

ROCKY MOUNTAIN



VIEWS

Rocky Mountain Association of Higher Education Facilities Officers

Spring 1998

President's Message



Wayne White

The Board of Directors and Committee Chairs met for our mid-year Board meeting at Arizona State University on March 27-28, 1998. I would like to thank Val Peterson and his staff for hosting the meeting and making us feel welcome.

Several issues were discussed and a copy of the minutes will be given to each of you at our annual meeting in Prescott, Arizona in September. I would like to inform you of a few things that were approved.

First, CONGRATULATIONS to Bob Askerlund, University of Utah, for being awarded a scholarship from RMA to attend APPA Institute this fall in Portland, Oregon. RMA has two scholarships available annually for those interested in attending APPA Institute. Also, APPA offers two scholarships to each region to be used at the APPA Institute. This would allow four individuals from RMA to attend an APPA Institute each year on scholarship. Contact Harvey Chase for more information. If you would like to apply, we will review your application at our annual board meeting in September.

We also approved \$5,000 for Harvey Chase to set up a PETS Training program in several states that are interested in hosting such training. Again contact Harvey at the University of New Mexico for mor information. Harvey will also let everyone know more about the PETS Training in his article.

Each committee chairperson is writing an article to inform you of what is happening in their areas. There is also a by-laws change being proposed which add more duties to each of the vice presidents. I feel that the more focus that the three vice presidents can give, the better prepared they will be to lead RMA into the future.

The International APPA Annual meeting will be in San Jose, California, August 2-4, 1998. I would encourage anyone who can to attend. There will be an opportunity for you to attend a regional meeting there and get an update on RMA. Don't forget our RMA annual meeting in Prescott, Arizona, September 16-19, 1998. Plan now to attend. If you want more information on that meeting, contact Charles Andersen at (520) 776-2181. It will be a great conference.

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Proposed By-Law Changes

5. *Second Vice President*
 - (d) *Be responsible for subscribing members, making sure we follow policy & procedure and following up on subscribing membership each year.*
6. *Third Vice President*
 - (d) *Be responsible for scholarship processes. Solicit institutions for applications. Promote scholarships at annual meetings. Make sure we follow policy & procedures for scholarships.*
4. *First Vice President*
 - (g) *Working closely with the Secretary/Treasurer and RMA Membership chair, maintain an up-to-date and accurate membership list by Institutions and Members.*

President's Message (Continued from page 1)

Effective leadership begins with Self-Leadership, mastery of ones self. Our educational heritage is focused on learning about things. We learn what to think, not how to think. We learn what to do, not how to be. We learn what to achieve, not how to achieve. We tend to fill the container of knowledge but rarely expand it. Our success tends to be measured by the degree to which we have mastered our external environment. Could it be our single-minded focus on external results is missing the underlying dynamics supporting peak performance?

Many leaders today are like "gifted athletes". They have mastered the act of performance but what happens when they try to coach. Many have a hard time because they have not comprehended from the inside out how they became great. And so it is difficult to mentor others to greatness.

The Leadership Skills Academy and APPA Institute as well as annual meetings internationally and regionally provide opportunities for us to sharpen our skills to help us learn self-leadership mastery skills and how-to skills needed to help us in our leadership responsibilities.

A big thanks to all of you in our region.

SPRING



46th Annual Educational Conference

This is an advanced notice so that you may mark your calendar for the upcoming Rocky Mountain Association of Higher Education Facilities Officer's 46th Annual Educational Conference to be held at the Prescott Resort in Prescott, Arizona on September 16 through September 19, 1998.

The Prescott Resort is only 90 miles northwest of Phoenix. Prescott is Arizona's mile high city, surrounded by 1.4 million acres of national forest. The Prescott Resort is Northern Arizona's premier resort.

For those who arrive on Thursday, September 17, there will be a golf tournament at the Antelope Hills Golf Course. If golf isn't your style, you may want to spend the day in Prescott, or Jerome or maybe even Sedona visiting art galleries, taking in spectacular views and shopping.

There are many activities being planned for you and your companion, along with informative and educational sessions on Strategic Planning, Electrical Deregulation, Environmental Regulatory Compliance, Project Based Web-sites, Disaster Recovery and much much more that promise to make this meeting an outstanding experience.

We, at Yavapai College, are excited for this opportunity to host 1998's RMA conference. We invite you to join us in Prescott, "Everybody's Hometown." We'll leave the light on for you.

Editor's Note

As a participant in and "graduate" of the APPA Institute for Facilities Management (IFM) and the APPA (now the Leadership Institute) Executive Institute for Facilities Managers, I strongly recommend and encourage you to attend these very professional programs. I also urge you to send personnel from your unit to these professional development opportunities. RMA provides two full fee scholarships to each IFM and currently a half-fee scholarship to the Leadership Institute. The sad story is that sometimes there are no requests for the scholarships. This issue contains an application, so take some time and fill it out and send it to Harvey Chace at the University of New Mexico; it will be time well spent.

In this issue we are highlighting the interaction between the colleges and universities and our partners, the K-12 systems. With the limited resources everyone has to deal with the myriad issues all partnerships need to be explored so that we can do more with less. I hope you enjoy this issue.

Please send any comments, suggestions, reaction to articles to me either via regular mail; Paul Smith, Pima Community College, 4905D E. Broadway, Tucson, AZ 85709-1400; or e-mail; psmith@pimacc.pima.edu.

Have a great summer and I look forward to seeing you either in San Jose or Prescott.



STATE/PROVINCE REPORT

CANADA REPORT

By John Watson

This issue's theme topic of our relationships with the world of K-12 is best captured in the spirit of the following article submitted by John Younk at the University of Lethbridge:

There are two reasons for the University of Lethbridge to provide exposure of the campus and campus activities to students that are pre-high school graduates. The obvious reason for exposure is to recruit students to continue their studies with the University of Lethbridge once they have finished high school. A less obvious but equally important reason is to reinforce the positive relationship between the university and the community that it resides in.

Beyond the regular recruiting tools, the University of Lethbridge offers summer camps geared toward athletics and recreation activities. Athletes from the University of Lethbridge Pronghorn teams are recruited to coach participants from elementary school to high school in swimming, basketball, hockey, soccer and judo. This provides employment to university students while allowing pre-university athletes the opportunity to experience coaching from an elite athlete. University staff and faculty can be found introducing young students to activities such as ballet, golf, canoeing, kayaking, hiking and horseback riding.

The home school program recently contracted the Recreation Services department to provide an activity program that would allow home school students to interact with each other in recreational activities. These students now benefit from the facilities that the University of Lethbridge offers by attending their weekly physical activity class. How many elementary schools boast having a double full-sized gymnasium, a 50 meter swimming pool, tennis courts and a rubberized track? The home school program has indicated that they would like to continue to use the services of the University of Lethbridge.

The fact that the University is expected to provide facilities that reflect the size of the student body has allowed the campus to construct and maintain facilities that are unique to the area. Many kindergarten to grade twelve schools travel from towns that are 200 kilometers away to make use of the only rubberized track in Southern Alberta. Track and field meets from high schools typically take place in May and June, which is low season for the University. Many schools also travel great distances to experience the large 50 meter pool on campus. The flexibility of the pool provides these young people experiences from canoeing to platform diving. The University theater features the same lighting and prop systems that are used in the large theaters. Young students can participate in a drama experience that ends in their own production using a state-of-the-art theater.

Currently, the University of Lethbridge has the capacity to extend Internet services to individuals that are considered part of the "University of Lethbridge community." This community

extends out to several school districts who benefit from unlimited access to the Internet. Time charges will often limit a school district from contracting the services of an Internet provider because the costs are prohibitive. The University is extending its excess capacity to these as a good will gesture. In turn, local school districts provide work placement for the University's education program.

The primary focus of the U of L is to provide services and facilities to university students. However, when the University is in a position to provide unique opportunities to younger students without compromising the services to the university students, the University of Lethbridge often seizes that opportunity. The goodwill that is created by sharing these resources creates a bond between the campus and the surrounding community, proving that the University is accessible to everyone.

Steve Cripps at the Calgary Board of Education lives the K-12 experience daily. As an outsider observing Steve's work, the most obvious differences between our types of institutions are the political prominence in the media and the governance of the Board of Education. Steve had a number of commitments that keep our conversation brief, but I suspect you'll be seeing more on this topic directly from him.

In other news, Walter Retzer, retired Grounds Manager from the University of Calgary was awarded the Order of the University of Calgary at the May 14th convocation ceremony. Walter's vision and stewardship transformed a largely barren prairie setting into one of the most beautiful campuses in Canada during his 24 years here. Congratulations Walter.

By the time many of us receive this newsletter, the annual Western Canada University Physical Plant Administrator's meeting will have been enjoyed in Edmonton. Many thanks to Gordon, Rose, and the crew for a great get together.

MONTANA REPORT



Unfortunately, the public institutions of higher education in the state of Montana have again fallen upon difficult financial times. While all the signs of growth and prosperity surround us, such as an unprecedented level of campus construction projects, unprecedented growth and construction in the surrounding community, and unprecedented real estate appreciation due to unprecedented regional popularity among the monied set, over-optimistic tuition revenue projections, declining state funding, and increasing costs have

combined to create an overall 6.4% budget deficit here at MSU-Bozeman. About \$1.3 million of the deficit will be cut from the FY99 university budget and the balance in FY00 - and all of this after a nearly \$2.0 million deficit that required severe cuts in FY98.



Bob Lashaway

In Montana, a lengthy run of biennial state government budget deficits hit the university system very hard from the early 1980's until 1993, causing a gut-wrenching string of special legislative sessions in each off year, to deal with the problems. Finally, in the 1995 regular session, a budget surplus was projected for the first time in over a decade - but the conservative legislature took the opportunity to rebate the surplus in the form of property tax relief, and still cut the university system's funding request. The 1997 session saw higher education go head to head with the quickly escalating needs of the corrections system, and we know that the difficult prison over-crowding situation must again be the focus of the 1999 Legislature - to the detriment of higher education in the state. State funding for the universities has now declined to the point where it makes up only about 45% of the budget, making us clearly a "state-supported", and no longer a "state funded" institution.

At MSU-Bozeman, our Facilities Services budget (net of non-discretionary expenses such as purchased utilities, insurance, etc) has been reduced by almost 12% as a result of the FY98 and FY99 cuts, with similar prospects for the FY00 budget. To handle such bone-racking cuts has required severe staff reductions in the Facilities Dept. - we will have to cut loose 17 of our 170 FTE by the beginning of FY99. All of this at a time when demands for services and intolerance of any lack of maintenance are at an all-time high.

While the prospects for higher education in Montana are bleak, the prospects for properly maintaining our facilities to effectively support the delivery of higher education into the next century are abysmal. **RMV**

WYOMING REPORT

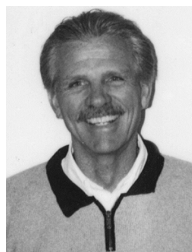


Frank Fox

At the University of Wyoming the Physical Plant interacts with the various K-12 school groups in many ways. On the education side chaperoned tours are provided to our Central Energy Plant and the Campus Landscaping Greenhouse. The Physical Plant strongly supports the local "Career Day" when students are allowed to accompany their parents to work to see what the world of work is and how important education is for success.

In the area of operations, the Physical Plant provides custodial and maintenance services to the University Preparator School (the Wyoming Center for Teaching and Learning), the Child Care Center (Day Care) and the Child Development Center (preschool). The staff also designed and erected the recreational facility at the Hitchcock House Preschool. Additionally, the Physical Plant supports Laramie's Elementary School programs when presented in the Fine Arts or Arts and Sciences Auditoriums with custodial services and stage technicians; the Boy Scouts when they utilize the University's swimming pools; and the state high school tennis tournament. Also, the location of the University and the distance to many suppliers have lead the Physical Plant to loan specialized tools to various K-12 school districts in an emergency. **RMV**

UTAH REPORT



Brian Nielsen

I have written quite a bit recently on the relationship, or lack of same, between those of us in higher ed and, by association, in APPA, and facilities professionals in public education. There has been much division and derision between the two groups and its individual representatives. After having completed a peer evaluation of the Calgary District, my eyes were opened considerably.

Yes, we are different. But in many ways we are much the same. It's not unlike Utahans and Wyomingites—they're alike more than they're different. (Sorry, Wyoming.)

Facilities professionals in both sectors have many similar challenges: increasing responsibilities, aging facilities, decreasing budgets, mounting public expectations and shrinking public support, shifting populations and fickle stake holders, increasingly complex technologies, changing delivery methods, etc. We all share "learning opportunities" with changes in code compliance, procurement of utilities, federal/state/local mandates, labor laws, OSHA regulations, security and crime control, and so on.

Why then do we insist on plowing along on separate but essentially parallel paths? There is to me no justification to proceeding that way. We as individuals in higher ed. have experiences and knowledge to share with our peers in public education, many of whom would jump at the opportunity to partake. Conversely, many school districts have undertaken energy programs, outsourcing initiatives, construction programs, etc. from which we could benefit.

Between then-President (of APPA) Ron Flinn and myself, we established a task force to examine the potentials of this relationship. They have met several times already (thanks to active financial support from Milliken). By this time next year, I will expect to see from them a well-defined plan on how we can benefit and learn from each other. RMA's own Ed Smith, who has recently moved over to the public education sector, is the chairperson of this task force. He and Tina Myers (APPA staff liaison) assure me that we are heading in a positive direction. Additionally, DOE and others have expressed an interest in this relationship.

As we in RMA discuss PET programs, etc., let's not forget that in most of our communities there are other education professionals who will likely want to participate, share and learn. Let's not shut them out! There is no general association which supports their needs. We can help fill that void to a reasonable extent.

Only through the sharing of data and information can we develop knowledge and wisdom. **RMV**

Colorado Report

By John Bruning

The topic of this edition of the Rocky Mountain Views, K-12 Initiatives, didn't generate many responses from Colorado institutions of higher education. This leads me to believe that we're all focused on taking care of facilities business at our institutions and haven't had a lot of extra time for outreach initiatives. Certainly, no one would dismiss the creative opportunities that exist for networking, identifying potential economies of scale in purchasing and training and building stronger relationships. Finding time and energy to devote to K-12 initiatives may require us to think differently about how our collective endeavors could realize benefits for everyone involved.

One RMA member from Colorado, Ed Smith, Executive Director of Facilities Management, at the University of Southern Colorado and the Pueblo School District, chairs the APPA K-12 Task Force. This task force consists of nine individuals from public school districts and private schools in the U.S. and Canada and has been meeting since December 1997. The mission of this task force is to, "Enhance global learning by sharing the facilities, knowledge and resources of APPA, higher education and the K-12 community." Task force goals and objectives include: Develop professional networking; Improve educational facilities; Marketing and outreach; Promote continuous learning opportunities; Strengthen relationships.

Three key initiatives have been identified by the task force to achieve the stated goals:

- Offering education and professional opportunities for K-12 leaders
- Offering standards that can aid K-12 operations
- Offering a networking framework that can help K-12 communities

The task force intends to expand its participation and will seek involvement on a rotating basis from other peer organizations and institutions. We are encouraged to invite the facilities manager of our local school district or a private school in our area to the next regional or chapter meeting. APPA has established a website on the APPA net, www.appa.org/k-12, for task force information. Activities and additional information regarding the task force's work will be available at both the national meeting in San Jose and the RMA meeting in Prescott.

RMV

Arizona Report



Martha Weisenburger

The interaction between K-12 students and institutions of higher learning tends to show us how a child can view the mundane and day-to-day operation of a facilities organization as a Disneyland attraction. Of course, most of us already compare some of our workgroups to a Disneyland attraction so this shouldn't be too hard to perceive.

When viewed through the eyes of a child, a facilities organization can do wondrous things. From the creations of our Computer Aided Design Specialists, to the beautiful flowers grown in our greenhouses, a facilities organization little resembles the image of the thorn-in-the-side of the institution we seem to portray to the academic community.

At Arizona State University, we organize tours of our Central Plant for high school shop classes, and have an extensive program tied to our Horticulture Resource Center which allows K-12 classes to tour the greenhouses and the Arboretum. Our Arboretum staff and Grounds Services staff also sponsor a program for the four pre-schools on campus, which allows them to join our staff for a day and learn about plant care and date harvesting. At the end of their day the children are given a plant to take home and care for. Several schools have also joined the ranks of our Arboretum Volunteer Program and work side-by-side with our seasoned volunteers.

Northern Arizona University reported on their successful "Bring Your Child(ren) to Work Day" held at NAU on Friday, April 24th. This year, NAU not only invited the children and relatives of Facilities Services employees, but also 5th and 6th grade classes from nearby Kinsey Elementary School. Children attending the function ranged in ages from 3 to 17, and those of us who are a little older felt like kids again.

The morning's activities included information tables, presentations, hands-on activities and prize drawings. Featured were:

Arizona Game & Fish
NAU Police Department
Flagstaff Police Department
Arizona National Guard brought a few field vehicles for display, the favorite being the big humvee;
Arizona Public Service's presentation of "Dragon in the Lines" was very informative about the dangers of electricity and important safety measures to take with electricity;
Don Georgia (HVAC) had his little steam engines churning away;

ARIZONA REPORT *(Continued)*

Dave Elrod (Electrical) had a display of his handcrafted knives and the materials used to make them; Chris Journigan (Maintenance) had a fly-tying demonstration with many materials on hand; Steve Huggard (HVAC) had two snow-sleds and two huskies, Ayla and Iva, for the kids to hug and pet; Grounds let the kids sit in the cabs of the big front-end loader and the road-grader and operate some of the controls while having their picture taken. Some of the smaller Bobcats were also on-hand for inspection; Wanda Koziol-Noffz (Admin. Services) and her daughter brought their two horses and provided rides; Ken Ryan (Paint) made key chains for each child with their names on them in addition to the paint mixing machine display; The Lock Shop had a nice prize in a locked box with a selection of keys for each child to choose from to test their luck in opening the box; and One of the carpenters brought in his hang glider for display and instruction on how it worked, while other carpenters had displays of some of their personal work.

After lunch, the gang went swimming at the Wall Aquatic Center and then on to the Science Building for the "Chemistry Magic" show. By the end of the day, kids and adults alike were tired, but all had a fun and informative day.

So, I guess our organizations don't fall too far from the Disneyland tree after all. But whether we liken ourselves to a Disneyland attraction, or a day at the Zoo, it's important that we don't see ourselves as a thorn-in-the-side of the institution, but rather an organization of limitless (rather than limited) potential and possibilities.

At Pima Community College, the plant operations and maintenance unit has belonged to the Association of Directors and Supervisors of School Organizations for the past five years. The association consist of members from K-12 plant operations and maintenance organizations, as well as, those from higher education. During this time frame, the College has partnered with the various K-12 districts in Southern Arizona to bring in training from national sources; i.e. R.E. Means; to the local area at a reduced cost. Additionally, draft agreements are being worked that would allow the various organizations to support each other with repair parts in the event of an emergency, as well as to establish major repair parts that would be kept on hand in each District (including the College) thereby reducing the on-hand inventory and associated costs. Last, the group has committed to providing personnel resources, if requested, to handle emergency situations. The College believes that support and participation in this organization will strengthen our relationship and lead to the development of strong partnerships with the various K-12 districts in the Tucson area.

RMV**Extracts -- RMA Board of Directors Meeting
March 27-28, 1998**

Treasurer's report indicated a budget balance of \$22,306.05, with 318 members as reported by national APPA. APPA has initiated a new program, Professional Leadership Center, and this is co-chaired by Doug Christensen, BYU and Bill Daigneau. The Comparative Costs and Staffing Report is now available from national and the new Custodial Cost and Staffing Guidelines will be published this month. The Institute for Facilities Management has raised the fee from \$700 to \$770 with a firm limit of 400 attendees (if you want to go register early). The RMA Board authorized up to \$5,000 to help sponsor a regional PETS training initiative on the Colorado front range which will also look to involve K-12 systems and another PETS program in Utah that would target outlying regions and non-APPA members. A report was given on the K-12 task force which emphasized three areas: educational/professional opportunities for K-12 communities; standards that can aid K-12 facilities growth; and, enhanced networking opportunities to include K-12 personnel. And one last item, a new position was created to chronicle RMA's activities, RMA Historian. Mr. Val Peterson accepted at the request of our president, Wayne White.



*"Of course I'll consider opposing viewpoints.
Let's flip. Heads I'm right, tails you're fired. Wooty."*

DODGING BULLETS, SCYTHES & MACES



**H. Val
Peterson**

I've heard it said over the years that tenure in the position of university presidents and facilities managers are both around seven years. The main difference between the two is that most presidents have the advantage of academic tenure and as they depart the presidency they gracefully transfer back into the role of distinguished professor. On the other hand, facilities managers do not have this same tenure

and so they just hit the streets in a most undistinguished manner.

This seven-year thing seems to be the common denominator in a wide variety of bad happenings. For instance, there were the seven plagues of Egypt orchestrated by Moses, seven year's bad luck, the seven deadly sins, seven year cycle of wet and dry years, and even the seven year itch. I'm sure you get the picture.

Since I recently completed my tenth year of non-tenured service at Arizona State University, I have been wondering if I'm overdue for the good news / bad news thing. You know, the good news: my boss tells me he has arranged for me to have more free time, fewer meetings and no budget hassles; the bad news: I am now unemployed.

Maybe my subconscious thoughts have been working overtime in this area because the other night I had a dream. Well perhaps it was more like a nightmare. In the dream, I had a meeting scheduled with my boss. As I was ushered into his office, I immediately noticed that he was wearing a new outfit. He looked strikingly (no pun intended) like the grim reaper. Upon closer inspection, however, I astutely observed that his robe looked more like academic regalia and instead of having a scythe slung across his shoulder, it was a ceremonial mace (the ornamental staff borne by an important academician in the graduation parade). As a historical note, I should point out that academia has adopted as its ceremonial mace a more refined version of the heavy spiked staff used in the Middle Ages for breaking armor. Even though more refined, kinder and gentler, a ceremonial mace in the hands of a bad-tempered and determined boss could really do a number on one's vulnerable body parts. That's all I need: to get "maced" out of a job.

The alarm clock went off about this time in the dream, so I don't really know what happened. Since this nocturnal episode may have been a premonition of impending doom, I decided I had better brush up on a few things I might need to know if forced into a job search. Through an exhilarating cruise of the Internet, I found it critically important that the unemployed be up-to-speed on the newer job-search jargon so

as not to be duped into accepting a position that would be a real bummer.

As a result of this helpful bit of research, I was able to garner the real meaning of some commonly used job search lingo. For instance, here's a little clarification of some terms:

Competitive salary: We remain competitive by paying less than our competitors.

Join our fast-paced company: We have no time to train you and you are on your own - good luck.

Seeking enthusiastic, fun, hard-working people: All our folks are a bunch of slugs.

Casual work atmosphere: We don't pay enough to expect that you'll dress up; although a couple of the real daring guys wear earrings.

Join our dynamic team: We need another body to jump on the treadmill that runs our dynamo.

Must be deadline oriented: You'll be six months behind schedule on your first day.

Some overtime required: Some time each night, and some time each weekend.

Duties will vary: Anyone in the place can boss you around.

Must have an eye for detail: We have no quality control.

Advanced degree preferred: Unless you wasted those extra years studying something like Philosophy or English.

No phone calls please: We've filled the job; our request for resumes is just a legal formality.

Seeking a candidate with a wide variety of experience: You'll need it to replace three people who just left.

Problem-solving skills a must: You're walking into a company in perpetual chaos.

Requires team leadership skills: You'll have the responsibility of a manager without the pay or status.

Good communication skills: Management communicates, you read their minds, figure out what they really want, then do it.

Now that I understand the terms, when the ax falls (or more appropriately the mace) I will be much better prepared to hit the streets running. That's assuming the boss misses on the first swing.

By the way, how long did you say you've been in your current position? Better get prepared now so you won't get "maced" out of your job!

The ROCKY MOUNTAIN ASSOCIATION OF PHYSICAL PLANT ADMINISTRATORS OF UNIVERSITIES AND COLLEGES was organized in February of 1953 for the purpose of promoting the common interest in the planning, maintenance and operation of physical plants of Universities and Colleges in the Rocky Mountain Region: to foster a professional spirit among those engaged in this work; and to support and supplement the activities of its parent organization, the "Association of Higher Education Facilities Officers (APPA)." The Rocky Mountain Region encompasses the states of Arizona, Colorado, Montana, New Mexico, Utah, Wyoming, and in Canada the Provinces of Alberta and Saskatchewan and the Northwest Territories.

REGIONAL OFFICERS 1997-98

President	Wayne Whie	Utah State University
First Vice President	Charles Anderson	Yavapai College
Second Vice President	Harvey Chace	University of New Mexico
Third Vice President	Craig Bohn	University of Utah
Secretary/Treasurer	Ed Smith	University of Southern Colorado
Newsletter Editor	Paul Smith	Pima Community College
Senior Representative	Robert Lashaway	Montana State University
Junior Representative	Jim Kelley	Auraria Higher Education Center

FUTURE MEETINGS

1998 Annual Meeting	Prescott, Arizona	Yavapai College
1999 Annual Meeting	Albuquerque, New Mexico	University of New Mexico
2000 Annual Meeting	Salt Lake City, Utah	University of Utah