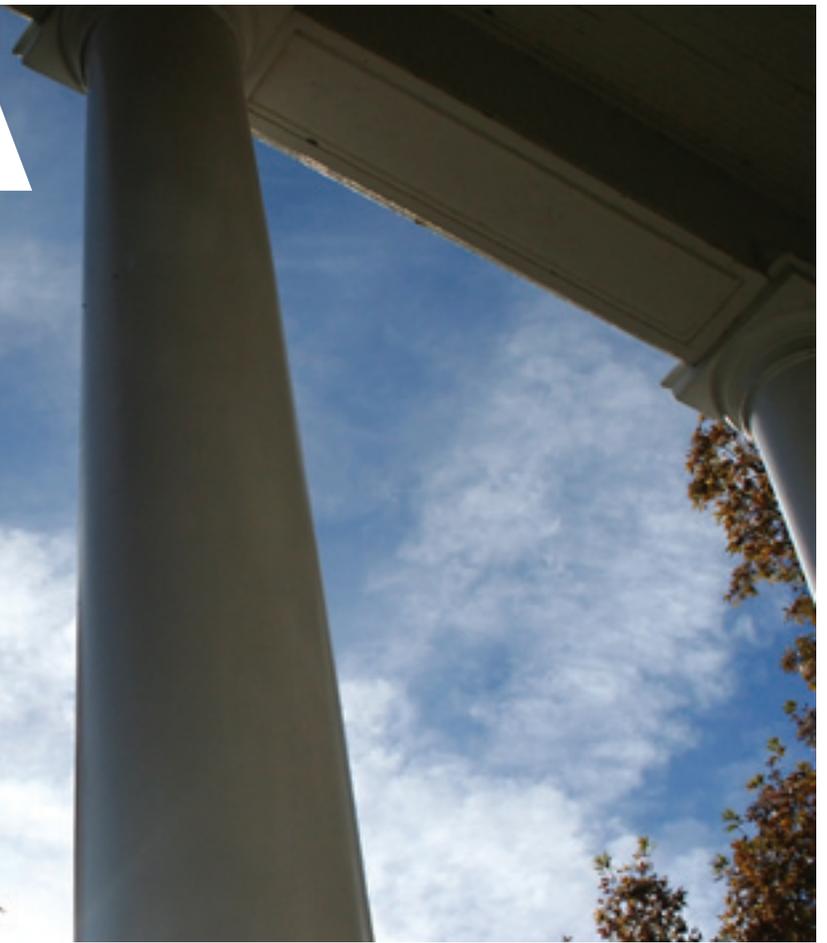


# NASPA

## IV-WEST



**S**ee you in Denver!! It has been a bumpy couple of years in higher education and in NASPA. However it is time to refocus our energy and see the things that are before us. I look forward to seeing you all in Denver, Nov 1-3rd to reconnect.

“Views that Inspire” is the theme for our NASPA Region IV-West Conference that captures the challenge before student affairs today. Earle Doman, Missouri State University and his dedicated committee have done a tremendous job of planning our regional conference. With over seventy program proposals, the committee has been able to bring the best and brightest to us in the region. With great keynotes and a location on the Denver downtown mall, I couldn’t imagine a better place for us to refocus our views and inspire ourselves and others as we look at the future of student affairs and of NASPA.

The theme “Views that Inspire” is especially pertinent as it encourages us to look to the future of higher education and student affairs. NASPA President Dr. Patricia Telles Irvine and NASPA Executive Director Dr. Gwen Dungy will be present to discuss the future of NASPA, includ-

ing the new strategic plan, proposed bylaw changes and search for a new President. Finally, this will be our last regional conference with Dr. Dungy at the helm, and I hope that everyone will take a moment to thank her for all that she has done for the student affairs profession.

I hope to see you there.  
Eric

A handwritten signature in black ink that reads "Eric Grospitch".



**Eric Grospitch**  
Regional VP NASPA IV-W  
University of Missouri - Kansas City

# REGIONAL CONFERENCE

Denver, CO  
Nov 1 - 3



Earle Doman, 2011 Conference Chair says:

**It is time to get inspired!!** The NASPA IV-West Conference is fast approaching! As you all know, the conference theme is **VIEWS THAT INSPIRE!** What you may not know is that in addition to the outstanding programs that have been selected, we have added a general session to be presented by Eric Grospitch, our Regional VP. He will lead us in a session as we highlight the recently completed NASPA/ACPA **Competency Areas for Student Affairs Practitioners**. Also, because of the increased registration of undergraduates we will be adding a *new and special reception* just for those students who have provided the undergraduate leadership so important to all of us! **Larry Roper**, Vice Provost for Student Affairs and Professor of Ethnic Studies at Oregon State University, and the **2012 NASPA National Conference Chair**, will inspire us as the opening keynote speaker; **Joe Garcia**, will share not only the realities confronting higher education but will inspire us with innovative solutions to the challenges that we all face; **Cleo Parker Robinson**, who heads the Cleo Parker Robinson Dance Organization, will help close our conference with a creative way to inspire leading with your heart! At the conference, all of us from NASPA IV-West will be able to pay special tribute to our soon to be retired Executive Director of NASPA, **Gwen Dungy**. She has been our leader, spokesperson and inspiration at NASPA since 1995. Join us as we give a big IV-West hug (and more) to Gwen.

The **deadline** to received the guaranteed conference rates at the hotel is **October 9!** Get your room reservations made now! Check out the conference schedule, link to the hotel and much, much more at <http://www.naspa.org/regions/regioniv-w/2011conference.cfm>

**SEE YOU IN DENVER!  
NOVEMBER 1 - 3, 2011**



**The Denver International Airport**  
[www.flydenver.com](http://www.flydenver.com)



**The Colorado State Capitol Building**  
[www.state.co.us](http://www.state.co.us)



**The Mile-High City Skyline**  
[www.denver.org](http://www.denver.org)

# things to do

Retirement is a time  
For feeling glad to be alive,  
A time when friendships blossom  
And enthusiasms thrive.  
A chance to do the special things  
You always wished you could.  
Retirement is a special time  
For knowing...life is good.  
-Author Unknown

NASPA IV-West wishes to recognize and celebrate the contributions of HESA faculty and student affairs staff who are retiring from the profession.

Retirees will be recognized at the NASPA IV-West regional conference. Additionally, retirees will be announced during the NASPA business meeting at the 2012 Annual Conference, and names will be printed in the program awards booklet.

If you, a member of your staff, or a colleague is retiring between March 1, 2011 and February 28, 2012, please email [tamason@fhsu.edu](mailto:tamason@fhsu.edu) with the following information:

**Name of Retiree**

**Title**

**Institution**

Without your assistance, we are sure to leave deserving professionals unrecognized. Thank you in advance for helping celebrate our retirees!

Tisa Mason  
Vice President for Student Affairs  
Fort Hayes State University

The International Education Knowledge Community of NASPA is accepting applications for the 2012 Best Practice Awards.

## The 4 categories include:

**I - International Programming** - Programs that advance awareness and global perspective in college students through campus-based initiatives, projects, and conglomerates, all sponsored by student affairs organizations.

**II - Global Partnership Program** - Programs that encourage international cooperation, with and between colleagues and students to enhance worldwide perspective.

**III - International Exchange Program** - Programs that promote global competency and cultural exchange via campus sponsored travel and/or hosted family initiatives.

**IV - Student Philanthropy** - Programs that encourage and facilitate student participation in an internationally focused service mission. Program length may vary (i.e. short term relief effort or an ongoing project).

Please visit <http://www.naspa.org/kc/iekc/bestpractices.cfm> to find the application.

For questions, please contact Kevin Stensberg at [kjs75@georgetown.edu](mailto:kjs75@georgetown.edu).

Applications must be submitted **no later than November 1st, 2011.**



# PUBLIC POLICY

## Fall 2011

Fall Greetings as we settle into a new academic year!

The discussions and legislation in Washington, DC continue as the 'debt deal' is fleshed out – predictions indicate that the 2012 budget for education will not be impacted, although there will most likely be some changes to the Pell guidelines and the dollar amounts awarded to individuals.

During the last several months, the Public Policy Division of NASPA remains active as we examine and take action on the following items:

- Supported the Carney Veterans Mental Health Bill which provides training for advisors and counselors of veterans at colleges and universities
- Endorsed the education provisions of H.R. 4872 which provides for various forms of Title IV aid, as well as grants to community colleges, historically black colleges and universities, Hispanic-speaking institutions and tribal colleges
- Worked continuously to support the Dream Act
- Endorsed S. 3447, the post-9/11 Veterans Educational Assistance Improvements Act of 2010 that makes veterans education benefits the payment of last resort
- Supported the American College Health Association lobbying efforts to maintain student health insurance policies offered by colleges and universities in a distinct category that is separate from individual or group plans affected by the health care reform movement

- Signed on to the amicus brief supporting the University of California Hastings School of Law appeal on the challenge to its non-discrimination policy regarding student organizations

- Signed on to a letter from American Council on Education (ACE) opposing the establishment of a community service requirement as a condition for receiving any tax credit for tuition and educational related expenses

- Supported the efforts of the National Intramural-Recreational Sports Association (NIRSA) to oppose the NCAA Division I initiative which would ban all non-scholastic basketball clinics and summer camps for prospective student athletes on Division I campuses

- Supported ACE efforts during negotiated rule-making to clarify critical definitions--“gainful employment” and “credit hour”--affecting institutional ability to grant Title IV aid

The NASPA Board of Directors made the request for the Public Policy Division to develop a position statement on the issue of concealed weapons on campus. I need your thoughts, ideas and experiences with and about campus safety. Please send your comments to me at [lois.flagstad@bhsu.edu](mailto:lois.flagstad@bhsu.edu)

Lois Flagstad  
VP Student Life  
Black Hills State University

# PROFESSIONAL COMPETENCY

According to the ACPA / NASPA Joint Publication, the Professional Competencies are intended to “define the broad professional knowledge, skills, and, in some cases, attitudes expected of student affairs professionals regardless of their area of specialization or positional role within the field.” A total of ten competency areas have been identified as key to our work in Student Affairs. The ten areas are:

-  • **Advising and Helping:** Providing counseling and advising support, direction, feedback, critique, referral, and guidance to individuals and groups
-  • **Assessment, Evaluation, and Research (AER):** Use, design, conduct, and critique qualitative and quantitative AER analyses; manage organizations using AER processes and the results obtained from them; shape the political and ethical climate surrounding AER processes and campus uses
-  • **Equity, Diversity, and Inclusion (EDI):** Create learning environments that are enriched with diverse views and people; create an institutional ethos that accepts and celebrates differences among people, helping to free them of any misconceptions and prejudices
-  • **Ethical Professional Practice:** Understand and apply ethical standards to one’s work; the integration of ethics into all aspects of self and professional practice
-  • **History, Philosophy, and Values:** Connect the history, philosophy, and values of the profession to one’s current professional practice; embody the foundations of the profession, from which current and future research & practice will grow; ensure that our present and future practices are informed by an understanding of our history, philosophy, and values
-  • **Human and Organizational Resources:** Selection, supervision, motivation, and formal evaluation of staff; conflict resolution; management of the politics of organizational discourse; the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology use, crisis management, risk management, and sustainable resources
-  • **Law, Policy, and Governance:** Policy development processes used in various contexts; the application of legal constructs; the understanding of governance structures and their effect on one’s professional practices
-  • **Leadership:** Knowledge, skills, and attitudes required of a leader (positional or a member of the staff), in an individual capacity and within a process of how individuals work together effectively to envision, plan, effect change in organizations, and respond to internal and external constituencies and issues
-  • **Personal Foundations:** Maintain emotional, physical, social, environmental, relational, spiritual, and intellectual wellness; be self-directed and self-reflective; maintain excellence and integrity in work; be comfortable with ambiguity; be aware of one’s own areas of strength and growth; have a passion for work; and remain curious
-  • **Student Learning and Development:** Concepts and principles of student development and learning theory, including the ability to apply theory to improve and inform student affairs practice, as well as understanding teaching and training theory and practice

Each competency area is divided into basic, intermediate, and advanced levels that grow with Student Affairs professionals as they advance in the field.

In addition, three threads run through each of the ten competency areas. The threads are:

- **Technology:** The appropriate identification and use of technology resources in one’s work
- **Sustainability:** A balanced focus on the interrelated priorities of economic strength, social justice, and environmental health

CONTINUED ON NEXT PAGE

- **Globalism:** The recognition of the interconnected nature of nations and regions of the world while understanding and respecting the uniqueness of each cultural context

While the threads and competency areas are probably already inherent in our work, the challenge to student affairs professionals is to build intentionality into their usage and training. How might the members of NASPA IV-W use the competency areas? Some ideas are built into the Joint Publication:

- As you draft position descriptions, pay attention to the competency areas. Which basic, intermediate, or advanced skills do you need from your professional?
- While mentoring undergraduate or graduate students, the competencies are a fantastic guide for demonstrating the skills, knowledge, and attitudes needed for success in the field. Career services may find relevant applications, as well.
- Training sessions can be built around the competency areas to help further develop skill sets, or a full curriculum may be established. Collaboration with academic departments or other units may be possible, as well.
- Include the competencies in syllabi for graduate or resident assistant classes.
- Professional staff members can be challenged to determine their skill levels through individual self-assessments.
- Social media, electronic portfolios, and websites can highlight student affairs professionals' accomplishments in the competency areas. Showcase your strengths!
- Utilize the competencies in promoting Careers in student affairs month or educating others about the work in Student Affairs.
- In this time of limited funding, justification is always helpful. Use the competencies to demonstrate a need for resources or the need for continued professional development.
- Enhance your learning curve by creating learning outcomes around the various competencies.
- Include the competencies in your presentations, program proposals, newsletter articles, and more to spread the word to other student affairs professionals. When attending conferences, seek out presentations that intentionally focus on the competency areas.

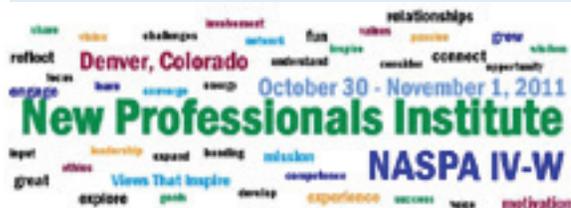
Is your campus or division intentionally utilizing the competencies? In future articles, we will highlight various competency areas to demonstrate other ways your campus may use specific areas. Please share your resources, and we'll showcase you! Feedback, ideas, and current practices may be sent to Shana Meyer, NASPA IV-W Professional Standards at [slmeyer@fhsu.edu](mailto:slmeyer@fhsu.edu). I look forward to hearing from you!

Shana L. Meyer  
Assistant Vice President for Student Affairs  
Fort Hays State University

**Come to the Regional Conference to see how the professional competencies are used**

Resource:

National Association of Student Personnel Administrators (2010). Professional Competency Areas for Student Affairs Practitioners. Retrieved September 16, 2011 from <http://naspa.org/programs/profdev/default.cfm>



# congrats to the NPI Class of 2011!

## What is NPI?

The New Professionals Institute (NPI) is the preeminent professional development opportunity for new student affairs professionals in NASPA. NPI is a two-day, interactive training that focuses on sharing, engagement, making connections, and reflecting on a variety of topics facing new professionals in the field. This unique opportunity allows new professionals to draw on their first years of experience to improve their effectiveness and to learn from others - Foundations for Success! NPI is usually held in conjunction with the NASPA IV-W Conference.

## Who is it for?

The Institute is open to new full-time student affairs professionals who report to a mid-level or senior student affairs officer and have been professional staff less than five years.

## Will it be held next year?

No, because it is held every other year. However, MLI (Mid-level Institute) will be held next year. So if you are a mid-level student affairs practitioner, look for more details on the MLI conference in 2012!

**Katie Austin**, University of Central Oklahoma

**Megan Baker**, University of Kansas

**Jess Bank**, Northern Wyoming Community College District  
-Gillette College

**Kathi Blosser**, Johnson County Community College

**Amanda Bryant**, University of Kansas

**Camille Clark**, University of Kansas

**Delcencia Collins**, Kansas State University

**Brianna Davis**, Metropolitan Community College  
-Penn Valley

**Erica Estes-Beard**, University of Arkansas

**Jay Fennell**, Doane College

**Crystal Garcia**, University of Oklahoma

**Mauricio Montoya Gomez**, University of Kansas

**Koby Harrington**, University of Oklahoma

**Matthew Kearney**, University of Missouri-Columbia

**Hallee Kells**, University of New Mexico

**Janelle Kilgore**, University of North Dakota

**Danielle Lindley**, University of Oklahoma

**Brandon Oldham**, University of Oklahoma

**Vinay Patel**, Fort Hays State University

**Mary Beth Qualls**, University of Central Oklahoma

**Amanda Quiroz Corcoran**, University of Wyoming

**Todd Soper**, Washburn University

**Ashley Stone**, Wichita State University

**Steven Sweat**, University of Kansas

**Shiloh Venable**, Washington University, St. Louis

**Steve Willich**, Metropolitan State College of Denver

**Karina Wittmann**, University of North Dakota

**Robert Carroll**, University of Kansas

*We look forward to seeing you in Denver!*

*October 30 - November 1, 2011*

Your NPI Faculty, Liz Donnelly, Alex Gonzalez, Pat Mahon, and  
Rueben Perez and Chair, Emily Griffin Overocker

# get involved

## at the conference

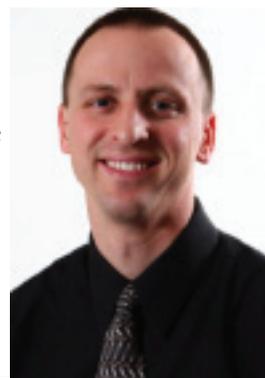
### **‘Practically Academic: Research and Publication’ (formerly Master’s Case Study Competition)**

In an effort to demonstrate more collaboration toward a practical goal and less competition among graduate students in NASPA IV-West graduate preparation programs, as a trial, graduate students and new professionals will be paired with published researchers and scholars in the field to learn useful skills for research and publication in peer reviewed journals. Teams of researchers are encouraged to choose a topic among those highlighted by NASPA funded research to identify pertinent and relevant topics in higher education and student affairs (e.g., veteran students, student mental health, student development, cost, community colleges, emergent technology, sustainability, globalization, social justice, and history). Graduate students and other young scholars are encouraged to choose topics in which feedback from a scholar mentor at the 2011 Denver Conference would be helpful. Scholar mentors are faculty in graduate preparation programs and published practitioners in NASPA IV-West.

Research teams are expected to submit at least a draft of a research or philosophical paper (10-30 pages) before the November 1-3 conference. At the conference, research teams will receive helpful feedback for publication during an assigned time to present and discuss their manuscript. Scholar mentors will commit to seeing the paper through to publication or explain why publication may not be possible. (If master’s students from a NASPA IV-West graduate preparation program wish to compete at the national conference in spring 2012, these groups can meet with an assigned scholar mentor to help them choose a group to represent the region and prepare the group for the national conference.) Ultimately, we anticipate any NASPA IV-West member interested in research and publication can submit a manuscript. Please email [jerrid.freeman@hotmail.com](mailto:jerrid.freeman@hotmail.com) and [flo.guido@unco.edu](mailto:flo.guido@unco.edu) before October 29, 2011 to sign up for the scholarly event and a scholar mentor will be assigned to you at the conference. If you wish to serve as a scholar mentor, please contact Jerrid or Flo.

Jerrid P. Freeman and Florence M. Guido

**Jerrid Freeman**  
Strategic Planning  
Consultant,  
Northeastern State  
University, and  
Interim Director  
of the Memorial  
Union,  
Fort Hays State  
University



**GET THE CHANCE  
TO GET GREAT  
FEEDBACK ABOUT  
YOUR WORK  
FROM CURRENT  
PRACTITIONERS**



**Florence Guido**  
Coordinator, Higher Education & Student  
Affairs Leadership Program, University of  
Northern Colorado, IV-W Faculty Liaison

# Living, Learning and Reflecting with HEART

Kyle Oldham - Assistant Director of Residence Life, Student Leadership, Colorado State University

*'Today I saw the eyes of several men open, including my own, to the issues which exist for women at CSU and in this nation.'* – Staff Member, Colorado State University

Social Justice and Diversity training is never easy for student staff in residence life. There is always the question of what to teach and how to relate the learned information to building community in the residence halls. After years of evaluations indicating that staff wanted more from diversity training and other staff members indicating their weariness of the same diversity training activities and sitting through repetitive lectures year after year, Colorado State (CSU) decided to take this information and look for something different that would address assessment information and provide opportunities for training that could potentially be more practical and relatable to the resident assistant position.

Utilizing identity development theory (Cross, 1995 & Helms, 1993) as a foundation for understanding student development and the Voice Project from a Bowling Green State University CSP course, a social justice and diversity training was designed by members of the training committee that included Beau Johnson, Latoya Noel and Kyle Oldham, that focuses on learning to comprehend a student's experience. This training program is called HEART (Hear, Empathize, Advocate, Respond and Transform). The purpose of this program is to create an experience where student staff members learn about the experiences and situations facing students from traditionally marginalized groups in our society while at college (i.e. students of color, women, Jewish, LGBT). By learning about said experiences and situations, student staff members can be more prepared to effectively create communities of inclusion for all students in their residence halls, while understanding larger issues of inequality, oppression and their own social identity's impact on society. In addition, the importance of learning about intersections of identities was another focus of this project as individuals hold multiple identities that impact how they operate and are perceived in our society. One staff member explained:

When I think about 'my' HEART identity, I think about intersecting identities and the challenges they bring.

Whether visible or hidden, two subordinate identities together could make life really difficult.

During the introduction of the HEART project in training, student staff were provided a packet of literature to help guide them through the self-directed reflective learning experience. Literature in the packet included academic articles on social justice and diversity, as well as blogs, news articles and other documents to explore culture in college and society at large. After receiving this information, staff was taken to offices across campus to meet with campus partners, including CSU Student Diversity Program and Services offices, to explore more about the experiences of students on campus at CSU, accompanied by professional and graduate staff to help facilitate dialogue. This also served the purpose of engaging staff at all levels to learn together about different student experiences. Another key component of the training during the week was self-reflection through journal writing. Each staff member was provided a journal for the experience to reflect upon new learning, new realizations about inequality, and ways in which to utilize training information to create inclusive communities in the halls. In addition to the journal, a Facebook and Twitter account was also used for student staff to reflect and share their experiences with co-workers. One staff member stated:

It was interesting to learn about the struggle many Jewish students have when it comes to asking faculty for an excused absence. Christians never have to ask for Christmas or Easter off. If students are struggling with this, we were informed to send them to Hillel.

Throughout the week, we were able to build stronger, intentional relationships with campus resources that focus on supporting and advocating for under-represented students and engage student staff in self-directed learning about their own privilege and the experiences of others different from them at CSU. As the year continues, we plan to create more experiences based in the HEART project that will engage our student staff to continue reflecting and thinking about ways in which differences impact a student's ability to transition and function in college communities. Ultimately, stressing the need for residential communities to be more inclusive of differences and for our staff to provide educational opportunities for students with more privileged identities to also learn and grow while living in our residence halls. We hope that by engaging the heart and mind of our student staff through the HEART project, we can begin to educate others about inequality and oppression and journey toward a future of equality and inclusion for all people.

*'Finally. The talks we need to be having... Just one step closer to world change.'* – Staff Member, Colorado State University.

# perspective from the top

## Dr. Timothy Alvarez



When Richard Monroe asked me to write an article for the NASPA Region IV West Newsletter, my initial thought was, “What could I write about that might be compelling enough to consider for the newsletter?” While I honestly struggled to think of something to share, I’ll do my best to not put you to

sleep.

I can tell you that the life of an assistant vice chancellor is probably one of the most rewarding positions on campus. One of my duties is coordinating our co-hort masters program, in collaboration with the department of educational administration. The

“I cannot truly express the joy I gain while witnessing their growth and understanding”

program includes a small co-hort of 13 students – 7 second year students and 6 first year students. These students are amazingly talented and extremely committed to student success. In addition, we expect the students to become members of NASPA, and they actually gain membership during orientation week. And they are also expected to conduct a unique summer research project in small groups, submit a proposal for the regional conference, and if selected, present at the regional conference.

I am proud to say that all three groups of students were selected to present at the Denver conference. In terms of student development, I cannot truly express the joy I gain while witnessing their growth and understanding of research from the spring of their first-year to the fall of their second year. They start as novice, maybe even newbie researchers, to fairly competent and confident researchers, especially once they conduct their interests individually for their thesis. If you have the opportunity, please consider attending their sessions, and do not hesitate to ask them critical questions about their research projects.

Lastly, these young professionals are much more competent and mature than I was at their age, but I do feel good about their future, and they will be very effective student affairs leaders. I just hope they do not take my position too quickly! My interactions with the graduate students help keep me grounded, and I do learn a lot from them every year (probably more than they learn from me). To this end, they make me a better practitioner.

---

## NASPA IV-W Advisory Board welcomes Tanaya Moon Morris

Tanaya Moon Morris serves as the Assistant Director of Admissions, with an emphasis on the recruitment of Multicultural students, at the University of Wyoming. She is very excited to accept the position of Wyoming State Membership Coordinator for NASPA Region IV West. This is not her first rodeo with the organization; Tanaya first became involved in NASPA IV-W in 2003 at the New Professionals

Institute and conference in Santa Fe, NM. She then served on the NPI Steering Committee for the Kansas City NPI and regional conference in 2005.

Tanaya looks forward to recruiting fresh new faces to the organization, and feels strongly about the commitment that NASPA IV-W has to the profession of student affairs and the collegial relationships that can be built across the various institutions.

# about the editor

**R**ichard Monroe, your NASPA IV-W newsletter editor, is proud to be a part of such an amazing Region. Richard is currently the Marketing/Sales Specialist for the Missouri State Bookstore for Missouri State University in Springfield, MO. Richard graduated in May with his Master of Student Affairs in Higher Education degree from Missouri State University. While working full-time Richard was able to complete his master's degree within two years.

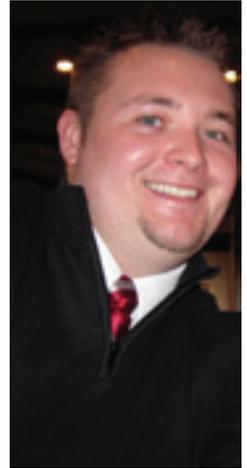
Richard's responsibilities for the Missouri State Bookstore are managing the bookstore operations, developing marketing plans, and implementing those plans while overseeing a student graphic design and marketing team. Richard also coordinates the textbook reservation program for upwards of 14,000 students every year. This program generates over \$6 million for the bookstore in sales annually. While it is lots of responsibility, Richard looks forward to "helping out and serving the best customer we have, our students." Including overseeing the IT department for the bookstore and all technology related issues, Richard is very involved with all aspects of keeping the operations a smooth process.

Richard feels privileged to have the opportunity to reach out to the many amazing members of NASPA IV-W by showcasing his talents as a Marketing and Graphic Designer and developing the newsletter for the region.

Richard has had the great opportunity to attend the Regional Conferences in Santa Fe, Omaha, and the National Conference in Chicago. Through these experiences, Richard was very excited to take on the position as editor.

"Being a part of such a great region all through my master's program has really added to my passion for student affairs. When the advisory board asked if I would be willing to take over the newsletter editor position, I was eager and excited! Thank you all for this opportunity."

Feel Free to contact Richard via email at [RichardMonroe@MissouriState.edu](mailto:RichardMonroe@MissouriState.edu), by phone 417.529.9324, or on Facebook <http://www.facebook.com/richardlmonroe>



---

## NASPA Region IV-W, Fall 2011 Newsletter

### Connect with us online



<http://www.facebook.com/groups/20323049809/>



<http://www.naspa.org/regions/regioniv-w/default.cfm>



Interested in submitting an article or story to the Region IV-West newsletter? Have a great picture at a NASPA event? Are you involved with a KC, and have something interesting to tell everyone? Submit them to the Region IV-W Newsletter. Email submissions to Richard Monroe at [RichardMonroe@MissouriState.edu](mailto:RichardMonroe@MissouriState.edu).

The deadline for the next newsletter is **December 15.**

Special thanks to Kristen Abell & Eric Gropschitz for their help in editing the newsletter.