



NASPA

REGION IV-WEST

Winter 2009

Newsletter

Mark Your Calendar

National Conference
March 7-11, 2009
Seattle, Washington

New Professionals Institute
November 1-3, 2009
Region IV-W Conference
November 3-5, 2009
Santa Fe, New Mexico

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Book Review: The Gender Gap in College: Maximizing the Developmental Potential of Women and Men

By Linda J. Sax

Reviewed by: Ron Chesbrough, Hastings College

Linda J. Sax is associate professor in the Graduate School of Education and Information Studies at UCLA, where she serves as founding faculty director of the master's program in student affairs. Dr. Sax's research focuses on gender differences in college student development and is currently principal investigator of a national study of the effects of single-sex secondary education and co-principal investigator in a project to increase women's pursuit of graduate degrees in the physical sciences and engineering.

This work grows out of Dr. Sax's review and analysis of four decades of UCLA's Cooperative Institutional Research Program (CIRP) Freshman Survey, administered to over 8 million students who participated in the survey from 1966 to 2006. The second data source for this work is a longitudinal file of students who entered college in 1994 and were followed up in 1998 via the College Student Survey (CSS). The longitudinal data of these studies allow for an assessment of how men and women change over the course of college and how college contributes to those changes.

This book, essentially Sax's report of findings from those studies, is written for researchers, practitioners, faculty, students, and policy makers – anyone with an interest in the role of gender in college. It is organized into neatly divided sections. The

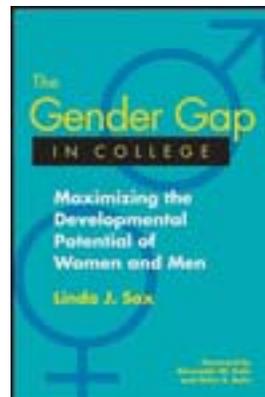
first section looks at gender differences among the cohort of students who entered college in fall 2006 and examines present-day gender differentials in the context of long-term trends over 40 years. Chapters 3 and 4 establish the theoretical framework for moving the discussion beyond gender difference in college to the impact of college on male and female student development. Chapters 5 and 6 examine the books'

central question of whether college affects men and women differently. And the concluding Chapter 8 discusses implications for practice and future research of Sax's findings.

This ground-breaking work will likely be seen as a seminal jumping off point for a renewed and sharpened focus on gender difference in college, both in terms of the differential entering attributes of male and female college students and the effects

of college on the development of men and women. And while Sax provides her own caveat for doing so early on in the book, that of reinforcing gender stereotypes and differences, this is a focus in need of attention. As practitioners in the field, most of us are familiar with the general nuances of how women and men typically experience their college years and how college tends to impact men and women differently. Sax's work allows us to dive deeper into the theoretical underpinnings of why this might be so, and to potentially use this information to aid the development of all of our students.

Book review continued on page 7...





Regional Vice President's Message

*Christine Schneikart-Luebke
Wichita State University
Region IV-West Vice President*

Happy New Year! I hope that each of you has taken the time to refresh and regenerate and that you begin the new semester with renewed energy for the important work that we do!

In a few short weeks, we will witness an incredibly historic event: the inauguration of Barack Obama, our nation's next President. On Nov. 4, during our Regional Conference in Tulsa, Okla., I sat in my room and watched with many of my colleagues as he delivered his acceptance speech. Who among us was not inspired by what he shared? Many of his comments resonated with me and I hope will provide you some food for thought. He began, "If there is anyone out there who still doubts that America is a place where all things are possible, who still wonders if the dream of our founders is alive in our time, who still questions the power of democracy, tonight is your answer." He went on to say, "The road will be long. Our climb will be steep. We may not get there in one year or even in one term. But, America, I have never been more hopeful than I am tonight that we WILL get there. I promise you, we as a people will get there!" It was at this point that the people in attendance--unsolicited--began chanting, "Yes we can! Yes we can! Yes we can!" Indeed, we are a nation who is ready for change. We know it will not be

an easy road, most of us are dealing with financial struggles on our campuses that we have never dealt with in our lifetime. These are some of our challenges: to do more with less, to find new ways to collaborate, to redefine what we do and how we do it. While these are indeed challenges, they also provide opportunities.

He concluded his acceptance speech with this, "America, we have come so far. We have seen so much. But there is so much more to do. So tonight, let us ask ourselves, 'If our children should live to see the next century, what change will they see? What progress will we have made?' This is our chance to answer that call. This is our moment. This is our time, to put our people back to work and open doors of opportunity for our kids, to restore prosperity and promote the cause of peace, to reclaim the American dream and reaffirm that fundamental truth, that, out of many, we are one; that while we breathe, we hope. And where we are met with cynicism and doubts and those who tell us that we can't, we will respond with that timeless creed that sums up the spirit of a people: Yes, we can!" So much of what he talked about happens right on our campuses. We open doors of opportunity every day! We teach and encourage peace and civility. We offer the American dream to all whom we serve! We have the ability to answer the call! Indeed, this can be our moment in time!

Reflecting on his acceptance speech I was reminded of a poem I have shared with students throughout the years. I always have found the words to be inspiring. At the start of this new year, the beginning of this new era of hope, I hope you too will find inspiration in them.

*If there were ever a time to dare,
to make a difference,
to embark on something worth doing,
it is now.*

*Not for a grand cause, necessarily --
but for something that tugs at your heart,
something that's your aspiration,
something that's your dream.*

*You owe it to yourself
to make your days here count.*

*Have fun.
Dig deep.
Stretch.*

Dream Big!

*Know, though, that things worth doing
seldom come easy.
There will be good days.
And there will be bad days.
There will be times when you want to turn around,
pack it up, and call it quits.
Those times tell you
that you are pushing yourself,
that you are not afraid to learn by trying.*

Persist!

*Because with an idea,
determination,
and the right tools,
you can do great things.
Let your instincts,
your intellect,
and your heart
guide you.*

Trust!

*Believe in the incredible power of the human mind.
Of doing something that makes a difference.
Of working hard.
Of laughing and hoping.
Of lasting friends.
Of all things that will cross your path this year.*

*The start of something new
brings hope of something great!
Anything is possible.
There is only one you.
And you will pass this way only once.
Do it right!*

~Anonymous

My wish for each of you in this new year is that you find a way to make a difference, that you believe in the incredible power of the human mind and that you remember that the start of something new brings the hope of something great! Above all else -- remember you will pass this way only once ... so do it right!

2008 Regional Conference Review

By Denise Ottinger, Washburn University & Dennis Day, Johnson County Community College

For approximately three days in early November, over 350 of our colleagues gathered in Tulsa, Okla., to share in professional development and gather knowledge as well as to re-acquaint themselves with friends and to meet and greet new ones. From the registration process, coordinated by LeeAnna Lamb, to the final recollections provided by the retiring Johnetta Cross Brazzill, the 2008 Regional Conference provided many opportunities to learn and grow.

The 48 program sessions organized by Diane Berty were varied and diverse to provide many options to those in attendance, and . . . WOW . . . what great presenters! The look of the Conference and all related materials were prepared by Kathy Talbot Rukes. She truly created visuals and publications that reflected the theme, a “Heritage in the Heartland.” Diana Robertson got us started with a tour of Oral Roberts University and a special presentation to the senior student affairs officers prior to the conference opening. Earle Domain was instrumental in getting the SSAOs together for conversation and to discuss future trends and projects.

The major speakers, Mark Milliron and Jillian Kinzie, were dynamite and, thanks to Kathy MacKay, were able to weave our theme into their presentations. The introduction to Native American dance, the opportunity to view and appreciate the photography of Ansel Adams, and the thrill and enthusiasm of the young performers from East Central University reminded us of the how rich, diverse and dynamic the region is.

Throughout the sessions, major speaker sessions and meals, Mark Bernhardt made sure participants could hear and see all the presentations well. Any conference needs extra help to keep it run-



ning smoothly; Jessica Neumann coordinated over 50 volunteers throughout our stay in Tulsa. She also assisted Jennifer Brantley with orientation sessions, coordinated the fun run/walk and served as the official photographer.

Each year, we honor folks throughout the region. This year, Lori Reesor gathered the nominations, coordinated the selection process and presented the awards, with the assistance of the Awards Committee, to honored recipients throughout the Conference.

For any conference and conference planning team, there are some givens. One is money; there is no getting around it. NASPA IV-W has been blessed to get sponsorships from many of our corporate and higher education partners. Ron Kopita graciously agreed to work with these partners in their support of the region. The other given: details. There are thousands of details that must be addressed throughout the conference planning, including on site. Ginger Cox made sure to record what we said we would do; made sure we did what we said; kept track of expenses and payments; and kept everyone on a sugar high. Brett Campbell was the “go to” person, arranging everything under the sun, the moon and the stars. And we mean everything.

Evaluations will be submitted by many of you, and we look forward to passing suggestions to next year’s planning team. We believe, however, the true test of a conference is the “take away.” Did you learn something you didn’t know before? Did you experience something new? Was the time in Tulsa time well spent? The conference planning committee sincerely hopes the 2008 NASPA Region IV-W Conference was a memorable experience for you. We know it was for us!

From Denise and Dennis: We hope that we have weaved our way into your Heartland.

Mid-Level Professionals Weave their Way through the 2008 Mid-Level Institute

by Gigi Secuban, University of Arkansas and Heather Schneller, University of Arkansas

Tulsa, Okla., an undiscovered jewel in the heart of the mid-west, was the location for the 2008 NASPA IV-W Mid-Level Professional Institute (MLI) offered in conjunction with the 2008 Region IV-W Conference. The Marriott Southern Hills hosted 19 MLI participants representing 13 institutions within the region.

Offered every other year, the Mid-Level Institute is designed for mid-level professionals who are nominated by their supervisor, dean or senior student affairs officer. The purpose of the MLI is to provide an intensive professional development experience that broadens participant perspectives on higher education issues, renews their commitment to the profession, and explores creative leadership strategies.

The format of the institute included presentations, case studies and experiential learning led by Institute faculty representing diverse backgrounds and experiences. Eager to share their expertise and perspectives, MLI faculty present on timely topics in student affairs.

The 2008 MLI faculty were:

- Phil Covington, Dean of Students, Southern Arkansas University
- Dr. Sherry Mallory, Special Assistant to the Vice President of Student Affairs, Western Washington University
- Dr. Cheryl Lovell, Associate Dean and former NASPA IV-W Regional Vice-President, University of Denver
- Dr. Leon McClinton, Director, Residence Life, Virginia Tech University

Presentation topics included:

- Crisis Management
- Campus Culture and Politics
- Legal/Policy Issues
- Personal and Professional Balance
- Staff Management/Supervision
- Current Issues in Higher Education

The 2008 Planning Team consisted of Gigi Secuban, MLI Co-Chair, Manager, Freshman Engineering Center, College of Engineering, University of Arkansas and Heather Schneller, MLI-Co-Chair, Coordinator, Research and Programs, University of Arkansas.

Participants were assigned to small group clusters with MLI faculty serving as facilitators and mentors during the institute. The following represents a sample of the feedback received from participants about their MLI experience:

“Enjoyed the experience very much.”

“This has been a very informative and helpful MLI. I learned a lot that I can bring back to the workplace.”

“Overall the institute was a great experience. I enjoyed meeting and learning from neighboring colleagues. All the visiting faculty were knowledgeable in their topic and gave insight on things to consider for our own campus structure.”

“Excellent professional opportunity!”

The next Mid-Level Institute will be offered in 2010. Watch for details!!

Mid-Level Institute attendees and faculty.



Region IV-West 2008 award winners

Distinguished Service Award

Ruth Stoner
Budget & Personnel Administrator
University of Kansas

James J. Rhatigan Outstanding Dean Award

Diana Doyle
Vice President, Learning & Student Affairs
Community College of Denver

Outstanding Faculty Member

Danny J. Pugh, Sr.
Associate Vice Chancellor/Dean of Students
University of Arkansas

Presidential Excellence Award

Jerry B. Farley
University President
Washburn University

Innovative Program Award

Academic Collegiate Enhancement
Casey Peterson
North Dakota State University

Outstanding New Professional Award

Monica Holland
Director, Office of Community Standards & Student Ethics
University of Arkansas

Outstanding Mid-Level Professional Award

Santos Nunez Galicia
Program Director, Sabatini Multicultural Resource Center
University of Kansas

Publication Award - Video/Computer Software

UCO International Student Recruitment Video
Dennis Dunham
University of Central Oklahoma

Support Staff Recognition Award

Vicki A. Baer
Administrative Secretary, Student Life
Washburn University

Rising Star Undergraduates

Marlon Blake
Colorado State University

Whitnee D. Boyd
University of Arkansas

Kelby C. Brown
University of Central Oklahoma

Rachel M. Glover
University of Kansas

Shara K. Mahoe
Creighton University

Patricia Morris
Missouri State University

Rising Star Graduates

Lauren Jones
University of Kansas - Medical Center

Spencer F. Mathews
Creighton University

Zach Mercurio
Colorado State University

Kurt Moderson
Missouri State University

Caleb P. Rose
University of Arkansas

Rising Star New Professionals

Kate Gary
University of Central Oklahoma

Cedric M. Kenner
University of Arkansas

James C. Stoner
Park University

Jane M. Vangness
North Dakota State University

Mandy Zweifel-Hughes
University of Kansas

The nomination deadline for next year's awards is July 31. Watch the Region IV-W Web site for nomination forms.



What is Appropriate? Expressing Religion in the Residence Halls In Public Higher Education

By Christy D. Moran, Kansas State University

As one who studies spirituality and religion in higher education settings, I often give presentations about those topics at conferences. Regardless of the topic of my presentations, I am typically asked at each about legal issues where religious expression is concerned. Many student affairs administrators are not familiar with such legal guidelines. Given my background and interest in residence life, I asked a few colleagues to collaborate with me to identify the legal freedoms and constraints related to religious expression in traditional residence halls at public institutions of higher education. An article based on our work has recently been published in the October/November 2008 issue of *The Journal of College and University Student Housing*, and I encourage you to read if you work in and/or oversee the area of residential life. A few highlights from that article are as follows:

- Residence hall rooms may be decorated with religious items and may be used for religious activities by both residents and resident assistants (RAs) as long as those items and activities do not violate hall

policies (e.g., fire hazards, quiet hours).

- Lounges and lobbies that are designated as public gathering places (i.e., not study rooms) for residents in the hall may be used for religious activities. Equal access to such spaces must be granted to all residents regardless of the focus/content of their meeting. Staff may not allow some groups of students to gather in these spaces yet prevent others from doing so.
- Staff may decide to ban students from going door-to-door to invite others to events and/or to promote particular causes. If such a policy is in place, it must be consistently enforced. In other words, students who are expressing their religion must not be the only residents banned from such activities.

For additional guidance about religious expression in the residence halls at public institutions, including information about door hangings, white boards, and bulletin boards, please see the journal referenced above.

As the representative for the Spirituality and Religion in Higher Education Knowledge

Community for Region IV-W, I want to use this opportunity to invite you to consider assisting with the planning and implementation of the Multi-Faith Service at the NASPA National Conference and/or to attend one of the three programs sponsored by the Knowledge Community. The program titles are:

- The Relevance of Spirituality, Religion, Faith, and Community in Students' Lives
- The Spirituality of Service-Learning: An Introduction
- Spiritual Quest: How Service & Diversity Spur Students' Spiritual Journeys

Additionally, one of my primary goals is to provide resources about spirituality and religion for those of you who are interested. I send out resources, once a month, to the individuals who are subscribed to the NASPA IV-W Spirituality & Religion Listserv. Please contact me (cmoran@ksu.edu) if you are interested in helping with the Multi-Faith Service, joining the listserv, and/or playing an active role in this Knowledge Community in some other way.

New Campus Safety Knowledge Community

by Jane Tuttle, University of Kansas

The Campus Safety Knowledge Community has been started under the guidance of Ryan Akers at Mississippi State University. Our newly formed NASPA IV-W Campus Safety Knowledge Community is being coordinated by Jane Tuttle at the University of Kansas. The Campus Safety KC is a forum for anyone interested in campus safety in the broadest of terms: physical safety, infrastructure safety needs, personal safety, as well as business continuity issues.

The NASPA Website states the vision of the Campus Safety Knowledge Community as follows: "By encouraging member interaction through the sharing of ideas and concepts, discussion of trends, best practices, innovative resources and research, the CSKC will provide sustained and organized efforts to foster collabora-

tion, awareness, knowledge, and support regarding the management of campus crises and critical incidents." How we in NASPA IV-W make that vision come to life is up to us. At the very least I hope that we can share information about our best practices and be another resource for your questions. As the new Campus Safety Knowledge Community Chair, I look forward to sharing about campus safety for Region IV-W and encouraging involvement in this Knowledge Community.

If you are going to the NASPA Conference in Seattle, the following safety related Pre Conference workshops might interest you. The daily educational sessions were not available by newsletter publication deadline.

- Creating Social Justice on Campus: Best

Practices and Lessons Learned – Saturday

- Residence Life, Law Enforcement and Mental Health: a Crisis Management Partnership in Practice – Saturday
- Crisis Management Plans: A How-To Approach – Sunday

Other professional development opportunities in the spring that have safety as part of their agenda include:

- ASJA Feb. 4-8 in Clearwater Beach, Fla.
- 30th Annual National Conference on Law and Higher Education sponsored by Stetson Law School and NASPA, Feb. 21-24 in Orlando, Fla.
- Crisis Management in Student Affairs E-Course through the NASPA website March 16-April 3

Get “Geeked Out” with Your Students

by Kristen Abell, University of Missouri-Kansas City

If you attended one of the many technology-focused presentations at the regional conference in Tulsa, then you, like many of your colleagues, probably already recognize the important role that technology plays in the lives and education of today's students. So why haven't you (and your colleagues) joined the Technology Knowledge Community yet?

Some people may feel this KC is not for them – they're not nearly tech-savvy enough or don't have a particular interest in becoming so. But the Technology KC is about more than “geeked out” applications and programs. It's about how our students are using these programs and applications to connect and interact with each other and with faculty and staff. It's about how they're also using these same programs

and applications to learn and how we can facilitate that learning by knowing more about technology. And it's also about how we can use technology to connect and learn for ourselves.

Still not convinced? Do you or your students use Google, Google documents, an instant messenger service, text messaging, video/computer games, or Facebook, MySpace or another social networking site? If you answered yes to any of the above mediums, you are already making use (or aware that your students are making use) of technology. Why not learn more about ways to use technology to improve connections with students or work more efficiently?

Maybe you consider yourself tech-savvy enough not to need additional informa-

tion about how to use these tools to reach students. Why don't you join and share that information with the rest of us? We're always looking for new and different ways to use technology in our work.

Whatever your reasons for not joining the Technology Knowledge Community, there is no better time than now to enter into this discussion about using technology in our work. With the current economy and ever-increasing threats to cut budgets, finding creative ways to use technology can help us all do more with less. Don't have money to fund a program for your students? Why not take it online? Create a discussion board, a blog, a chat room – and engage your students where they live. There are so many ways we can use technology to our benefit – how can you afford not to join this KC?

Extreme Makeover: Web site Edition

by Kristen Abell, University of Missouri-Kansas City

When was the last time you checked out the NASPA IV-W Web site? If you haven't visited in awhile, you're missing out on some great changes:

- In September 2008, the national Web site got a whole new look, complete with cleaner navigation and more online tools.
- The addition of more (and more current) information makes the IV-W section of the Web site a useful tool for anyone wanting to get more involved.
- Conference information for 2009 has

already been posted so you can start planning for the fabulous Santa Fe conference!

While there have been several changes to the Web site, we are still in the process of evaluating and updating it. In fact, you may have already participated in the evaluation process if you completed the survey created by our incredible graduate student workgroup from KU of Tyler Blair, Abby McNaught and Hans Broers. Some possible changes to come include a Get Involved

page, more information for regional Knowledge Communities, and easier access to archived information. We welcome your comments and suggestions during this ongoing process, and we hope you'll take a minute to check out the ever-improving site: www.naspa.org/regions/regioniv-w/default.cfm.

E-mail comments, questions, and/or suggestions to Kristen Abell at abellk@umkc.edu or Ruth Stoner at rstoner@ku.edu.

...Book review continued from page 1.

Of particular note for practitioners, to whom this review is chiefly targeted, are the sections of the book dealing with gender differences at entry to college (Chapter 2), both current and historical, and the differential impact of college by gender (Chapters 5 and 6). Whether these differences are found in cultural awareness, political and social values, academic outcomes, or career aspirations, understanding the differences allows us to begin to close gender gaps

where this is called for and to celebrate differences where this would be the appropriate response.

Rich with data, this book will raise as many questions as it answers about the conditional effects of college on student development, and to some extent this is Sax's purpose. In addition, Sax's interpretation of these data serves as much to challenge traditional beliefs about male and female development during the college years as it

does to confirm these beliefs. The stage is set by this book for much rich discussion and new research, not just about gender in college, but about the conditional effects of college on students. This is a required shelf book for higher education practitioners, researchers, and policy-makers.

Sax, L. J. (2008). *The Gender Gap in College: Maximizing the Developmental Potential of Women and Men*. San Francisco, CA: Jossey-Bass, 316 pp. (hardcover).

Public Policy Update

by Pat Boyer, University of New Mexico - Los Alamos

President Bush signed the Higher Education Opportunity Act (Reauthorization Bill) on Aug. 14, 2008, after having been passed by both the U.S. House of Representatives and Senate. The Reauthorization Bill directs:

TUITION COSTS: Institutions with large percentage increases in tuition and fees will be required to submit a report to the Department of Education targeting the reasons for the increases and the steps the institution is taking to reduce costs.

CRIME REPORTING: Crime reporting additions under the Clery Act includes a statement of campus policies regarding emergency response and evacuation procedures. These include immediately notifying the campus community upon confirmation of an emergency or dangerous situation involving immediate threat to students or staff occurring on the campus (unless issuing the notification compromises efforts to contain the emergency).

GOOD FAITH DISCLOSURE: The Secretary of Education will continue to provide clarification support in regards to disclosures of a student's education records should the student demonstrate significant risk of harm to themselves or to others, including guidance to clarify that institutions that in good faith comply with the requirements shall not be held liable for that disclosure.

TEXTBOOK ISBN NUMBERS: Effective July 1, 2010, institutions will be required to disclose in their course schedules, "to the maximum extent practicable," the International Standard Book Number (ISBN) of every required and recommended textbook, supplemental materials, and retail price information.

FINANCIAL AID: Prohibits conflicts of interest with respect to education loans in addition to prohibiting financial aid personnel from (1) soliciting or accepting gifts from lenders, guarantors, or servicers of

educational loans; (2) accepting any compensation for providing services to or for lenders; (3) receiving anything other than reasonable expenses for serving on advisory groups established by lenders or guarantors, and (4) requires the Department's Inspector General to report to Congress and publicize annually any substantiated gift ban violation.

FUTURE: Congress passed a Continuing Resolution providing funding at Fiscal Year 2008 levels for continued government operations into March 2009. This time frame allows the President Elect to take oath of office and send a budget to Congress for the next fiscal year, which usually occurs in February. The continuing resolution includes: an additional \$2.5 billion in funding for Pell Grants and \$15 million in grants to assist institutions of higher education damaged by natural disasters in 2008 (as well as waivers of provisions concerning matching funds for these institutions).

NASPA Undergraduate Fellowship Program

by Mary Alice Serafini, University of Arkansas

The NASPA Undergraduate Fellowship Program (NUFP) in NASPA IV-W is thriving. During the NASPA IV-W Conference in Tulsa, Okla., NUFP Fellows networked, volunteered and connected and attended sessions to put them on the track to careers in student affairs.

During their Connections Program, NUFP Fellows and Mentors from four universities reflected on their interest in service and the role of service in student affairs. Later that evening, NASPA IV-W Regional Vice President Christine Schneikart-Luebbe shared her experience in student affairs and became acquainted with the Fellows' interests and future plans.



NUFP Conference Attendees, Back Row: University of Arkansas Fellows: Torrey Eason, Jessica Bowers, Whitney Boyd, Teresia Greer, University of Central Oklahoma Fellow: Daviyion Johnson, Front Row: Colorado State Fellow: Marlon Blake, NASPA IV-W Regional Vice President Christine Schneikart-Luebbe, University of Arkansas Fellow: Lauren Wilson

Student Services in France

by Oscar Felix, Colorado State University

Last November, three American colleagues and I had the opportunity to participate on an educational exchange to France to learn how services are provided to college students in France: Julie Ramsey, Vice President for College Life/Dean of Students, Gettysburg College; Kathy Bradley, Executive Director, Health & Counseling, Associate Dean, Gettysburg College; and Kathleen Callahan, Residential Learning Coordinator, Winthrop University.

We were hosted in three cities: Paris, Strasbourg, and Toulouse, by the CNOUS. The CNOUS (national) and its 28 CROUS (regional) centers serve 2.2 million French and international students with housing, grants, food services, cultural programming, and study abroad services (www.cnous.fr).

The CNOUS is the French counterpart to the United States' NASPA, but differs in several key aspects. NASPA is a private, professional association that provides professional development and advocacy for student affairs educators and administrators. The federally funded CNOUS provides services to all French students through its CROUS regional centers and 12,000 employees.

In the United States, student services have historically been a function of each institution. In France however, student services are provided through CROUS regional office buildings that are not part of any campus. These offices are located in large population centers of each region and accessible to students from different institutions. If a city contains several universities, every student submits their financial aid and housing request to the regional center for processing. A majority of student requests are handled through the regional center's

website.

This system creates a higher level of efficiency, as the CROUS center can process housing assignments and grant requests for the colleges and universities in that city and region. Another benefit of a centralized approach is that prices for student meals provided by CROUS restaurants are the same across France. The subsidized price for lunch is less than \$3.50, a great value for students.

control the construction and maintenance of the residence halls, including employing their own architects and designers.

Another striking difference is that French students served through housing and counseling services are treated as independent adults. The CROUS Paris, for example, makes housing assignments to either its own but limited student housing buildings, or to apartments leased through private owners.

Unlike the American model of residence assistants who provide a high level of supervision, French students live much more independently. A French student assigned to an apartment in Paris may not have a need to be in contact with the CROUS office throughout her/his college years. However, students are not left entirely on their own. They are given information and resources to help them receive all the services that a typical American university would provide. This includes counseling services through CROUS counseling staff, and because medical health care in France is provided free of charge to all French citizens, CROUS counseling staff can easily refer students to the vast array of medical services available, including psychological services.

I encourage you to find out more about NASPA's International Education Knowledge Community programs and opportunities, including upcoming International Exchanges to China, United Arab Emirates, Mexico, New Zealand, Australia, Spain, Ireland, Germany, United Kingdom and South Africa at www.naspa.org/communities/kc/page.cfm?kcpageID=83&kcid=8. The CNOUS and CROUS staff members were great hosts and very generous in their funding for this NASPA exchange program, and have posted a story of this exchange on their website: www.cnous.fr/_actualites__archive_.htm?month=1&year=2008.



NASPA IV-W Advisory Board Meeting

November 4 & 5, 2008

2008 Region IV-W Conference, Tulsa, Okla.

Advisory Board Agenda Update

by Ruth Stoner, University of Kansas

Summary of Board Decisions, Action Items & Future Agenda Items

1. The Region IV-W Advisory Board met on Tues., Nov. 4, 1:00-5:00 p.m. and Weds., Nov. 5, 8:00-10:00 a.m., prior to the Tulsa, Okla., Region IV-W Conference.

2. A complete set of the Advisory Board minutes are available on the Region IV-W website at www.naspa.org/regions/regioniv-w/board_documents/minutes.cfm. (Navigation: NASPA (www.naspa.org); Regions; Region IV-W; Board Documents; Advisory Board Minutes; Tulsa, Okla. – November 2008).

3. Board Decisions/Recommendations/Motions/Announcements:

- The funding on all financial initiatives approved for 2008-09 was extended for one more year. In summary, the following incentives were approved for 2009-10:
 1. Enhance Annual Awards - \$2,000/annually
 2. Support for Board at Summer Planning Meeting - \$5,200/annually
 3. Support for Conference Planning Committee - \$2,000/annually
 4. NUFPP - \$3,500/annually (\$2,500 increase to current budget)
 5. Graduate Students - \$3,500/annually
 6. Knowledge Community - \$2,000/annually (\$1,000 increase to current budget)
- The Region IV-W Summer Planning Meeting will be held at the El Dorado Resort, Santa Fe, NM, site of the 2009 Region IV-W Conference. It will overlap with the 2009 Conference Planning Committee meeting.
- The Future Site Selection Committee, made up of Dennis Day, Christine Schneikart-Luebbe, and Cheryl Lovell, will explore Omaha, NE, as the site for 2010 Region IV-W conference.
- Future conference sites will be consid-

ered based upon the following priorities: First priority will be to meet membership needs, and secondly, the financial status of the region and location will be considered. A resort area will be explored every 3-4 years. The Board will begin to plan locations 5 years out.

- NASPA Region IV-W “shirts” for Advisory Board. The proposal died for lack of a motion. If there is interest to pursue shirts for general membership, it will be discussed at another time.

4. Region IV-W Web assessment project. A research team consisting of 3 higher education graduate students (Tyler Blair, Abby McNaught & Hans Broers) at the University of Kansas is conducting a Web site assessment project for class credit; the results of their assessment project will be presented in a report to the Advisory Board in Seattle. Updating and reviewing the Web site is an on-going project and is “everyone’s” project. The Ad Board Web Assessment Team is made up of Kristen Abel, Rich Rossi, Eric Grospitch and Ruth Stoner. Region IV-W members are asked to send ideas and recommendations that will make the website ‘more user-friendly’ to rstoner@ku.edu.

5. The Region IV-W Advisory Board will meet prior to the NASPA national conference to be held in Seattle in March. Agenda items for that meeting include:

- A. Feedback on the Web assessment project and recommendations for Web update.
- B. Newsletter survey to membership – paper vs. electronic & newsletter proposal presented at the Tulsa meeting. Task force: Karen Schlabach, Lori Reesor, Rich Rossi, Sara Mata-Dickerson.
- C. 2009 Region IV-W Conference in Santa Fe
 - Electronic connections, including cost, will be explored.
 - The possibility of pooling board

members to an off-site location for the Summer Planning Meeting, i.e. Kansas City, will also be explored in order to determine feasibility for off-site locations for the Regional Conference.

- 2009 conference budget
- 2009 NPI budget

D. 2010 conference site – Omaha, NE

E. Future (2011 and forward) conference sites.



If you would like to place an item on the agenda for this meeting, contact Christine Schneikart-Luebbe, nasparvp@wichita.edu, Region IV-W Vice President, or the appropriate Board member.

6. The Mid-Level Institute held a successful

pre-conference prior to the 2008 regional conference in Tulsa, Okla. Nineteen mid-level professionals attended the Institute, chaired by Gigi Secuban (University of Arkansas) and Heather Schneller (University of Arkansas).

7. The 2009 Region IV-W Conference will be held at the El Dorado Hotel, Santa Fe, NM, November 3-5, 2009 (Tuesday, Wednesday & Thursday). Note the change of days (of the week). The conference co-chairs will be Eric Grospitch (University of Missouri-Kansas City) & Sam Ortiz Schriver (University of Colorado, Denver). Mark your calendar now and plan to attend. The New Professional Institute will be held as a pre-conference. 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-W, contact Christine Schneikart-Luebbe, nasparvp@wichita.edu, Region IV-W Vice President, or the appropriate Board member.

What's happening with Student Affairs in Region IV-W?

UNM WELCOMES NM STUDENT AFFAIRS PROFESSIONALS SYMPOSIUM

Over 125 Student Affairs professionals from all over the state descended on the University of New Mexico Student Union Ballroom Nov. 13 and 14 for the 11th Annual New Mexico Student Affairs Symposium, CONNECTIVITY: Preparing for the Future.

According to George Williams, one of the symposium's coordinators and master of ceremonies, the theme: Connectivity: Preparing for the Future, came from University of New Mexico President, Dr. David Schmidly.

"The planning committee worked hard this year to ensure that the theme encouraged excellence in student affairs," Williams said. "We were hoping to address the issues and needs of college students while promoting professional development."

To that end, the planning committee scheduled experts and featured information on

matters of importance to Student Affairs professionals, students, post-secondary parent associations, educational agencies, public/private universities and community colleges.

Participants gained valuable information on a wide variety of topics ranging from "Realizing the College Dream for Students with Asperger's Syndrome or High Functioning Autism," to "Skin to Skin, Mentoring Students of Color," to "Parental Preparation for the College Experience," and everything in between.

One of the featured speakers, Kim Kloepfel, from the UNM Division of Student Affairs, presented "Creating Excellence" a session on creating a positive work environment by developing self-efficacy, passion, strengths and innovation in the individual.

Kloepfel touched on the subject of being passionate about work and ways of understanding the different factors that affect our level of passion.

"Employees who are passionate about

themselves and their work can create passion in the workplace," Kloepfel proposed. "Part of enhancing your passion at work comes from being challenged, learning experiences and providing knowledge to others."

Other speakers, including Jenna Crabb, Director, UNM Career Services, gave advice on something student affairs professionals and others struggle with: supervising multigenerational staff. Crabb covered generations from those born in 1925 to present and described how historical events, experiences and values shape the way we think about things in every day life as well as the workplace.

At the end of this two day event, Williams said that the committee's goals for the symposium were fulfilled. "As I observed the smiles, genuine interactions, listened to conversations and experienced the sharing of knowledge amongst the participants," he says. "I do believe we accomplished what we set out to do."

Parent & Family Relations Knowledge Community

by *Laura A. Page, University of Missouri*

Knowledge Communities were formed with the sole purpose of creating and sharing knowledge. We have so much to learn from one another. Just spending five minutes with your counterpart from another institution can open a flood gate of ideas. The challenge is actually finding the time and place to interact!

A great example was set by Texas Tech University when they hosted the first ever gathering of parent programs staff members from the Big XII conference. TTU generously coordinated and executed a

2-day conference with little expense to the participants. This small group dynamic provided the ideal atmosphere for informative work sessions and idea swapping. Conversations often carried over into dinner or elevator rides and everyone left with contact information, tons of publications and lists of programs to implement on their respective campuses. TTU realized a need and came up with a solution that has evolved into an annual tradition.

The second annual Big XII Parent Programs Conference will be hosted by the

University of Texas in February 2009. Several institutions in Region IV-W also fall into the Big XII category and are encouraged to participate in this event. For the rest of our region, I encourage you to consider this example and develop other mini-conferences, retreats and opportunities to share knowledge. Please share your feedback, experiences and ideas by e-mailing Laura A. Page at pagel@missouri.edu By supporting one another, we can learn to better support our campus community!

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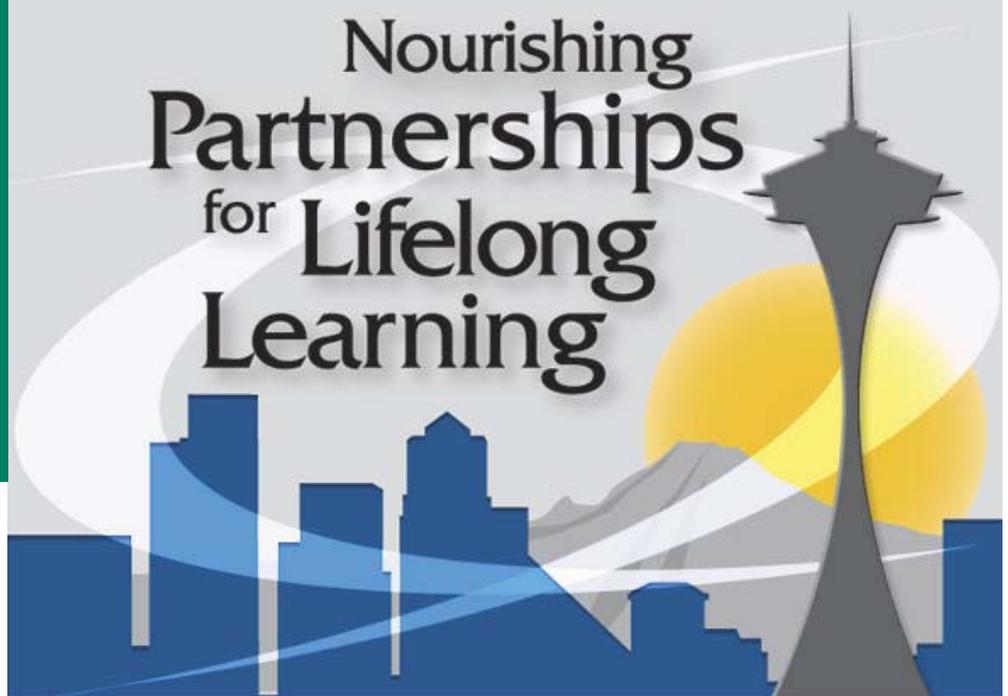


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