

**MESSAGE FROM THE CHAIR:
NANCY TYLER, Ph. D.,
COMMISSION XI**

This summer issue of "Eleven Up-Date" informs you about a variety of events, activities and actions during and following the San Francisco convention. "Transitions and Transformation," the 1992 annual convention theme, captures the essence of this year's work as both our Commission XI Directorate group members and ACPA leadership push towards a vision and implement the action steps to create the newly independent American College Personnel Association.

Commission Meetings and Sponsored Programs

Thanks to the presenters, Ron Steinke and his committee of program reviewers, who developed and provided another good set of Commission XI sponsored programs. In addition, the Commission Directorate met all day Sunday for combined professional development, discussion, exploration of issues and alternatives, review of committee reports, activities, self-study data, and preparation of affirmative action goals.

Self Study Completed

Hank Buskey, with committee members Maggie Culp, Mary Wall and Herb Cohen, collected, tabulated, and organized commission member response which are reported in this newsletter. Self-study data assists in evaluating, planning, focusing, direction with recommendations.

I urge you to review the commission self study information and note how Janna Becherer and next year's committee wish to solicit program topics both for the Kansas City convention theme and to reflect Commission needs and interests.

Respond to Call For President

Please consider submission of a program for "Educating for the Common Good: An Uncommon Agenda," the 1993 ACPA Kansas City convention. If you know a colleague who can offer a program take the time to encourage and support their involvement.

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Summer 1992**

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If you wish to promote efforts towards possible future pre-convention workshops, direct your comments and suggestions to Ron Steinke.

Open Meeting and Social Hour

The commission carnival display, open meeting and social hour were successful in providing participants in making contacts, networking, and in attracting community college professionals. Ralph Ford set up and staffed our booth to respond to questions and talk to others about Commission XI.

Our open meeting forum provided all with an opportunity to share, express concerns, seek information and develop the transi-

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ELEVEN UP DATE

MESSAGE FROM THE CHAIR

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tional and membership issues facing those student affairs professionals working in the two-year college setting. President-elect Terry Williams visited with us, and listened carefully to the comments, suggestions and concerns. *A highlight of the open meeting was the presentation of Commission XI's first research award to Dr. John Seward of San Mateo College by Maggie Culp, Research Committee Chair and the next Chair-Elect of Commission XI.*

Action Results

As a result of the commission sessions, Steve Helfgot joins the ACPA Governance Task Force, chaired by Cynthia Johnson, which convenes next before the July leadership meeting. You can be assured that Commission XI and the voices for two year colleges are being listened to and acted upon as ACPA forges an independent organization and reviews the governance structure of our organization. Since the convention, I have had phone conversations and FAX communications with President Leila Moore, President-elect Terry Williams, and Membership Co-Chair Sara Albritton to follow up on the action steps outlined in San Francisco.

If you have questions, recommendations, or directions for me, please write, call or FAX information so that I can continue to represent community college issues well at July leadership sessions.

Disaffiliation Progress

ACPA business meetings resulted in work on by-laws and the necessary work to establish the 5013c states as an independent association. Progress has been made toward getting new publishers for the journal and media publications and there is a firm contract for data storage and management. Search for new office space and an accountant, and a carrier for liability insurance are going forward.

You will find more details in **Developments** and can expect to receive a ballot to vote on new by-laws. Mal Van Deursen, newly appointed (as of July 1, 1992) Executive Director, will be at work in the Washington, D.C. area by the time you receive this newsletter.

An annual Commission XI report, budget vouchers, spending plans for fiscal year 1992-93 are finished. Acknowledgement of Directorate service through recognition certificates have been presented. *Also, Jackie Tulloch has received a distinguished service award for her contributions on the Directorate, as Commission Chair 1989-91, and as a representative to the other groups involved in our National Agenda items.*

Collaboration Results in Joint October Conference

"Agenda for the 90's"- October 4-7, 1992, will happen because of the collaborative efforts of ACPA Commission XI, the community college network of the National Association of Student

Personnel Administrators, and the National Council on Student Development of the American Association of Community and Junior colleges. Thanks to liaisons, Chick Dassance, Jackie Tulloch and Ron Steinke! Now is the time to act for early conference registration. See the insert in this issue.

The work of our commission directorate and membership with the others should result in a terrific set of programs to support our five national agenda items.

Future Directions

Seven newly elected members join the Commission XI Directorate to help us to continue to provide programs and services for student affairs professionals.

It is certainly a pleasure to announce to those not able to attend the convention that Commission XI received recognition for **EXCELLENCE IN PUBLICATIONS**, one of three commission awards granted. Special appreciation is extended to Joan Barnard, Debbie Floyd, Marge Lasek, Jennifer Wimbish and to all those contributing to our newsletter and resource disk.

Pass along your copies of "Eleven Up-Date" when you are finished reading and encourage a new person to join ACPA and our commission. If you have not requested the resources related to the five agenda items, contact Jennifer Wimbish through the information reprinted in this issue.

I am convinced that ACPA's network creates a broadly-based, inclusive, effective professional organization that meets the needs of community college student affairs professionals interested in counseling and student development!

Reviewing the past year's efforts and seeing the possibilities for us to come together and use our skills to rise above the difficult economic times and the limited resources allocated to community colleges, encourages me. There is support, and hope in our constructive, collective strength. □

COMMISSION XI WINS AWARD FOR PUBLICATIONS

Commission XI was once again selected to receive the annual ACPA Commission Excellence Award for Publications. In the letter from Jeanne M. Likins, Vice President for Commissions, to Nancy Tyler, Chair, Commission XI, our Commission was selected to receive the Award "because of your fantastic newsletter and the computer diskette which outlines resources to support the National Agenda for Two-Year College Student Affairs Staff. These two resources have enhanced the work of the members of Commission XI as well as emphasized the collaborative leadership role of the Commission on behalf of ACPA members." □

**COMMISSION XI
STUDENT DEVELOPMENT IN
TWO-YEAR COLLEGES
1991-1992 SELF STUDY**

I would like to thank Maggie Culp, Mary Wall, and Herb Cohen for accepting membership on the Evaluation Committee. Our objective from the beginning was to develop an instrument to survey members' opinions on how well the Commission is meeting its goals, and to gather information on the appropriateness and delivery of Commission services.

A special thanks is extended to Mr. John Ash, Supervisor of Testing at Prince George's Community College, and Ms. Kathleen Crawford for compiling survey returns and for assisting with the evaluation responses.

**AMERICAN COLLEGE
PERSONNEL ASSOCIATION
COMMISSION XI
STUDENT DEVELOPMENT IN
TWO-YEAR COLLEGES**

**1991-1992 SELF STUDY
MEMBERSHIP CHARACTERISTICS**

**TOTAL NUMBER OF SURVEYS
INCLUDED IN THIS REPORT 40**

	(N=40)	N /	%
SEX:			
Male		24/	60.0%
Female		16/	40.0%
Ethnic Group:	(N=40)		
American Indian		00/	00%
Asian		00/	00%
Black		03/	7.5%
Hispanic		01/	2.5%
White		36/	90.0%
Highest Degree:	(N=40)		
Baccalaureate		00/	00%
Masters		22/	55.0%
Certificate of Advanced Study/ Specialist Degree		04	10.0%
Doctorate		14/	35.0%

Other	(N=40)	00/	00%
Job Classification			
Management		11/	27.5%
Mid-management		16/	40.0%
Practitioner		13/	32.5%
Work Setting:	(N=40)		
Graduate Student		00/	00%
Community College		33/	82.5%
College/university		05/	12.5%
Other		02/	5.0%
Years experience in student development (in 2 year college)	(N=40)		
1-3 Years		03/	7.5%
3-5 Years		02/	5.0%
5-10 Years		07/	17.5%
More Than 10 Years		28/	70.0%
Size of institution where employed:	(N=40)		
Less than 5,000		18/	45.0%
Between 5,000 & 10,000		06/	15.0%
Over 10,000		16/	40.0%
Length of involvement with commission	(N=40)		
Less than 1 year		07/	17.5%
2-5 years		16/	40.0%
More than 5 years		17/	42.5%
Do your duties require you to teach one or more classes per semester?	(N=40)		
YES		15/	37.5%
NO		25/	62.5%

**CALL FOR NOMINATIONS FOR
OFFICERS AND EXECUTIVE COUNCIL
MEMBERS SCHEDULED FOR AUGUST**

In this year of our shift to an independent status, ACPA has the unique opportunity to create a new process for soliciting nominations and conducting elections for officers and Executive Council members. We are seeking ways of creating a more open process, and one that will encourage more members to submit their own names or those of others for elected positions. Any member who has ideas for modifying our process should contact Leila Moore, President, at 210-A Eisenhower Chapel, University Park, PA 16802.

The Executive Committee will be considering a new process at its summer meeting, scheduled for July 10-12. The new procedures and the call for nominations will appear in the August issue of Developments. □

COMMISSION ACTIVITIES AND GOALS RATINGS

	Level of Importance						Satisfaction with current Commission Efforts					
	N /	%	N /	%	N /	%	N /	%	N /	%	N /	%
Address current issues through programs	01/	2.5%	09/	22.5%	30/	75.0%	04/	11.8%	16/	47.0%	14/	41.2%
Sponsor professional development activities	03/	7.5%	10/	25.0%	27/	67.5%	08/	23.5%	19/	55.9%	07/	20.6%
Publish Newsletter	00/	0.0%	12/	31.5%	26/	68.5%	00/	0.0%	11/	29.7%	26/	70.3%
Establish Partnerships with related groups	02/	5.1%	23/	59.0%	14/	35.9%	03/	9.4%	20/	62.5%	09/	28.1%
Promote membership of 2-year college staff	01/	2.5%	11/	27.5%	28/	70.0%	08/	23.5%	17/	50.0%	09/	26.5%
Maintain Liaison with state organizations	06/	15.0%	18/	45.0%	16/	40.0%	10/	30.3%	17/	51.5%	06/	28.2%

COMMISSION XI SELF STUDY SURVEY HIGHLIGHTS

Ratings on Level of Importance

The following activities/goals received the greatest number of high ratings in terms of importance:

1. Address current issues through programs.
2. Promote membership of 2 year college staff
3. Publish newsletter.

The following activities/ goals received the greatest number of low ratings on terms of importance:

1. Establish partnership with related groups.
2. Maintain liaison with state-level organizations.

Ratings on Level of Satisfaction

The following activities/ goals received the greatest number of high ratings on terms of satisfaction.

1. Publish newsletter.
2. Address current issues through programs.
3. Establish partnerships with related groups.

The following activities/ goals received the greatest number of low ratings in terms of satisfaction:

1. Maintain liaison with state-level organizations.
2. Sponsor professional development activities.
3. Promote membership of 2 year college staff.

Future Goals

- Commission members gave the following goals for which the commission should aim for in the future:
- Continue activity in C.C. promotion.

- Addressing practical issues for working professionals.
- I think the Commission is doing a splendid job.
- Providing more linkages/networking via the newsletter (who can be contacted for what? Where are the exemplary programs/practices?)
- Involve more 2 year college people.
- Closer ties with AACJC in conducting research studies to improve services to student & disseminate information more frequently about changes as they occur.
- Workshops on reorganization due to downsizing and budget restrictions. how do we handle the influx of students needing development work and special population students.
- Part time students - returning students.
- Pull together common issues for informational and professional development activities of community college student Development personnel.
- Review and provide membership services direct to member. Consider telecourse and/or regional workshops.
- Newsletter has too many essays. Need more "hands on" focus.
- Two year college emphasis is refreshing.
- Linkage with Commission one, focus on developmental issues of supervision, training in management skills, and educating in leadership skills.
- Partnerships with related organization should be a priority. Professional development is also very important.
- Since I really don't work in student development any more, input from others would be more valuable. I think you are doing a great job.
- Membership: Involvement of much larger practitioner level personnel.
- Publishing: Monographs-addressed to practitioners.

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GUIDELINES FOR ACPA COMMISSION XI RESEARCH AWARD

ACPA Commission XI will award \$100 each year to support a new research study.

1. The proposed research study must relate either to the Commission XI National Agenda or to the human development program goals adopted by the ACPA Executive Committee. The National Agenda focuses on student diversity, institutional effectiveness, student success, student affairs leadership, and staff development. The ACPA program goals focus on developmental theory, assessment of developmental changes, application of theoretical constructs, and implementing developmentally focused programs on campus.
2. The proposed research study must conform to the human subject policies of the researcher's institution.
3. The written request for sponsorship must include the following information:
 - a. A clear statement of purpose and objectives, a brief outline of the research methodology including an anticipated time line, copies of all material to be mailed/distributed, and an estimate of how the \$100 award will be used.
 - b. Name, title, work address, and work phone number (FAX number provided when possible) for the principal researcher as well as other researchers involved. If the research is in partial fulfillment of graduate degree requirements, the name of the faculty advisor also is required.
 - c. Agreement with the following: to comply with the guidelines et forth in this document, to acknowledge the sponsorship of ACPA Commission XI, to adhere to the timeline established by Commission XI, to allow Commission XI to publish the research results in its newsletter and to consider the project for a formal ACPA Convention presentation, and to file periodic progress reports with the Commission XI Research Committee Chair.
4. Sponsorship requests must be submitted to the Commission XI Research Committee Chair by January 15 of the year preceding the start of the research project.
 - a. Five copies of the research proposal must be completed and forwarded to the Commission XI Research Committee Chair.
 - b. The Research Committee will recommend three finalists to the Commission XI Directorate.
 - c. At its annual March meeting, the Commission XI Directorate will select the winner of the research award and present the \$100 check.
 - d. The winning researcher must begin his/her project by July, end it no later than the following June, and submit

a final report by September. (Sample Calendar: Research Idea submitted - January 15, 1992; Selected by the Directorate - March 22, 1992; Research Initiated - July 1, 1992; Research Completed - July 30, 1993; Final Report Filed - September 15, 1993.)

- e. Generally, Commission XI will sponsor one research project each year.
- f. Priority will be given to researchers who are current members of ACPA.

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- Regional: Activities panelled NCS D regionals conduct one or more in service by region.
- Regional workshops.
- Actively seek ways (or create ways) to engage the full range of student development professionals who do not attend the national convention.
- Mentoring/professional growth/development opportunity information.
- The burgeoning enrollment of 2 year colleges indicates a new opportunity for growth and development of our profession in another area.
- Workshop in the area of doing more with less and how to downsize without cutting programs.

Volume 3, Number 6 Summer, 1992
Newsletter of Commission XI
Student Development in Two-Year Colleges
American College Personnel Association

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The Eleven Update is published three times per year
(Fall, Spring, and Summer)
by Commission XI of the
American College Personnel Association.
All contributions for the spring issue should be submitted to the editor at the above address by
August 15, 1992.

MEMENTOS FROM SAN FRANCISCO CONVENTION, MARCH, 1992



Clydia Case, Nancy Tyler, Nancy Bentley



Ron Steinke, Mike Rooney, Steve Helfgot



Michael Dotson, Nancy Tyler



Maggie Clup, Nancy Tyler, Jernnifer Wimbish



Ralph Ford, Jennifer Wimbish



Don Creamer

PROGRAM SUBMISSION CATEGORIES

Program proposals submitted for the 1993 Convention will fall into one of the following categories. There is a space on the enclosed Program Proposal Form for indicating the category under which the program is being submitted.

Sponsored Programs

ACPA's structure includes a number of Commissions and Standing Committees. Commissions represent functional or related areas of student affairs, and Standing Committees represent special constituencies served by work of the profession. These groups are identified later in this packet. Should your program be directly related to the work of one of the Commissions or Standing Committees, you may so indicate on the proposal form and submit it to the appropriate Commission or Standing Committee for review. Those programs not chosen for sponsorship by a Commission or Standing Committee and receiving favorable review will be forwarded to the General Convention Program Chairperson for consideration.

Co-Sponsored Programs

Should the content of your proposal be related to the work of more than one Commission or Standing Committee, you may submit your program to two or more Commissions and/or Standing Committees and ask that these groups consider your proposal for co-sponsorship. The two or more Commissions and/or Standing Committees will review your program and jointly select proposals which address their common concerns. Remember to submit proposal forms and related information to these groups and clearly indicate on the proposal form which groups you are asking to co-sponsor your program. Should your program not be selected for co-sponsorship, but receive favorable review, one of the groups may choose to sponsor the program independently or may forward it on for General Convention Program consideration.

REVIEW CRITERIA

The reviewing sub-committees will select those programs that demonstrate the greatest potential to contribute to the quality of the overall program. The following general criteria are provided as a guide. Program proposals should address as many of the following as possible:

1. The program is consistent with the convention theme and incorporates one or more the focus areas.
2. The purpose and objectives are clearly stated.
3. The program represents a new or creative approach and demonstrates educational and professional significance.
4. Significant consideration is demonstrated with regard to a conceptual and theoretical approach.
5. Expertise in regard to the subject matter is demonstrated through the content of the program proposal.
6. The method of delivery is appropriate for content.
7. The proposed use of audiovisual aids is appropriate. Given the significant cost of audiovisual rentals, the limited use of AV equipment is strongly encouraged.

8. The proposal demonstrates planning for the effective use of the time slot requested, including adequate opportunity for involvement and interaction by participants.
9. The proposal is consistent with the ACPA's "Nonsexist Program Guidelines" (see adjacent column)

PROGRAM PROPOSAL CHECKLIST

In order for any proposal to be fully considered, a complete program package, filled out according to the instructions, must be submitted no later than the deadline indicated for the type of program submitted. This includes the following:

1. Five (5) typed copies of the proposal package to be sent to the appropriate Program Chairperson. (Send 5 copies to all affected Program Chairpersons for co-sponsored consideration.)
2. Name, title, institution, address and phone number for all participants (and FAX number for Coordinating Presenter). Please note that only four (4) names will be listed in the convention program booklet.
3. Program title (limited to 10 words) must be clearly marked on all materials.
4. One-hundred (100) word abstract suitable for publication.
5. Five-hundred (500) word program description to be typed on pages separate from the above items. A program agenda should be included with a breakdown of time allotments for each activity. Justifications for audiovisual requests are to be included. Please exclude identifying information so that the proposal can be evaluated without knowledge of presenters' names or institutions.
6. Remember to indicate type of program, format, audiovisual equipment, focus areas and target group on proposal form.

REMINDER: If your proposal is accepted, it can be scheduled for any time during the Convention. Please verify that all presenters will be able to accommodate this dynamic.

ACPA STATEMENT OF NON-DISCRIMINATION

The American College Personnel Association does not discriminate on the basis of race, color, national origin, religion, sex, age, affectional/sexual orientation, or disability in any of its policies, procedures or practices. This non-discrimination policy covers membership and access to association programs and activities including but not limited to national conventions, placement services, publications, educational services, and employment.

FOCUS AREAS

In addressing the theme for the 1993 Convention, four focus areas are identified.

Values, Attitudes and Beliefs

Students, faculty and staff institutions of higher learning have their own values, attitudes and beliefs about the role their institutions should assume in addressing both the needs of the individual

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learner and those of society. Likewise, institutional missions often articulate values about preparing students who will contribute leadership to the professions and to the greater society. The core values and beliefs that we hold and that are held by our institutions, our students and faculty will influence institutional priorities in creating and addressing the education agenda for the future.

Several questions and issues need to be considered. What values and beliefs about higher education's role in society do our students bring to the campus? In what ways are institutional values communicated to our students and off-campus groups? What roles should student affairs professionals have in facilitating exploration of student and institutional beliefs? In what ways can the institution's curriculum and co-curriculum shape and enhance student values and belief systems? How are teaching and learning processes affected by student, faculty and institutional values? How should student affairs graduate programs prepare future practitioners to deal with the many diverse values they will face on campus? What role should and do values play in institutional decision making.

Leadership Development

Much research and discussion have focused on the concept of student leadership development in higher education. It is time for student affairs professionals to address how our own efforts can be enhanced to prepare action-oriented leaders who will leave our institutions acutely aware of society's many critical and social issues and who will be committed to using their education and talents to advance the common good.

There is an ever-growing need for ethical leaders who are sensitive to the impact that a rapidly changing society and shrinking global community will have on us in the years ahead. What role does society expect higher education to serve in preparing future leaders, and what does society expect of these leaders? As educators on the campus, what is our role in preparing students to address the most important issues of the day? Can this type of leadership be taught? How do we as student affairs professionals integrate an ethic service with our own functions on the campus and serve as role models for our student? What models of leadership and "followership" need to be taught?

Political Action and Advocacy

Democratic principles include a belief in government for the people and by the people, but very few seem "called" to get involved actively when critical issues are at stake.

How do we teach students about the political process and their role in that process as stakeholders? How do we empower them to act on their own convictions and their beliefs and to accept that their actions can make a difference? How can we assist them in shedding feelings of being powerless in affecting in any important way that happens in society? How do we facilitate student identification and exploration of the impact of economic, social, moral and political issues on the lives of others? In what ways should our institutions rally in support of the major issues of the day that

face the society and the larger global community? What advocacy roles should professional associations like ACPA and other higher education groups serve in addressing the common good? How can institutional resources be obtained or redirected in hard economic times in order to advance an educational agenda that addresses society's needs? Identifying the issues of the day is an important first step, but to be effective, we must accept our responsibility as educators and role models for our students in taking a stand in addressing these issues.

Service, Outreach and Outcomes

Student interest in advancing the common good through campus based service programs is growing in higher education. Many institutions now offer academic credit for volunteer work and involve students in meaningful reflection about their service experiences. Over 250 higher education institutions are now members of a national coalition called Campus Compact: The Project for Public and Community Opportunity League (COOL) have also been established and, as a result, thousands of our student are involved in community service. In recent years, several legislative proposals have also been introduced that attempt to connect federal aid to social service work and to require various forms of national service.

What role should volunteerism serve in institutions of higher learning? How should it be connected to the curriculum and to the co-curriculum? Should volunteerism be made "mandatory" as several have suggested? What have we learned about the impact of volunteer service on those who serve? What learning outcomes can be identified? What impact are campus-based volunteer service programs having on those who are served? To what extent are faculty and staff actively involved with students in service projects on and off campus, and how are they recognized or rewarded, if at all, for this service?

APPROACHES

The many important questions identified within each of the focus areas can serve as a basis for program sessions at the 1993 Convention. Program proposals addressing one or more of the focus areas can be approached in one of several ways:

1. By reviewing how various theories (including new ones), research and assessment contribute to our understanding of each focus area;
2. By exploring curricular and co-curricular programs that address the focus area;
3. By demonstrating how graduate preparation programs in student affairs can respond to the issues raised;
4. By defining the educational role that student affairs administrators at all levels have on the campus, especially at the mid- and senior-levels; and
5. By identifying and describing model programs currently in place in higher education and their impact on student learning outcomes.

Help us in identifying and promoting the profession's uncommon agenda: educating for the common good! □

ACPA COMMISSION XI DIRECTORATE BODY - 1992-1993

Student Development in Two Year Colleges

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The new Directorate Body of 24 members includes 8 new members elected this spring: Joan Barnard, Nancy W. Bentley, Mary Darin, Wanda Dennis, Steve Helfgot, Carolyn Kalil, Ervina Miller, and Diana Newman.

Directorate members whose terms expired and have been replaced this year include: Herbert A. Cohen, Bobbie A. Davis, Myrtle E. B. Dorsey, Howard J. Freas, Ronald J. Steinke, Ernest Thomas, Paul A. Toscano, Jacquelyn Tulloch, and Jennifer Wimbish.

1992-1993

ACPA LEADERSHIP CONVENES • JULY 10-12 IN WASHINGTON, D.C.

ACPA leadership, the executive committee, commission chairs, state division presidents and key committee chairs will convene July 10-12 for a summer leadership meeting. The Governance Task Force and the Executive Council will meet prior to the Friday through Monday sessions.

In the past a mid-year leadership meeting met in late October or the first week of November. This summer workshop will assist in ongoing efforts and decisions required to establish ACPA as an independent higher education professional organization. It will provide the leadership assuring that new responsibilities will start as early as possible in the new fiscal year.

Sensitive negotiations between AACD and ACPA leadership are at a critical point in hammering out a separation. Significant communications on the timing and details of our transition towards independent statues will be forthcoming as they are revealed.

RESOURCES LIST REQUEST FORM

Name: _____

Address: _____

City: _____

State: _____ Zip Code _____

I would like to request the following (check one)

- List on computer floppy disk
- Hard copy of list
- Number of copies _____ Amount enclosed \$ _____

Note: Please enclose \$1.00 for each copy requested.

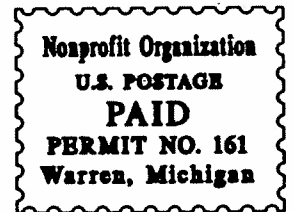
Mail your request to:

Jennifer Wimbish, Director of Counseling
Brookhaven College
3939 Valley View Lane
Farmer Branch, Texas 75244



MACOMB COMMUNITY COLLEGE

South Campus
14500 Twelve Mile Road,
Warren, Michigan 48093-3896



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