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SCHOLARSHIP RECIPIENT

Ashley Weets went to ACPA thanks to SCGSNP, find out what she learned!

UNDERGRAD OUTREACH

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FIRST JOB?

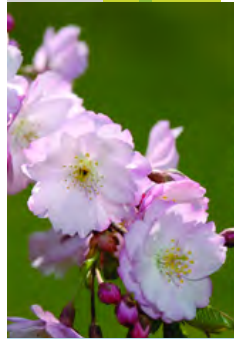
New professionals reflect on their experiences!

AND MORE!

SUMMER
2008
VOL 5, ISSUE 1



ACPA
STANDING COMMITTEE FOR
Graduate Students
& New Professionals



the eighth **VECTOR**

STANDING COMMITTEE FOR GRADUATE STUDENTS & NEW PROFESSIONALS

Summertime—& Time For A New Edition!

Campuses are quiet, reports are in, and the sun (up here in the northeast at least), is just beginning to stay out for long periods of time—I guess that unofficially means that the quiet yet also hectic summer months are upon us! Even if you are taking a few classes this summer, there is something in the air that makes everything a little calmer, a little happier, maybe even a bit brighter!

As is this year's first edition of *The Eighth Vector*, ACPA's Standing Committee for Graduate Students and New Professionals' quarterly newsletter. This issue is filled with updates from the ACPA Convention in Atlanta, as well as ways to get involved in our Standing Committee, and some reminders to keep you up to date with what is going on with ACPA 2009 in METRO D.C. It also features some articles from graduate students

and new professionals in the field—just like you!

There are links to contacts, websites, and important information—so feel free to print it out and share it—or go green and read it electronically!

Anyone can submit an article to write for *The Eighth Vector*—this is your newsletter and the more information, the better! Think you are missing out on something? Want to know more information about a topic and how it relates to graduate students and new professionals? Have some feedback about an article? Let us know! Articles and questions can be submitted anytime to danielleamorgan924@gmail.com! So let me know what you think!

I'd be remiss to not thank all of our former SCGSNP members that made



me feel so welcome at the Joint Conference over a year ago, and helped me join the Directorate and get involved! And to congratulate all the new faces! Thanks too, to Suzette, working on *The Eighth Vector* without you is sooo different—thanks so much for all you taught me last year!

-Danielle A. Morgan, Communications

SUBMIT A PROGRAM FOR ACPA 2009 | Submissions due September 8, 2008.

Present programs regarding our professional competencies (Advising and Helping; Assessment, Evaluation & Research; Ethics; Legal Foundations; Leadership & Management/Administration; Pluralism & Inclusion; Student Learning & Development; or Teaching). Also this year, Critical Issues: Crisis Response, Sustainability, and Technology. Check out <http://convention.myacpa.org/program/>!



SPECIAL THANKS: SCGSNP VOLUNTEERS SCHOLARSHIP & PROGRAM REVIEWERS, CASE STUDY, CONVENTION MENTORS... HERE'S JUST A FEW PEOPLE THAT HELPED US OUT!

Sherry Early, W. Garry Johnson, Kristan Cilente, Sarah Hermsmeir, Julie Draper, Susan Perlis, Rachel Larson, Danielle Morgan, Aarika Camp, Kathryn Widman, Heather Campbell, Erin Mink, James Barraclough, Ashley Skipwith, Deborah Taub, Claudia Duron Burke, Brett Bruner, Jenn Styron, and the SCGSNP Directorate and Directorate-Elect for stepping up and making ACPA 2008 a great experience for all!

Words From Our Chair: *Melissa Hrovatin-Bemus*

The sun is shining, the trees are blooming, and my office is finally quiet...at least for a few weeks before Summer Orientation. The time of commencement - new beginnings - means transition for our campuses and many of us. This is the time of year when I get almost daily emails with new contact information. It is a time of newness and uncertainty that can be unsettling and exciting all at the same time. ***Congratulations to all those who are graduating and to those who have accepted new positions!***

This is also a time of year for reflection. It has been almost two months since ACPA was in Atlanta and SCGSNP has a lot to be proud of as well as a great plan for moving forward into the next year and plans for 2009 in Metro DC. The 2008 Convention was historic for ACPA. Because of the 2007 Joint Meeting this was the first convention under the new governance structure and there were certainly some very noticeable changes. This was the first time that the President-Elect's address was heard during the Annual Business Meeting and the first-ever Town Hall Meeting was held on Monday afternoon. The Town Hall Meeting was a great way for the governing board to hear the voices of the members of ACPA in an entirely new format. If you missed it this year, please plan to check it out at future conventions.

SCGSNP was again able to provide scholarships to the convention for two graduate students. Cynthia Fulford (Bowling Green State University) and Ashley Weets (Western Illinois University) were selected from a highly competitive field of applicants.

Our Case Study **21 YEARS OLD** competition continued with high numbers of participants but with a new format where teams signed up together rather than being randomly assigned at the convention. The judges were extremely pleased with the high quality of the presentations.

The Convention Colleagues program received rave reviews from both seasoned professionals and new attendees. This program continues to have an impact association-wide in connecting new convention attendees with others in the association who can serve as guides and mentors to welcome them in and create life-long connections in some cases.

We had an amazing turnout at our Saturday evening social at Max Lager's and our table at the convention showcase was busy nearly the entire time. It was great to meet so many new members and we are so pleased with the new individuals who were elected to serve

SCGSNP during this year's convention.

The 2009 Convention in Metro DC will be a big one for our standing committee. We were informed too late that 2008 is actually the 20 year anniversary for SCGSNP but ACPA has agreed to let us celebrate our 21st next year. Watch for anniversary events galore next year. Along with SCGSNP the Standing Committee for Men will be celebrating their 25th, 9 states are celebrating anniversaries, the Commission for Alcohol & Other Drugs is 20, the Educational Leadership Foundation will be celebrating 15 years, the Journal of College Student Development is 50, and ACPA as an organization will be celebrating 85 years. It will be quite a convention!

I want to make sure to thank all those who made the last year possible for SCGSNP. We couldn't have done it without all the directorate members, liaisons, and advisory board members. Your dedication to our standing committee and constituents is appreciated more than you know.

I wish you all a great summer and hope to see you in DC!

National professional development conventions can be incredibly overwhelming – especially for a young graduate student. I was given a unique opportunity to experience this year's ACPA Annual Convention in a different way. **Being a recipient of the SCGSNP Scholarship allowed me to gain a new support system during this crazy time.**

If I had to narrow all of the things I learned by attending the convention down to one, it would be that **ACPA can provide a vast amount of support to its individual members.** As a graduate student, you can feel rather small when among such numbers of student affairs professionals, many who are quite accomplished and are making waves in our field. You might begin to wonder if you will ever have the capacity to do such things yourself, but then you realize that **this is why we attend these conventions – to better ourselves for the betterment of our students.**

I applied for this scholarship to learn about the SCGSNP. I was lucky enough to be able to attend last year's Joint Conference, and even had some experience as an intern in the ACPA International Office. But both experiences seemed very "big picture" to me, and I was seeking something that would allow me to learn about the standing committees and commissions, those places within the organization where people can focus their interests and work together on projects, initiatives, and research. One event I attended at this year's Convention was the Joint Standing Committee Meeting. Here I learned more about each of the six standing committees, what their goals were, and how they served the membership of ACPA. I even gained a new coffee mug and practiced my networking skills during a fun activity! I met several people in that event who were passionate about the work their standing committee did, and it truly inspired me.

It was also suggested to me to attend the Leadership Reception & Awards. Here, I saw many professionals, of all ages and walks of life, receive recognition for the work they do on a daily basis. It again showed me how supportive ACPA is of its members, and how each individual standing committee and commission is making a difference. Here I was able to meet new people and to mingle, thus grow more confident in my networking skills, which was something else I hoped to gain through this scholarship.

Finally, the people I met and got to know on the SCGSNP by attending the directorate meetings, socials, and having a mentor at the Convention taught me the value of being involved with ACPA. As a newly elected member of the SCGSNP, I now have a support system and a network of professionals from around the nation that I get to work with for the next two years. I know it will be a very fulfilling experience, and will encourage anyone and everyone to take some time, learn about the standing committees and commissions, and get involved. **There is so much that ACPA can offer, if you just take a chance.**

Undergraduate Outreach?

What is your masters in? Student affairs – what is that? Oh, yes I get it – you're a faculty member!

Do any of these questions or proclamations sound familiar? Entrance into the field of student affairs is not an easy path to maneuver. All of us probably have an entertaining story or professional mentor that sparked our interest in student development and higher education. There is a small body of research that looks at this question, **Why do people enter the field of student affairs?**

Taub and McKwen (2006) took a stab and found that, not surprisingly, 80% of respondents to their survey were encouraged to enter the field by a mentor. Taub and McKwen put forth a tough challenge. As a standing committee and association we still have 20% more students to whom we need to reach out!

At the Joint Meeting in Orlando, FL a new position was created on the SCGSNP for Undergraduate Outreach. This position was created to reach out to a population of the association that is currently, at the least, underserved. One of the responsibilities is to sit on the planning committee of the Next Generation Conference.

The Next Generation Conference was a huge success this year under the leadership of Dr. Dafina Stewart from Bowling Green State University. Over 100 students enrolled to learn more about the field of student affairs and discover that they

are not alone in their journey into the field of college student personnel.

As a standing committee we pledged to sustain the efforts of helping undergraduates learn about the field of student affairs and participate in ACPA year round. Standard 1.2 of ACPA's Ethical Standards indicates, "ACPA members, student affairs professionals will contribute to the development of the profession (e.g. recruiting students to the profession, serving professional organizations, ..." (ACPA, 2006, p. 2).

**Yeah!
We Do That!**

*By Jeff Grim
& Annie Russell*

In order to best serve our undergraduate members and the next generations of our colleagues we have to ask ourselves: What we are willing to do? Stay tuned as **Annie Russell and Jeff Grim** (Co-Undergraduate Outreach Coordinators), along with partners from across the association, look for your assistance in our new endeavors.

Let's not forget that we are where we are because we stood on the shoulders of others. **We have the obligation to help our undergraduate students** who are interested in student affairs stand our shoulders.

If you have any questions, suggestions, or would like to participate in conversations regarding undergraduate outreach please email Jeff Grim at jgrim@msu.edu.

Taub & McKwen. (2006). Decision to enter the field of student affairs. Journal of College Student Development. 47, p. 206-216

CASE STUDY WINNERS

GRADUATE STUDENTS

FIRST PLACE

Amanda Mollet &
Matthew Sullivan
Oklahoma State University

SECOND PLACE

Lesa Shouse & Alexa Uygur
Bowling Green State University

THIRD PLACE

Jessica Criswell &
Carrie Whiteside
UNC – Greensboro

NEW PROFESSIONALS

FIRST PLACE

Edward Wright & Amy Feder
Canisius College

SECOND PLACE

Ivan Ceballos &
Stephanie Chang
Pennsylvania State University

THIRD PLACE

Christopher Sclafani &
Penn State–University Park
Jason Chan
Asian & Pacific Islander
American Scholarship Fund

You're Finished Job Searching

What Now?

When I decided to pursue a career in higher education, I knew I would have to pay my dues in order to get to a position that I truly desired. After working as a Village Coordinator for two years of graduate school, and doing an ACUHO-I internship, I felt I was ready for the world. While job searching, I applied to Resident Director positions, as well as Assistant Director positions; I knew Assistant Director positions were a little out of my league, but I believed in myself. Many of my friends got job offers before me, and I began to get nervous. However, I ended up receiving multiple offers, and accepting an Assistant Director of Residence Life position at Embry-Riddle Aeronautical University; I knew it was the job for me.

After completing almost a year in my first full-time professional position, I will admit it wasn't always easy. I would often question my decisions, even decisions I had made every day in my graduate assistantship. I was afraid to speak up at first, not sure of what others would think. I even questioned if the field was right for me. In the end,

I know that I am meant to work in Higher Education for the rest of my life, and I look forward to my future. I am truly blessed to have the position I do, a supportive supervisor, and an institution where the students come first. I could not have asked for a better position, as I am challenged every day and forced to think on my feet.

As a new professional who went straight through undergraduate and graduate school, I am a relatively young professional. This can be trying at times when working with people who have been in the field for quite some time. It is important that you remember you are good at what you do, and fully capable of doing a good job. Even though you may not have the same experience as your coworkers, you, too, have great insight into the field. Being challenged is a good thing; embrace it as it will make you stronger. Use your knowledge, and don't be afraid to share ideas. Take risks often, as this is the perfect time to do so. Use your resources and don't be afraid to ask for help. Best of luck to everyone for this summer and next academic year, especially those beginning a new position!

By Kristen M. Getka

STAY CONNECTED TO SCGSNP ALL YEAR

WE ARE ON FACEBOOK | Search for the Facebook group "ACPA SCGSNP" to connect with other grad students and new professionals!

CHECK US OUT ONLINE | www.myacpa.org/sc/scgsnp/ or check out www.myacpa.org/sc/scgsnp/getinvolved.cfm to find out how to get more involved!

JOIN OUR LISTSERV | [Log in](#) to your ACPA member account, click "Manage your e-mail subscriptions," and subscribe to our listserv.

WRITE AN ARTICLE | Anyone can write an article for *The Eighth Vector*. Why don't you submit one today? Articles for the next issue are due AUGUST 1 to danielleamorgan924@gmail.com.





Committee Chair
Melissa Bemus
 Ripon College
melissa_bemus@yahoo.com



Awards
Cara Bernstein
 University of Tampa
cbernstein@ut.edu



Awards Elect
Jen Noble
 Kent State University
jnoble@kent.edu



Case Study
Nicole Long
 University of Maryland,
 College Park
longn@umd.edu



Case Study
Kelly Lough
 UMass Amherst
klough@gw.housing.umass.edu



Case Study Elect
Julie Lynch
 University of Tennessee-Knoxville
jlynch@utk.edu



Case Study Elect
Pat Marino
 Hamilton College
pmarino@hamilton.edu



Conventions Colleagues
Dennis Hicks
 University of Nevada, LV
dennis.hicks@unlv.edu



Conventions Colleagues Elect
Mike Violette
 Georgia Southern University
mviolette@georgiasouthern.edu



Historian
Jeffery Ruder
 Miami University of Ohio
ruderj@muohio.edu



Historian Elect
Nicole Robbins
 Columbia University
n.robbins85@gmail.com

Contact your ACPA Standing Committee for Graduate Students and New Professionals Directorate



Membership
Sarah Hermsmeier
 Penn State University
slh52@sa.psu.edu



Membership Elect
Katelin Getz
 Ohio University
ktgetz@gmail.com



Communications
Danielle A. Morgan
 Salem State College
danielleamorgan924@gmail.com



Communications Elect
Laura Corry
 Bowling Green State University
lcorry@bgsu.edu



Roommate Network Services
Megan Drangstveit
 Michigan State University
megandrangstveit@hotmail.com



Roommate Network Services Elect
Conni Clafin
 Johnson & Wales University
cclafin@jwu.edu



Scholarship
Meagan Hagerty
 Minnesota State University,
 Mankato
mlhagerty@yahoo.com



Scholarship Elect
Ashley Weets
 Western Illinois University
am-weets@wiu.edu



Social & Showcase
Amanda Mollet
 Oklahoma State University
amanda.mollet@okstate.edu



Social & Showcase Elect
Carrie Martin
 Ohio University
cm270403@ohio.edu



Sponsored Programs
Matt Bowman
 University of Memphis
mabowmn1@memphis.edu



Sponsored Programs Elect
Grace Fama
 Binghamton University
gfama@binghamton.edu



Sponsorship/Fundraising
Jenni Lindberg
 Michigan State University
lindbe28@msu.edu



Sponsorship/Fundraising Elect
Jarrett Kealey
 Ohio University
jk269207@ohio.edu



Undergraduate Outreach
Jeff Grim
 Michigan State University
jgrim@msu.edu



Undergrad. Outreach Elect
Annie Russell
 Bowling Green State University
erussel@bgsu.edu



Webmaster
Mark Nakamoto
 New York University
mark.nakamoto-at-nyu.edu



Webmaster Elect
Tom Schlund
 Texas Tech University
tom.schlund@ttu.edu



WHAT'S INSIDE

TOP TEN TIPS

Based on research about New Professionals

GRAD STUDENT SPOTLIGHTS

What grads around the country are thinking and doing

CAREERS IN STUDENT AFFAIRS MONTH

Ideas about how to hype up our field to your students!

TRANSITIONS?

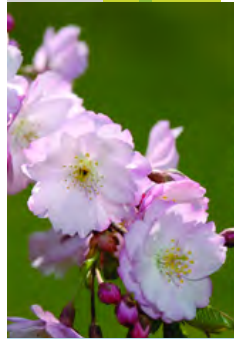
Undergrad to grad? New Profession to more seasoned? Mentors in the field? Information that shows you aren't alone!

AND MORE!

FALL
2008
VOL 5, ISSUE 2



ACPA
STANDING COMMITTEE FOR
Graduate Students
& New Professionals



the eighth **VECTOR**

STANDING COMMITTEE FOR GRADUATE STUDENTS & NEW PROFESSIONALS

Words From Our Chair:

Melissa Hrovatin-Bemus

I cannot believe that it has been over 4 months since we were in Atlanta and the 2009 Convention in Metro DC is right around the corner. The Standing Committee for Graduate Students & New Professionals (SCGSNP) is working hard to offer year-round information and opportunities for you. Besides being a time for new jobs, office moves, and general relaxation this summer has been a great time for planning for the upcoming year of the Standing Committee and the association of ACPA.

The Summer Leadership Meeting brought many of the leaders of ACPA to the campus of Davidson College for an extended weekend of learning about the association, the vision for where we are headed, and the opportunity to talk about collaboration opportunities across the association.

The directorate of SCGSNP is already working hard to integrate the new members who were elected in Atlanta and to further the new ideas and plans that were proposed at the convention or during our recent conference call. Be on the lookout for opportunities to get involved, especially as we get closer to the 2009 Convention. All opportunities will be distributed via our listserv.

Please don't forget that program submissions for the Metro DC convention are due by September 8, 2008. Also remember that this convention will be the celebration of ACPA's 85 anniversary and unique opportunities and experiences will be offered to help celebrate this milestone.

I am hoping to see you in Metro DC!

Editor's Corner

Danielle A. Morgan

Welcome back to a fresh new academic year! As things begin to fall into that long-forgotten routine, hopefully you will be able to take a moment to read the *Eighth Vector*.

This issue has articles for every member of the SCGSNP constituency. Articles about transitioning from undergrad to grad student; tips for new professionals from other new professionals; how to wrap your head around "three-years-out," even ways to advocate for our profession during Careers in Student Affairs Month this October and set goals for yourself for this academic year!

The response of individuals wanting to write for this issue was incredible, and I can't wait to see what everyone produces for the January issues (articles are due November 1st!). Articles and questions can be submitted anytime to danielleamorgan924@gmail.com!

SUBMIT A PROGRAM FOR ACPA 2009 | Submissions due September 8, 2008.

Present programs regarding our professional competencies (Advising and Helping; Assessment, Evaluation & Research; Ethics; Legal Foundations; Leadership & Management/Administration; Pluralism & Inclusion; Student Learning & Development; or Teaching). Also this year, Critical Issues: Crisis Response, Sustainability, and Technology. Check out <http://convention.myacpa.org/program/>!

Top Ten Tips for New Professionals

We conducted a year-long study of first-time, full time professionals in student affairs. *The National Study of New Professionals in Student Affairs* (read more in Renn & Jessup-Anger, 2008) suggests that new professionals face challenges in the areas of Relationships, Fit, Transition, and Building a Life. These themes will come as no surprise to readers of *The Eighth Vector* who are beyond their first year, but may provide useful insight for brand new professionals and may provide useful hindsight for those returning after their first year as full time staff. Graduate students will resonate with many of these themes – although they were derived from the experiences of over 90 full time professionals, the issues faced in transition are very similar for new graduate students and new professionals in the field. Herewith, our Top Ten Tips.

1. Remember that it's not (just) about you anymore. Undergraduate and graduate school were focused on *your* learning and development, but being an employee in higher education is different from being a student in higher education. It's your job to make sure that others are learning and developing.

2. Maintain a learning orientation. Even though it's not (just) about you anymore, keep the same hunger for learning that you had as a student. You were hired because you know a lot of things, but you will be a better educator if you approach your work as a learner, ask questions, and set learning goals. You know lots about higher education history and student development theory, and now your job is to learn how to apply that knowledge to your new context.

3. Learn to read your environment. Be a student of organizational culture. How do professionals relate to peers, to senior administrators, and to students? What are the accepted ways to communicate, get answers, and solve problems? Step back and view yourself in your new context. Can you see how others will view you? You don't have to be a carbon copy – they probably hired you because you bring something new – but you do need to figure out how the organizational culture works so that you can work in it and with it.

4. Take responsibility for your own professional development. You may work in an organization that does a great job orienting new staff and helping them set goals for professional development. But

many of you won't. *You* must take the lead in seeking out job, career, and professional development opportunities – you won't get a syllabus or an internship guide to help you do it. Think about what you want to do and learn, then make a plan to do it. Your supervisor may be able to help and support you, but if he or she can't, take it upon yourself to form a reading group, join a campus or organization committee, or propose a conference session. If your office travel budget can't send you where you want to go, figure out how to save your own money for professional development. It's worth the investment.

5. Remember that your supervisor may not be your mentor. Not every supervisor is, can, or wants to be a mentor to all supervisees. If your supervisor seems more interested in your job performance than your overall development, re-frame your expectations of him or her and make the most of the supervision you get. You can learn a lot from someone who is focused on your job performance.

6. Establish a "board of directors" or "multiple mentors." Many successful professionals have more than one mentor at a time. You can stay connected to grad school faculty and former supervisors who are mentors while you seek mentors for new and developing aspects of your life. Especially if you are looking for someone "just like you" to be a mentor, you may be disappointed. If you expand your vision of mentoring to include people who can mentor you in different ways you make yourself available to learning more.

7. Rely on support networks you have while you build new ones. The transition can be hard. You've let go of one trapeze before you've caught the next one. Let your existing support networks be the net as you scramble for the next catch. Use phones and facebook and IM to stay in touch with important people while you make connections in your new community. You don't have to "go it alone" – and remember that the friends you left behind may have been strangers just a few years before your current transition. You *will* make new friends.

8. Don't let your work become your whole life. It's easy when you don't have a social network to fall into staying at the office 12 hours a day. And new professionals often work long hours. But are you really working

long hours because you *have* to? (The answer is probably yes sometimes.) Or are you working long hours because you don't want to be alone in your apartment? (The answer may also be yes sometimes.) Without the social and calendar structure of school you may struggle to figure out how to have a life on your own. Make it a priority to get out and join a gym or a faith community, a knitting circle or rock band. Read fiction. Visit a museum. Go camping. Have a weekly dinner group or get a dog. But get off the computer and out of the office if you don't really need to be there.

9. Give yourself time and space. If you're deliriously happy in your new job, that is wonderful. If you are achingly miserable, give yourself a few months to sort out the reasons for the misery. Many people experience both delirium and misery in their first year. The ones who seem to fare best are those who keep the job and themselves in perspective. Use mentors and friends to help you reflect on where you are and what you're doing.

10. Be confident, but humble. You were hired because your organization believed in you. And you have skills and knowledge to bring to your new setting. In the transition, you may sometimes forget that you are highly competent, because in transitions you may not feel confident. But raise your head up and know that you have something to contribute to your new organization. Remember, too, that you have much to learn from your new organization, and humility is a very appealing characteristic. It lets you laugh at yourself, provides perspective, and makes you approachable. Confidence paired with humility allows you to be a learner *and* a knower *and* a teacher – all of which will make you an excellent new professional in student affairs.

We don't guarantee a perfect transition and first year based on these tips, but we offer them with hope that they will help somewhat as you begin – or continue – this professional journey. Good luck. We're rooting for you.

Kristen A. Renn, (renn@msu.edu)
Eric R. Jessup-Anger, (jessupa2@msu.edu)
Sara J. Doyle, (sdoyle7@depaul.edu)

Renn, K. A., & Jessup-Anger, E. R. (2008). *Preparing new professionals: Lessons for graduate preparation programs from the National Study of New Professionals in Student Affairs*. *Journal of College Student Development*, 49 (4), 319-335.

When thinking about what to write for this issue of the 8th Vector, one idea that was thrown around was “realizing you can't do everything as a graduate student,” and that is definitely true; Graduate students, for the sake of our professional and personal balance, and frankly, sanity, really can't do it all. Surely many of my colleagues, having finished the year utterly exhausted, figured out this lesson and hopefully used some of their summers to relax and regroup. Certainly graduate students can't do it all, but upon reflection this summer, however, I have found something more to the opposite. Although I can't do it all...I can definitely do more in graduate school than I am doing right now.

After finishing my stint as a student leader in undergrad., I was determined to lead a quieter life as a first-year masters student. And that's just what I did. Of course the year was filled with assistantship celebrations and challenges, late night paper writing parties, conference jet-setting, and all but memorizing the APA manual, I did very little to fill in the gaps on my resume. There were no committees. There was no “of course I'll help out with that.” There were very few commitments in my planner that drifted past the 8-5. And there was little to no “well, I guess if you just need one more volunteer.”

On one hand, my reluctance to get involved outside of the standard class and work was intentional; I wanted to figure out my new role as a graduate student and focus my attention on making a plan for future professional success.

On the other hand, however, I was scared. I was starting over new, with a fresh slate and an untarnished GPA and I was afraid that any activities that deviated from the aforementioned class and work would put me on a fast track to over-involvement. I've been there, of course, but what if my overachieving success was just a fluke? What if I really couldn't cut it outside of the four-year bubble I built at my alma mater?

Well, after a year of classes, practicums, and my graduate assistantship, I did something last week. I joined a committee. And I have to say, it felt pretty good getting back to my roots. Although the summer may have taught some graduate students that they need to cut back and refocus on a few things, the summer taught me that I need to kick it up a notch and refocus my sights on what I really want to get out of my second year. Although I hope to continue to seek out the meaning of a balanced life, I know that my passions won't be found in the “standard,” but rather in the “special” that extends far beyond the simple 8-5.

Thinking Outside of the Higher Education Box

When deciding how to spend my last summer break as a full-time student I faced many options. I could attend a service-learning trip to Honduras with other students in my program. I could gain experience at a new institution by interning through ACUHO-I or NODA. Or, as suggested by some of the second years in my program, I could “think outside of the box” and find something on my own. **This is exactly what I did.**

I thought back to my undergraduate days and the opportunities that I wanted to take but never got a chance to. I thought about a Web site I stumbled upon sophomore year advertising an internship placement service in glamorous cities throughout the world. At that time, I decided to pursue another path, leaving thoughts of that company behind. However, when my goal of finding a unique summer experience came to mind, I remembered this company. Although it was not within a traditional student affairs area, I thought I would give it a shot.

The company, titled “University of Dreams” runs programs around the globe that are basically like internship summer camps for college students. I thought about how my newfound knowledge of college student development could be useful to such a company. I found a random e-mail address on the site, asked if they needed help, and long story short, got my summer internship working with students who were pursuing their dreams. It turned out that the vice president of the company was searching for summer staff that would take their role seriously and bring a passion to their work in helping students succeed. It seemed like students in a CSP program were exactly the solution they were searching for.

I, along with six other CSP graduate students, were placed around the world to help run programs that not only help students grow professionally, but personally as well. We were able to apply our knowledge about student development to an arena outside of higher education, while still receiving a beneficial experience towards our own professional growth. We introduced employees of the company to our field of study and showed them how student development could be incorporated into their work. They were excited to hear our suggestions on how to ensure growth in students while effectively running a for-profit company.

We heard about the experiences of students who traveled around the world to pursue their dreams. We helped them when they were homesick, when they were unhappy with their job, when they had roommate issues, and when they questioned their career paths. Two of us were there when they tried real Asian food for the first time in Hong Kong, two were there when they first traveled on the tube in London, and three of us were around when they saw their first movie star in Los Angeles. We were able to have the time of our lives while ensuring that they had the time of theirs.

This summer helped me see the wide span that my degree covers. In a few years I may look back and wonder what life would have been like had I traveled to Honduras or interned at a college or university. I am sure I would have learned a lot in both of those opportunities; however, nothing else could have given me an experience like this. When I look back at the choice I made to think outside of the higher education box, one thing I will not have to worry about is if my summer job could have been any better.

-Carrie Martin

For more information:

www.summerinternships.com

What's This Thing They Call RELI?

The first time I heard colleagues talking about RELI, I was confused as I had never heard that acronym before. At the time, I was in Virginia and a part of SEAHO. Two of my colleagues were off to the University of Mississippi for a professional development opportunity. For several weeks I could see that they were so excited to get accepted and have the opportunity to attend.

So what is RELI? I know you are dying to know! RELI stands for Regional Entry-Level Institute. It is geared toward entry level residence life and housing professionals. The conference focused on competencies that are key aspects to succeed as entry-level professionals and tools necessary to become mid-level professionals. At the NEACUHO/MACUHO RELI, we heard presentations and had discussions surrounding crisis management, supervision, accountability, working with diverse students, managing multiple priorities, campus politics and working with change.

Each participant was paired with a faculty mentor. The faculty mentors were at least mid-level professionals. After my co-

workers returned home from the SEAHO RELI, they were energized and more excited than ever. I love professional development opportunities so their energy encouraged me to think about applying. I did not see my future in residence life/housing and so I wondered if this conference would truly be for me.

As I decided to job search, RELI fell off my radar until a colleague and I were talking and he mentioned attending RELI. This time however, it was sponsored by the NEACUHO & MACUHO. When the materials came out about the conference, I read them over and despite the fact that I was uncertain as to my future direction, I decided to apply as I had areas of my job that I wanted to improve upon. I was accepted and attended RELI in June, which was hosted at the University of Pennsylvania.

I truly enjoyed this experience and the opportunity to make connections with other professionals. Networking was easier as the group was much smaller than at a regular conference and we spent 50 intense hours together. In addition, there are some areas

that I continue to struggle with in my job and having realized some of my weaknesses this year. The competencies were informational and engaging and I know that I will be able to apply the information presented on my job. That's what professional development opportunities are all about – **making you the best professional that you can be.**

Whether or not you attend RELI, make sure that you take the opportunity to realize your full potential and strive to reach your highest goals. We are often our greatest critics, but we can also be our greatest advocates. Make yourself the professional that you want to be.

If you are interested in attending RELI in the SEAHO, please contact Deb Boykin, dxboyk@wm.edu or Deb LoBiondo, dab@duke.edu who are the institute co-chairs. For the NEACUHO/MACUHO, or if you live in a region not listed and are interested contact Joanne Goldwater, jagoldwater@smcm.edu.

-Kelly Lough

October is Careers in Student Affairs Month!

What are you doing in October to promote Careers in Student Affairs month? As many of us are preparing residence halls, welcome weeks, orientation events, programs, advising sessions, etc. it is easy to push aside thoughts of the distant future month of October. As we all know, October will creep up all too quickly and without thinking ahead we may miss the chance to utilize Careers in Student Affairs month.

Thinking back on your start of the profession, you may have been really involved or acquired a mentor that nudged you along the path to student affairs. The month of October is designed to highlight our profession, help those interested find their passion, and reach out to undergraduates interested in student affairs. There are many ways to reach the ACPA Ethical Standard 1.2 that clearly states that as members of ACPA we should "contribute to the development of the profession." A few examples are:

- Host a dinner where students are able to ask student affairs professionals questions on a personal level
- Have a panel discussion where student affairs educators are able to share their experiences to an audience and answer questions.
- Create a Job Shadow program where students can shadow a student affairs professional to meetings and work on projects
- Create an on-campus internship program where students can gain leadership skills, work on larger-scale projects, and reflect on how their experiences as an undergraduate student relate to being a student affairs professional

- Help students think about options for graduate programs (Consult the online database of student affairs graduate programs on the ACPA website)
- Don't forget to register students for the 2009 Next Generation conference (two day pre-conference for undergraduates focusing on students who are interested in student affairs) in DC!

Some other tips are:

- When preparing for programs ensure diverse voices are shared.
- Think about inviting practitioners, scholars, and scholar practitioners to share their experience.
- Students like to hear from Deans and Vice Presidents because that is a possible goal, but also from entry and mid-level professionals to see what their first few years are really like!
- Core to our profession is professional development, so do not forget to share your involvement in professional associations and possible graduate degree options.
- Each ACPA membership institution receives a *free* undergraduate membership – make sure that gift is being utilized. Offer undergraduate membership options to students who would like to start receiving publications and connecting to the profession

Whatever potpourri of programs and experiences you provide for students on your campus – remember that you are in your position today because someone helped you along your student affairs journey.

-Jeff Grim

NEW YEAR'S RESOLUTIONS?

Many people choose to make New Year's resolutions to get them started back on track and accomplish their goals – both personally and professionally. One perk (among many!) of us working in Higher Education and Student Affairs is that each of us receive another chance to set "New Year's" resolutions as we begin a new academic year. Ask yourself, what goals and resolutions did you set in back in January? What is your progress with those resolutions? Are you satisfied with your progress and outcomes?

No matter how you choose to answer the questions, opportunities exist to re-analyze our resolutions to make them more attainable if we are not satisfied with our progress. If your resolution has already been achieved, kick it up a level and take on that next challenge.

There are many resources in our field for graduate/continuing students and new professionals that foster our development.

Graduate & Continuing Students

Those that are continuing their education from Bachelor's to Master's experience a major transition that is filled with excitement and a new outlook. Whether you are moving across the country, or taking on a position with your undergraduate institution, there is a new point of view that you will allow you to see new ways and also new views of how your colleagues perceive you. You will be able to make a difference in the lives of students while continuing to learn and apply what you learn in the classroom. At this point in your career, you want to be sure to develop resolutions that are both challenging to your new environment and equally rewarding.

Those of us that are either full or part time students in their continuing years have had a year or so of graduate schooling under their belt and should be ready to take on another year. Many people in our field believe that this is the best of both worlds. We are able to continue learning in graduate school and directly apply the knowledge and theories to share the opportunity to help students learn, develop, and grow. Goals and resolutions at this time in your career can include deciding how to continue your professional development both on and off campus. It is also important to begin refreshing your resume as job searches are right around the corner. Have you thought what your next step will be?

Another rung in the educational ladder is working toward a Doctorate. This level includes many colleagues in our field at various positions in their career. Although these years may be some of the most challenging to juggle conducting research, writing a dissertation, and having a personal life, it is also one of the most rewarding. Many professionals hold assistantships or work as a full time professional while working toward their

"RESOLUTIONS" CONTINUED NEXT PAGE

11 Rules for Program Proposals

I started presenting at conferences when I was an undergrad going to state, regional, and national residence hall related conferences. Then I progressed to professional conferences and have presented on all three levels at various times including at several ACPA Annual Conventions. I've learned that there are a number of principles that always seem to apply regardless of the association or level, so here are some thoughts to help guide you through the process.

1) Stick with something you have a deep interest in and already know something about. You are going to have to dedicate a good amount of time and energy to this topic so make sure you really are interested in it. Also make sure that you know enough to truly be able to inform or teach others on it. (For example, I'm interested military veterans in college and how their experiences are different than non-veteran students as well as the different ways, different institutions approach serving them. So for this my theoretical program title will be "Military Veterans: Different Students? Different Services?")

2) Have a unique and timely topic. Have you ever notice that some topics show up in every programming session? They may be timely but certainly not unique. Others are too unique and apply to only a very limited number of people (like "Jell-O color preferences as indicators of academic success among military veterans"). You can go too far with either uniqueness or timeliness but you want to find the perfect balance!

3) Make it appeal to as broad of an audience as possible. This is especially true at ACPA where you may attract people from other disciplines than your own. (So how might veterans approach counseling differently than career centers or residence halls?)

4) Make it sound interesting. I usually write several drafts of my abstract - on different days while in different moods (even listening to different music) - and then run them by a cross-section of colleagues to see which they like best and why.

5) Have a good editor to check grammar, spelling, etc. Programming selection committees are made up of people. People don't like things that are hard to read. Things that are hard to read are hard to understand. Program

proposals that are hard to understand are less likely to get through.

6) Be sure in both the proposal and abstract to tell people what they will be walking away with - in the case of these presentations, they will be learning "how veterans may be different from other students" and "how different institutions are approaching them differently". (Note the "different institutions" part - so people won't think they have to be like IU for it to apply.)

7) Mention that people can ask questions (which gets the attention of the people who like to be involved) and there will be a part for sharing what they/their school is doing, if anything, (but it won't be required or very long both of which has a tendency to turn people off).

8) My students would call this "keeping it real". Often in abstracts and proposals, people try to sound scholarly with the effect of losing coherence. (Note U can also B 2 casual as well. OMG!) Write in language similar to what you will be presenting in – your voice, not someone else's.

9) Don't promise a better life. People are leery of things that sound too good to be true. I promise to give people info about veterans and veteran services. I don't promise it will work for them, they will like it, or that it will be worth taking back to their institutions. I figure they are all professionals and can figure these things out on their own.

10) Lastly, don't be afraid to take a "track". At someplace like the ACPA Annual Convention, a proposal could be a "promising practices" but it could have been under "current research" as well. Even though being in PP means an off-peak presentation time slot (usually before 9 am or after 5) I know that means the folks who come will be dedicated to being there even if there are fewer of them there. I also know that if fits what my presentation will focus on better than a true research session.

11) Don't follow too many "rules" people give you about what works and doesn't work for conference presentation proposals. Many times they conflict. Some aren't always true. And last I checked, none come with a money-back guarantee.

-John P. Summerlot

Arriving at the Crossroads

About a year ago, I was out on my bike training for a triathlon when a startling realization set in; I was 45-minutes from home and completely lost. Sitting there, utterly frustrated and confused, staring at the cornfields around me, I never once thought that this event would lead to the next step in my professional evolution. As I pressed on for a few more miles I eventually came to a fork in the road and I felt like Tom Hanks at the end of the movie *Castaway*; it was decision time. I gazed down the two seemingly never ending paths knowing that one would take me home, the other into the unknown; after several minutes, I made my choice.

The chosen path was not the easy one I had hoped for and it did not lead me closer to home, but it was one of the best decisions I've ever made. As I meandered through unknown streets, a sudden surge of energy flowed through me as the challenge of something unfamiliar and difficult became increasingly apparent. Arriving home two hours later, I sat on the porch and thought about what had transpired that afternoon and what I had accomplished. The new path had forced me to face change and the fear of failure, yet it produced a much greater sense of satisfaction and pride than the easier route would have. Could it be true that the most difficult paths yield the greatest rewards? Oddly enough, in this moment of sheer exhaustion, I began to think about my

career and the path I was on. At that time I really enjoyed my position, it was familiar and stable, yet in the back of my mind I was a crossroads; it was time for me to redefine who I was as an educator and what I wanted out of my career. In that moment, the bike ride became a working metaphor for my life as I would soon have to decide between the familiar path and the unknown.

Baxter Magolda (2001) describes "*The Crossroads*" as a place of dissonance where individuals feel a need to work toward self-definition; most of us have gone through this internal struggle several times in our lives whether we realized it or not. When we take a new job, enter a graduate program or just experience some changes in our lives we are forced to redefine who we are thus creating a paradoxical situation which can be confusing and frustrating at first, but rewarding in the end; much like my bike trip. Arriving at The Crossroads is never an easy place to be, but it is an important part of professional development because it allows us to utilize our experiences to create internally defined beliefs, goals, values, and self-conceptions while simultaneously challenging us to grow and develop in new ways.

Last summer, shortly after the bike ride, I was at a personal and professional crossroads. After three years of post-Master's experience, I had learned a great

deal about the world of higher education and I had good sense of my professional identity; nevertheless, The Crossroads loomed on the horizon as the academic arena beckoned. It was time for me to decide whether to stay on the familiar path (i.e., stay in my current position) or take the road less traveled (i.e., begin a PhD program or look for a new position); I chose the latter and I will begin my PhD this fall.

Many of you may be feeling the same way I did last summer, unsure if a new position or doctorate degree is the right step for you. Based on my personal experience and conversations with other student affairs educators, I can say with confidence that the decision to begin a PhD program or switch positions is a personal one that must be researched and pondered before a full commitment can be made. Over the past year I have been reinventing my professional identity as a new path has presented itself and the prospect of entering my PhD program draws nearer. While I do anticipate some rough patches ahead, I know the road less traveled will also bring with it new experiences and knowledge; I am prepared for the unknown and I look forward to the challenge it presents. Only when we arrive at The Crossroads of our lives can we truly appreciate where we have been and where we want to go.

-Brian Janssen

Baxter Magolda, M.B. (2001) *Making their own way: Narratives for transforming higher education to promote self-development*. Sterling, VA: Stylus Publishing.

Resolutions Con't.

Doctorate. This allows us to continue to have a direct connection and impact on students. Employment also allows us to utilize the new knowledge toward the challenges of Student Affairs responsibilities. These include assessments and benchmarking to facilitate us as we begin to plan for the future. It is important to intertwine the goals of the department with the goals of the division and institution, thus allowing great things to be accomplished.

New Professionals

New professionals include those who are beginning to work in the field upon receiving either their BA/MA up to those working their first five years. These five years bring a significant wave of knowledge application allowing us to continue to learn more about the field and experience new changes each year with new students and colleagues. Often times the new environment exposes us to more opportunities in advising and supervising students and colleagues.

In these five years we hopefully become familiar with our involvements and dedicate

more energy and resources within ACPA state associations, nationally, and within the various Commissions and Committees. On campus you are becoming more involved in the future planning of your department and working to develop new initiatives. Toward the middle to the end of these five years, you may be looking for that next position professionally. Or you may be looking to further your educational goals and become enrolled in a Doctoral program. The important thing to remember when setting these goals and resolutions is to develop and maintain a sense of balance between your commitments on your campus and in professional development opportunities.

Final Thoughts

What are each of you going to set for your goals for this academic year? How will you ensure you receive more education or establish yourself as a new professional? Is it to become more involved in professional associations, attend state or national conferences, present a session, conduct writings for publication, take on a practicum at your campus, or serve as a mentor to undergrads and grads interested in the field? These and many more opportunities exist to

further you. You will gain perspectives of the various divisions of your campus. Whatever your next step you have chosen for yourself, know that there are many resources available that will help you to achieve these goals and resolutions.

Remember this month brings many changes, energy, and excitement back to campuses across the U.S and internationally. Many graduate students and professionals are beginning that next step in their education and career; graduate and doctoral students are continuing to further their education; new professionals are becoming more established at their school and within various professional associations.

Although many of us are in different positions and tracks at various universities and colleges, we all have goals and objectives set for ourselves and for the areas in which we breathe, work, live, and LOVE. Go out and set your goals and resolutions this "New Year." Don't be afraid to achieve great things for yourself, your campus, and most importantly the students. 10...9...8...7...6...5...4...3...2...1...0... HAPPY NEW YEAR!!!!!!

-Mike Baumhardt

One of the most critical developments of a Student Affairs staff member occurs in the transition from undergraduate student to Graduate Professional. Transitioning, for all types of students, involves changing behavior and relationships due to a change in what you know about yourself (Schlossberg 1991). Though the transition into a Graduate Professional differs for everyone, I have observed the following common experiences over the past few years. If starting a graduate program is a recent or current transition in your life, awareness of the following areas below may help you be successful.

- 1. Graduate Professionals have increased administrative responsibility as well as responsibility in general.** Suddenly you find that you are making final decisions for things you had questions about the previous month. This change in responsibility is more complicated when entering a new functional area of Student Affairs or working at a new institution. Asking questions, listening as much as possible, reading provided manuals, and participating actively in training may help you adjust to different responsibilities.
- 2. The Graduate Professional is a link between student leaders and the Department or Division.** As an administrator, the Graduate Professional is part of the "system." You will need to take the time to learn the system to help you prioritize responsibilities and explain processes and rationale to students. You are no longer the student leader who has direct involvement with community building or individual concerns or questions. The Graduate Professional exists to hear the individual issues and see how they fit into bigger picture concerns, and relay those concerns when appropriate.
- 3. Setting boundaries is a continual negotiation.** In Student Affairs, where the 9-5 job rarely exists, each professional must create his/her own working definition of healthy boundaries. Boundaries that work for your supervisor or friend may or may not work for you, depending on your job, personality, privacy needs, and students. Your department or institution may have specific expectations about boundaries and relationships with students – for example: drinking with students. Additionally, you may want to review the ACPA Statement of Ethical Principles and Standards for guidance.
- 4. Creating lasting personal and professional relationships takes energy, thought, and intentionality.** Awareness of the power dynamics throughout the institution comes through listening and observing. Students can no longer be your peers because of that dynamic. As an undergraduate student, every class or

Transitioning From Undergraduate Student to Graduate Professional

organization meeting potentially has a new "friend." Yet as a Graduate Professional, your peers in class may be your future coworkers; it's a small field and only gets smaller. Graduate Professionals often must learn to be intentional about how to make friends and interact with different populations (i.e. undergraduate students, coworkers, classmates, professors, and extracurricular advisors).

- 5. The Graduate Professional is an authority figure to both students and student staff.** Learning to be comfortable with evaluating others while using it to develop students can be a difficult transition, especially if you are close in age to students you supervise or advise. Additionally, if you attend the same institution where you completed your undergraduate degree, you may have close relationships with students who you now supervise or advise in a different capacity than when you were simply friends or peer leaders. Being an authority figure means both being able to positively recognize the good work of your staff while also being able to give critical feedback. The most taxing part may be trying to understand where a student is developmentally and foreseeing how you can help them long-term. All students, whether they are the strongest or weakest member of the team, need this assistance along with a balanced personal and administrative relationship with you.
- 6. Graduate Professional frustrations can be vented to fewer people.** As a professional staff member, you are privileged to certain information that you may or may not be able to be share with student staff. Supervisors are a great resource when it comes to understanding your struggles, but there will be times you may not feel comfortable or it may not be appropriate to share with your supervisor. In those cases, having a friend outside of

work or graduate school with whom you can share your frustrations can be very helpful – as long as you still maintain confidentiality!

- 7. A new institution has its own traditions, philosophy, and methods you must accept and learn – while always seeking to improve the student experience.** Transitioning involves connecting your previous experiences to your new position. However, no one likes to hear "At _____ College, this is how we did it" all the time. You're no longer at that institution, so take the time to get to know your new College, why processes are in place, and what ideas would work there. Talk with your supervisor and peers about your transition, and let your students have *their* college experience!
- 8. The Graduate Professional has less extracurricular involvements, and often has to balance class assignments and the classroom experience with working full or part time.** The Graduate Professional is a limbo position where you are not only a student but also given the responsibility of a professional staff member. Finding a balance between working, attending class, completing assignments, and taking care of yourself will require delegating and managing tasks with the help of others. Getting the knowledge and skills you need to be ready for your next professional position is critical, but so is your health and wellness.

Keep in mind that you have many resources around you to help with your transition, and be open to change! Do your best to embrace the learning experience and be patient with yourself. Good luck!

-Kelli M. Raker

Schlossberg, N. K. (1981). A model for analyzing human adaptation to transition. *Counseling Psychologist*, 9(2), 2-18.

STAY CONNECTED TO SCGSNP ALL YEAR

WE ARE ON FACEBOOK | Search for the Facebook group "ACPA SCGSNP" to connect with other grad students and new professionals!

CHECK US OUT ONLINE | www.myacpa.org/sc/scgsnp/ or check out www.myacpa.org/sc/scgsnp/getinvolved.cfm to find out how to get more involved!

JOIN OUR LISTSERV | [Log in](#) to your ACPA member account, click "Manage your e-mail subscriptions," and subscribe to our listserv.

WRITE AN ARTICLE | Anyone can write an article for *The Eighth Vector*. Why don't you submit one today? Articles for the next issue are due NOVEMBER 1 to danielleamorqan924@gmail.com.

WHAT'S INSIDE

CONVENTION SNEAK PEEK

Governing Board & SCGSNP members give you the inside scoop!

THOUGHTS FROM OUR MEMBERS

From personal experiences to tips from one grad to another

THE JOB SEARCH... IS ALMOST HERE!

Tons of tips for interview prep, the search, how to present yourself, and how to find the best references

AND MORE!

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2008
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ACPA
STANDING COMMITTEE FOR
Graduate Students
& New Professionals



the eighth **VECTOR**

STANDING COMMITTEE FOR GRADUATE STUDENTS & NEW PROFESSIONALS

Words From Our Chair: *Melissa Hrovatin-Bemus*

Greetings on behalf of the Standing Committee for Graduate Students & New Professionals. Plans are in full swing for the 2009 Convention and registration is open! I hope that many of you are registering and putting plans in place to join us in Metro DC.

Remember that if you need someone to share hotel costs you can use our **Roommate Network!** More information about this service can be found on page 7!

Our standing committee is working on a number of exciting events for the convention and we look forward to meeting a number of new members!

I just finished selection of liaisons

to connect our standing committee with other standing committees and commissions.

Thank you to all of you who submitted applications and congratulations to those of you who will be serving in a liaison role this year. The liaison page of the website will be updated soon with contact information for everyone.

Please remember that we are always looking for ways that we can serve the needs of graduate students and new professionals in ACPA and the profession in general. You can always email me with suggestions or new ideas – Melissa.Bemus@yahoo.com.

Happy Holidays!

Editor's Corner *Danielle A. Morgan*

Another semester is just about under our belts, and while we are wrapping up a semester, we are also making plans for the next semester. For many graduate students and new professionals, that means preparing for a job search at the ACPA Convention! Registration is now fully open (*remember the Earlybird registration deadline is January 29*). For others, it is thinking about how to best continue in the position that they are in, and deal with the economical situation that has many institutions on travel freezes.

This issue is filled with some general job search tips, and some information about the upcoming Convention, especially ways to help you save money and plan your budget accordingly. SCGSNP members share their experiences about stepping up on their campuses, defending our position, or thinking about what professional development and involvement really means! It should be a great group of articles for the December and January months and prep you for the upcoming year!

I am constantly impressed (and grateful) for the amount of thoughtful articles we have been getting for our newsletter! Articles for the Pre-Convention issue will be due on February 1, 2009 to danielleamorgan924@gmail.com.

Happy reading, happy writing, and happy Winter vacation!

VOTE for your ACPA Representatives | Voting deadline: December 15, 2008

One of ACPA's core values is inclusiveness in and access to association-wide involvement and decision-making. Be sure to make your voice heard this December and vote for your choices for the ACPA Governing Board and Assembly positions. Information for all candidates and your ballot are available online: <http://www.myacpa.org/elections/>. Happy Voting!

Members-at-Large for Entry-Level Professionals

Give SCGSNP a Convention Update

Over Halloween weekend, the ACPA Governing Board spent time at the hotel and convention center that will host ACPA 2009 this spring. During breaks and evenings, as well as during a tour they provided us, we took notes and photos about the place in order to help you plan for the convention in March and hopefully save you some time and money. In order to illustrate some differences, we'll each tell our own version of some major points. We also took some pictures with John's camera phone. *They are posted to the ACPA Facebook group and are noted below with an * when there are pictures of it.*

Arrival and Hotel Rooms:

Laura - Upon arrival from the airport, I was greeted with "how long do we have the pleasure of spoiling you?" This was surely a nice greeting! When you enter the glass doors, a red carpet escorts you to the front desk. My bags arrived at my room during the time I was sitting on my balcony overlooking the atrium*. If you have previously stayed at a Gaylord Resort, you will remember the beautiful atriums, this is no exception. One entire side of the atrium is glass* overlooking the Potomac River*, hotel pool*, and outdoor fountain*. Inside the atrium, you see fountains that play along with music during a sunset celebration*, an Italian market*, marble floors outside the ballroom*, and brick pathways surrounded by greenery*. The hotel rooms are equipped with high speed Ethernet and the atrium has wireless internet, you will receive a log-in and password upon check-in. The hotel also has a very impressive indoor pool with comfortable poolside chairs and large palm trees in addition to a full workout facility and spa.

John - I drove in and was caught in Washington D.C. rush hour traffic on "the beltway". I could see the stadium sized venue of the Gaylord National and all of National Harbor as I was creeping across the Woodrow Wilson bridge*. My room also had a good view but more impressive was the free internet (part of our "resort fee" so not really free I guess), free bottles of water in the fridge, robe, slippers, and large HDTV. Keep in mind these rooms are often over \$400 a night and our conference rate is about half of that.

Convention Center:

John - Navigation of this mega-structure is

actually fairly easy. Everything's laid out on a grid plan (no windy paths like the Gaylord in Nashville) and is clearly labeled*. You can usually see where you want to go and get there easily. There are lots of electronic kiosks as well with maps and event postings* as well as the ever present and helpful staff. I was most impressed by the space where we will have the opening reception* which looks out* on the Potomac and Woodrow Wilson bridge.

Laura - The Convention Center could not be more perfect for the ACPA Annual Convention. The signage for rooms and restroom facilities is fantastic and the staff could not be friendlier. Convention check-in will be located on the second floor where the Convention Center meets the Gaylord in a centrally located place.

Food & the National Harbor area*:

Laura - The surrounding area is an up and coming development. There are 7 restaurants within a 5 minute walk and 8 more are coming. Below the hotel at their dock*, the Water Taxi* to and Old Towne Alexandria for additional food and shopping options. Addition hotel information: The Gaylord itself offers "Old Hickory Steakhouse", "Moon Bay Coastal Cuisine", "National Pastime Sportsbar and Grill" (equipped with multiple televisions and marginally priced food and drinks), and a rooftop martini nightclub called "Pose Ultra Lounge".

John - As is common at such places, the food can seem a bit high. Inside the Gaylord, the sports bar "National Pastime" is your most reasonable option with good food

and good amounts running \$10-\$20 bucks for dinner. (Most of us would suggest trying the "Fly Balls" appetizer.) In National Harbor, the Potbelly Sandwich Company is only a couple blocks away and is your cheapest option. I'll warn you that it's next to a Ben & Jerry's though and you have to pass a cupcake place to get there (but diets don't count at convention right and you are "walking" to it afterall?)

Other Tips:

Regan National Airport is the closest airport (11 miles) and is about a \$25 cab ride. You can also use Super Shuttle and other airport transportation services.

If you drive in, you can park in the Gaylord's parking garage or one of National Harbor's several garages. For those with a taste for luxury, the Gaylord offers valet parking for around \$24 a day. The Gaylord parking garage was \$19 a day when we were there. (It allows you to come and go all you wanted, and you could bill it to your room. It also has a covered walkway to the hotel.) The National Harbor garages (one of which is just as close as the Gaylord's) are \$10 a day but you have to pay every time you come and go and there is no covered walkway.

There is a "water taxi" that runs to Old Town Alexandria across the river. It's \$14 round trip. We didn't have time to go exploring it, but we were told repeatedly that it is the best route to unique shopping and tourism stuff as well as reasonable restaurants and bars.

The pool at the Gaylord is huge and the fitness facilities are excellent (burning off the cupcakes!). There is also a great running/walking path along the riverside the goes all the way to the Woodrow Wilson bridge.

The hotels at National Harbor are all clustered on one side of it, so they are all pretty close. None is more than a five minute walk but it can take you that long to get from one side of the Gaylord to the other.

Remember - this is Washington D.C. If you are from Bloomington, Indiana, you probably want to allow extra time for rush hour traffic and what seems like a permanent traffic jam called "the beltway".

-John Summerlot & Laura Ulmer

ACPA Believes...

What Do You Believe?

Influenced by the 1950s radio show by Edward R. Murrow and the National Public Radio Series, and reintroduced in 2006 by Allison and GEdiman, This I Believe, the ACPA Believes/I Believe project encourages educators to align personal beliefs with professional practice grounded in scholarship. To commemorate 85 years of ACPA—living and stating our values, ACPA is inviting all members to share their personal philosophies which guide their lives and work at <http://www.myacpa.org/believes/>.

Your submission may be featured in ACPA publications to inform, motivate, and inspire college student educators!

When I received a call from my director over the summer to ask me if I would consider moving into an interim hearing officer position, I was ecstatic, and extremely nervous. A million questions zoomed through my head: *Could I handle the responsibilities of a full time position and being a full time student? Would my class schedule interfere with my responsibilities? Would my grades suffer? Would I still graduate in June? How was I going to write my seminar paper, job search, attend classes, and work full time? Did my supervisor really think I was ready for this? Was I ready for this?*

I did what any graduate student would do and utilized my resources. I spoke with my mentors, my faculty advisor, my parents, and close friends about the opportunity. I relayed my fears to them about possibly taking on this new position and listened to their advice. Never being one to back down from a challenge and knowing that gaining a year of professional experience was an amazing opportunity, I accepted the position.

The end of my first quarter as a full-time professional, a graduate student, and an executive officer in our program's organization is quickly approaching and as I reflect on the experience, the first feelings that come to mind are exhaustion and excitement. Crossing the bridge into being a full-time professional has been a challenge - every time I get closer to the other side, paper deadlines yank me back. Balancing these two identities in my office was harder than I imagined it would be.

I did not want the fact that I was a student to be a hindrance or an excuse for not taking full advantage of the challenges and professional development opportunities in my work. I wanted to be challenged, utilized, and able to work independently as a professional. I was excited to leap right in; luckily, my supervisor challenges me, but also asks how classes are going and encourages my academics as much as he does my work. My colleagues and friends help me find balance and remind me to take a breather every once in awhile and I am blessed to have such an amazing support system at Ohio University.

As I look back at the fears I had when considering taking on the position, I realize that it was not a lack of confidence or ability that made me hesitate, it was a fear of change, of growing up. I do believe that the interim position will prepare me for the "real world," but more importantly, I think the opportunity gave me courage to dive over the bridge and make my own waves. When I told my mentor I accepted the position, he told me, "You're doing it! You're a professional!" I have to smile to myself and realize he is right! I have started a career in a field I am passionate about and while some days may feel like I am just treading water, really, I have been splashing around enjoying every bit of it.

PROFESSIONAL INVOLVEMENT

(uber-noun)

When we review the basics of grammar, our elementary school teachers would be so proud to hear us each recite the proper definition of "noun." Perhaps you learned what a noun is by proclaiming the definition in unison or maybe even by performing something choral...with a catchy little melody attached (well, that was my experience anyway). No matter which pedagogical tactic was utilized, there is no doubt that the four classifications are embedded in your brain: person, place, thing, or idea.

Nouns play an active role in our everyday lives...you can't complete a sentence without one...and a specific all-inclusive noun should play a major role in our professional lives as student affairs practitioners as well. Professional involvement serves as the uber-noun for student affairs; you cannot define a professional involvement experience without including people, places, things, AND ideas. If singing, dancing, and acting constitute a triple-threat... professional involvement serves as our quadruple-treat.

Let's put it into context...

People- Professional involvement opportunities are social by nature. Whether you are an active e-mailer on a professional listserv or an avid business card trader at a professional conference, chances are you are enhancing your network of colleagues through your active participation. Build your connections regionally, nationally, and internationally. You just never know who you'll meet or who you'll greet. You might just be building a new relationship with a future employer. It's a small world after all.

Places- Speaking of student affairs being a small world...professional involvement opportunities take place in your office, at your institution, in other cities, and sometimes even in other countries. Professional meetings and conferences are held at locations all over the world, and while traveling may have its own budgetary restraints, experiencing the culture and history of a new area (even if it's 45 minutes away) only enhances the educational value of your professional involvement experience. Be it institutional, regional, national, or international, take your show

on the road and find out what life is like outside of your comfort zone.

Things- Books, pins, pens, stickers, sustainable bags, water bottles, photo albums, etc. No professional involvement opportunity is complete without a slew of free "stuff." Authors may be promoting their new books (get the free copy of the book, and make sure it's autographed), business associates may be handing out samples of a new and innovative office supply (get one for you and one for your supervisor), and colleagues should have a healthy stack of business cards on hand (as should you)...the thought here is to collect as many things as you can during your professional involvement experiences. Add the autographed book to your library once you've read it...the author might be on the verge of fame, use that new and innovative office supply...it may become your publicity piece next year, and add those business cards to your rolodex...you never know when you will need to reconnect with a colleague.

Ideas- Professional involvement opportunities allow for a plethora of educational borrowing. There is a great deal of giving and taking of ideas that keeps the heart of professional involvement pumping. How do other professionals do what you do? What hurdles arose when another campus implemented that program idea that you were just charged with? Different perspectives can really enhance your personal performance program, and learning from the experience of others can be a tremendous time and energy-saver in the long run.

Chances are that you have chosen the field of student affairs because you were actively involved in the extra-curricular program in high school and the co-curricular program in college. Your involvement does not have to cease once you earn your degree. Turn your co-curricular into something pro-curricular, and affiliate yourself with a professional organization. Become an active member, join a conference planning team, run for an elected leadership position...the benefits (the people you meet, the places you go, the things you collect, and the ideas that you share) are yours to reap.

-Thomas Christopher Priester

Using Technology as a Grad or New Professional: E-Portfolio

The transition from an undergraduate to a graduate student and/or new professional can often be challenging and rewarding at the same time. Keeping up, or learning for the first time, adaptive technology measures to help increase production as well as professional marketability is something that will continue to evolve over time and is changing before our eyes. One newer way of adapting to technology as a professional, is by creating your own e-portfolio. An e-portfolio, or electronic portfolio, is a digital collection of achievements, projects and works that you have created and are willing to show and share with others.

Keeping enormously large, two-dimensional binders full of innovative and professional creations to show possible employers are a thought of the past. Not only is it a hassle and can cost a tremendous amount of money for printing and copying, but what do you do when you leave your interview with your portfolio? Do you leave it with the folks that you interviewed with after you spent all of this time and energy compiling all of your achievements? What if

you interview with multiple groups of people? The list can go on and on.

During my transition, using technology to keep my résumé current and the creation of an e-portfolio has been an ongoing task, but one that will be rewarding in the end for myself and professionals alike. The benefits for this are great; as professionals change jobs or move from institution to institution, having a collection of your work can prove highly lucrative when interviewing and meeting others in the field. Although some may not be as savvy when it comes to creating a webpage to house your personal milestones, many colleges and universities have templates that can be used, will house your web-page for free, and offer seminars on how to use technology in and around your campus.

If your university or college does not offer these services, a simple website search on the internet for 'e-portfolio', or asking other professionals in the field who already have an e-portfolio, will yield thousands of possibilities

and directions for you to take this project. The creation of a website and the design involved with it is yet another way to let your creative side show with potential employers. In addition, most e-portfolios are housed through the World Wide Web so you can effectively share it with multiple people simultaneously.

If you that work with students in specific areas of college campuses, arts and music in particular, or have a keen interest in areas that exude creative endeavors, this is a great way to add personal sound clips or artwork to your website. Sticking with the old, three ring binders cannot surrender the same quality or professionalism for this field, and many others.

Overall, e-portfolios, or electronic portfolios, are a great way to go for graduate students looking to enter into their respective field, or new professionals looking to make their next professional move. Start today, and don't delay showcasing your past successes and your future innovations!

-Nathan Tallman

The Butterflies Are Coming

Each spring hordes of Student Affairs professionals descend upon an unsuspecting city to begin the process of finding a job. Some appear cool, calm and collected while others visibly show the stress but each probably feels as though their stomach has found a new home in their throat. Whether this is your first (or tenth) time running through the interview process in the months leading up to your interviews you will want to keep a few things in mind to help you survive the experience.

Make a list of the important attributes that your next job must have. Identifying schools that align with your goals and ideologies is a difficult task to undertake and requires some introspection on your part. Consider whether you would you prefer to work at a public or a private school, a school with a large or small student population, a liberal arts or research focused universities. Varying the combinations will provide a different professional experience. If you have only experienced large, public universities, it may be worthwhile to interview with a few small, private institutions. For many, your first professional position will provide you with an opportunity to round out your experience.

Do you have any geographic limitations? Are these limitations self imposed or circumstantial? Considering the importance of proximity to family, friends and significant others helps determine your search radius. Opening yourself up to national and international locales allow searches based upon your "ideal" position.

Prepare your résumé and cover letter. After you make a list of schools that fit the bill, it's important to send your résumé to the individual colleges and/or universities well in advance of the conference. In most cases your résumé and cover letter is the first opportunity for an institution to get to know you and a poorly written résumé will lower your chances of being selected. Seek out additional opportunities to distinguish yourself from the other candidates, whether that is presenting at conferences, getting your written work published, or taking on additional job responsibilities. Don't be afraid to ask your supervisors, co-workers, or HR managers to proofread your résumé and cover letter.

What does your online profile say about you? The electronic age has given prospective employers another avenue to learn about you before the first interview question is asked. Do you have any inappropriate pictures, quotes, etc. on your blog, Facebook, or Myspace page you wouldn't want your mother to read? If you answered yes, then you must remove these items immediately. You may think that your Facebook or MySpace profile is off limits, but the truth is that your potential employer probably has his or her own profile and won't hesitate to check yours. It would be a huge mistake to let your "digital self" inhibit your ability to find employment.

Do your homework before you go into the interview. Plan to do some research on each school to identify what each has to offer in

terms of pay, health benefits, professional development funding, etc. Draft a list of questions that will help you determine the school's atmosphere. Ask your supervisor(s) to help you prepare by providing a mock interview. These will help you refine your answers and may help alleviate some of those "butterflies." Do not overwhelm yourself by committing to more than ten interviews.

Plan your interview-day strategy. The day you begin interviewing represents the culmination of all your work, but you need to think through your strategy. *How will you arrange your interview schedule?* Since you will most likely be a little rusty in the morning and tired in the evening, the first and last interviews of the day should be with schools of interest, but not your dream position. Coordinate your schedule so your top three universities are lined up in the middle of the day. Remember, the interviewer does not know you and is judging you as a potential employee and colleague. You will have 30 to 45 minutes during the interview to showcase your abilities. The university representative will use your time together to determine whether you will be invited to an on-campus interview. Treat the interview as a first date: Be polite and put your best foot forward.

Job searching is an experience unto itself. It leaves you feeling nervous, apprehensive, and under-prepared regardless of how much work you've put in to preparing. Whether you are just changing jobs, locales, or both, expect the process to stir up emotions and concerns that can impact other aspects of your life. Take a deep breath, look sharp, and enjoy the ride!

-Bret Bianca

What to Look For In Your First Job!

You just got home from ACPA and to your surprise; you have a voicemail from one of your top job choices. You start to jump up and down with joy and stop suddenly realizing that you must start to prepare for an on-campus interview.

You think back to January and start to compare your 'dream job list' to this potential position.

So let's think about what you need to consider prior to committing to this on-campus interview. Now, let's pull out this 'dream job list' and get started. Oh no! You lost it at the conference; we'll let you borrow some of our ideas.

Please compare this potential position to the list below as well as other things you feel are essential to your 'dream job'.

- Institutional Culture
- Institution size
- Location
- Type of institution (2 yr. vs. 4 yr., private or public)
- Commuter or residential campus
- Satellite or main campus
- Divisional layout (position in academic or student affairs)
- Work Environment
- Supervisor's management style
- Level of autonomy
- Spectrum of job responsibilities
- Ability to relate to co-worker(s)/peer group
- Opportunities for collaboration
- Cohesiveness of the department and

division

- Mission and Goals of the Department & Institution
- Alignment with your personal philosophy (religiously affiliated, HBCU, single gender institution, etc.)
- Your ability to support the mission
- Department mission is aligned with institution's mission
- People at the institution are able to articulate goals/mission
- Student Population/Interaction
- Level of student interaction matches interest
- Understanding of the diversity of the student body
- Understanding of the students expectations of your role
- Level of campus and community involvement
- School spirit, pride, and tradition
- Skill Set
- Ability and knowledge you have that makes you a fit for the position
- New competencies you will gain by working in this position
- Opportunity to supervise or advise
- Benefits & Compensation
- Ability to cover current debt/bills
- Compensation outside of money (housing, meal plan, parking permit, professional development monies)
- Availability of health, life, dental, and vision insurance
- Variety of options for retirement savings

After considering the above and

revamping your 'dream job list' you decide to accept the on-campus interview. While on your visit, make sure you are observing everything around you because you are not only interviewing for a position, you are also measuring your fit with the institution.

Here are some questions to ask yourself during your travels home.

- Was the interview day well organized? If something about your interview fell through, was there a Plan B for that time slot?
- Did the communication from the institution prepare you for the interview? Was your potential supervisor able to answer your questions? Did you feel people were open and honest with their answers about the institution and position?
- Did you feel valued during your time at the institution? Were you welcomed upon arrival? Did your host(s) introduce you to everyone in the department and around campus?
- Do the day to day aspects of the position align with your expectations?
- Did the level of professionalism at the institution meet your needs or desires?
- Were you able to see all aspects of the campus you had an interest in?
- What pleasantly surprised you about this experience? What was missing from the experience?
- Finally, what is your gut telling you about this position?

Job searching can be stressful, but remember you are in control of your own destiny. Make sure to utilize these resources as well as people in the field to make a well rounded decision. Remember this is your future and your career and only you know what works best for you.

Congratulations! We see you are now employed at your 'dream job' and we wish you the best in your career. Don't forget these helpful tips can help you throughout your professional adventures.

-Leslie Page & Valerie Kielmovitch

STAY CONNECTED TO SCGSNP ALL YEAR

WE ARE ON FACEBOOK | Search for the Facebook group "ACPA SCGSNP" to connect with other grad students and new professionals!

CHECK US OUT ONLINE | www.myacpa.org/sc/scgsnp/ or check out www.myacpa.org/sc/scgsnp/getinvolved.cfm to find out how to get more involved!

JOIN OUR LISTSERV | [Log in](#) to your ACPA member account, click "Manage your e-mail subscriptions," and subscribe to our listserv.

WRITE AN ARTICLE | Anyone can write an article for *The Eighth Vector*. Why don't you submit one today? Articles for the next issue are due FEBRUARY 1 to danielleamorgan924@gmail.com.

How to Cultivate a Reference

A few months ago a student who I haven't seen or heard from in over two years asked me to write her a recommendation for a job. Although I remember that I liked this young lady and thought highly of her, I had never worked with her and didn't believe that I knew enough to write her a strong recommendation. To make matters worse, she had already applied for the job weeks earlier and had put me down as a reference without my permission or knowledge. When she finally asked me to write her a letter of recommendation, I would only have three days to write it.

I was in the midst of finals and had no idea how I could help her and was beyond frustrated and angry that she would put me in this position. Have you ever done this to someone you needed a recommendation from? Unfortunately, this has happened to me more times than I can count with both students and colleagues.

Asking someone to serve as a reference for you is a huge responsibility and should not be taken lightly. Here are some tips or points to consider when asking someone to speak on your behalf.

1. A general rule of thumb is to try not to ask a supervisor, faculty member, or colleague for a reference if you have known them less than one year or haven't taken a class with them. The person needs to be able to either speak to your strengths and weaknesses or to your academic ability. Without a history it may be difficult for someone

to write a letter on your behalf. It is important to note that you should not confuse pleasantries and casual conversation as sufficient for providing enough information about you.

2. To cultivate a reference, the recommender should have a copy of your resume and a good idea of your career goals, personality, interests, and experiences. If you know that your recommender does not know the answer to these questions about you, then you have to ask yourself whether or not you believe that they can write a strong letter on your behalf. It is never pleasant to place someone in an awkward position.

3. When you know that you are going to need someone to speak on your behalf, take the time to meet with them and provide them with more information than they need. For example, if you are applying for a scholarship or a program, share with your recommender your reasons why this particular opportunity is a good match for you. Feel free to provide them either a copy of your application forms or an outline of what you plan to write on the forms. You can also let the person know how this scholarship or participation in this program will be mutually beneficial or why you are deserving of it. This will show the recommender that you have spent some time thinking about the process, which will ultimately work to your benefit.

4. Another last resort option to consider is to offer to write your own

recommendation letter and send it in advance to be tweaked by the recommender. Some faculty and supervisors prefer that style because it saves them time. If your recommender chooses this option, it still does not negate steps 1-3 mentioned above. So you must be prepared and willing to help them help you, if asked.

5. When you ask for a reference, be sure to provide your recommender with sufficient time to write a response. Nothing is more frustrating than to only have a few days to write a letter. How much time is sufficient; one week, two weeks? It depends on the person, their position and other life responsibilities. You may find that a person would prefer a month in advanced warning.

Finally, try to cultivate numerous relationships with people who can serve as references on your behalf as the person you initially ask may not be able to help you. Many students have neglected to do this and have been devastated for putting all their eggs in one basket. Make sure to ask the recommender if they feel comfortable attesting to the questions being asked about you, if not, say thank you and ask someone else. It is never a good idea to guilt someone into writing a letter on your behalf. You may agree or disagree with the tips and points listed above, but I know that if you held an honest conversation with people you want to consider for serving as your reference, they will agree with me.

-Cynthia N. Fulford

2009 ACPA SCGSNP Sponsored Programs

A Year and Half Later: Reflections of a Ph.D. Cohort

This program will provide insight into the personal experiences, successes, adjustment issues, and challenges faced by members of a Ph.D. cohort during their first year in a full-time doctoral program. Using Schlossberg's 4 S's and through the diversity of backgrounds, experiences, and prior educational training of the cohort members, participants will learn about both the challenges and triumphs associated with a demanding Ph.D. program. Participants will also come to understand that there is no such thing as a "normal" experience. *Michelle R Rodems, Kacey Ferrell Snyder, Jared Tuberty, Elizabeth Russell, Bowling Green State University*

Courage to Act: How to Intentionally Maximize Your Graduate Experience

Maximize your graduate experience starting now! Are you a graduate student that wants more in your experience? This program will empower you to maximize your experience by helping you find opportunities and enhance your competence through specific techniques covered in the presentation. You will be given tools to create your personal action plan to intentionally mold your experience as a graduate student. *Amanda Mollet, Oklahoma State University; Carrie Martin, Ohio University; Nicole Robbins, Columbia University*

Exploring "Job 2": Considering Needs of "Sophomore" Student Affairs Professionals

Considering the needs of new professionals has been a focus of professional preparation programs and scholarship in recent years. Exploring the needs of "sophomore" student affairs professionals – those considering the move to "Job Two" or those who have made the jump to

the next position – have not been chronicled as deeply. In this presentation, the needs of student affairs professionals as they have considered and made the move to a position beyond the first job will be explored. *Cameo Hartz, Duke University; Laura Randolph, Temple University; Jay Tifone, Drexel University; Alina Torres-Zickler, Drexel University*

Need a GPS? Navigating the politics of higher education

Today's graduate programs prepare new professionals in more advanced ways than ever before. Students have global knowledge, significant problem solving experience, and expert computer skills. However, they often struggle with one aspect of higher education that is difficult to learn in a classroom. Many new professionals are challenged by the political structure of their institutions. Some institutions require years of hard work before accepting an idea, while others expect change immediately. What are the issues? How do new professionals survive? *Jeff Ruder, Miami University; Roger Nasser, McKendree University*

Networking Strategies to Increase Social Capital in Higher Education

The power of networking to increase social capital in higher education is key to influence professional progress and success. Being able to tap into a social web of support enables graduate students and professionals to expose their talents with others, which, in turn, creates opportunities down the road. In this session, we discuss elements of effective networking and how to create social capital among professionals in higher education. This session is particularly suitable for graduate students and newer professionals. *David Jones: New York University; Ryan Davis, University of Maryland-College Park*

A Student Affairs Graduate Student's Response to the National Association of Scholars

On July 16, 2008 the National Association of Scholars (NAS), a group of faculty devoted to intellectual freedom, issued a statement entitled *Rebuilding Campus Community: The Wrong Imperative* which criticized the role that Student Affairs had come to take in university life as a result of the ideas of the *Student Learning Imperative* (NAS, 2008).

The NAS took exception to Student Affairs, or anyone other than faculty, taking responsibility for student learning. NAS indicated that the learning Student Affairs encourages is not compatible with the ideals of a liberal education and, instead of opening student minds, Student Affairs thrust their "orthodoxy" onto students with no chance of free and open thought. The NAS article dismisses any relevance and usefulness that Student Affairs may offer and instead relegates the development of students to the faculty.

As a graduate student, resident director, and future Student Affairs practitioner, I have a few issues with the opinions expressed in the article. *The first issue is the ability and willingness of faculty to assume total responsibility for student learning and needs.* The formation of Student Affairs was not an accident; it arose because of a need within the university. Students needed other services and support from their institutions that they were not receiving from faculty and administration; Student Affairs was formed to meet these needs of their students (Nuss, 2003).

Students enter college at a time when they are transitioning from being protected children to independent adults, forming their personal identity and finding their voice (Baxter Magolda, 2001). Students need support and encouragement to find their internal voice and identity at this developmentally challenging stage of their life.

Student Affairs practices are grounded in research and theory to offer students the

support they need. Faculty are not trained in this; they are trained, rightfully so, in the fields that they teach. Of course, faculty could be trained in the theories of student development, but would all faculty be willing to do so?

With full teaching, research, and service loads, it is doubtful that faculty could meet the needs of all their students both in and out of the classroom.

The second, and in my opinion, most discouraging issue is how the NAS *completely dismisses the value of Student Affairs.* As a graduate student hoping to work in Student Affairs, these faculty members could be my future colleagues or my own professors and they are devaluing the impact that I have had and will have on students.

Student Affairs and the NAS share a common mission – their students. The NAS makes no mention of working *with* Student Affairs in the future, even if it was only to change some of the practices they find so distasteful. Whether the NAS cares for it or not, Student Affairs has an important role on college campuses and will continue their work there in the near future. Instead of dismissing and denigrating Student Affairs the NAS should be finding ways to work with us to make universities the forums for open thought they desire and to further serve their students. Is that not what we are all here for?

-Jessica Nelson

- ACPA: American College Personnel Association (2008). *Student Learning Imperative: Senior Scholars reaffirm the importance of ACPA's 1994 statement.* Retrieved October 22, 2008, from http://www.myacpa.org/au/governance/docs/ACPA_Senior_Student_Scholar_Statement.pdf.
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So now you are going to the ACPA Convention in Metro DC, or maybe just thinking about going, and are wondering what there for a graduate student/new professional to do while there!

Whether you are job searching, or just taking in the convention, SCGSNP offer opportunities to get involved, and activities just for YOU, the largest constituency in all of ACPA!

Check out some of our events and start penciling us into your calendar now!

CASE STUDY COMPETITION

Each year, SCGSNP graduate students and new professionals are able to apply theory to practice by solving a thought-provoking case study relevant to the field of student affairs and higher education. Email Kelly Lough, klough@gw.housing.umass.edu for more information.

FIND A ROOMMATE

SCGSNP has created a forum for you to find a roommate and save yourself some money at the annual convention. Join our GoogleGroup, <http://groups.google.com/group/acpa2009>, or contact Megan Drangstveit, mdrangst@msu.edu for more information!

CONVENTION COLLEAGUES

SCGSNP coordinates this event where graduate students, new professionals, and first-time attendees are paired with experienced student affairs administrators to learn more about the profession, convention, and gain some great connections. Email Dennis Hicks, dhicks6@gmu.edu.

SCGSNP SPECIAL EVENTS

SCGSNP hosts a few events at the annual convention. Be sure to keep your eyes on the lookout for the schedule so you can attend our Pre-Convention Social on Saturday night, our Social and Awards on Monday night, and our Business meetings and elections for next year's directorate throughout the Convention!

Be sure to check out the SCGSNP website, <http://groups.google.com/group/acpa2009> for the most up-to-date information for ACPA 2009!

-Danielle A. Morgan

Get Involved with SCGSNP at the ACPA 2009 Convention!

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ACPA
STANDING COMMITTEE FOR
Graduate Students
& New Professionals



the eighth

VECTOR

STANDING COMMITTEE FOR GRADUATE STUDENTS & NEW PROFESSIONALS

Words From Our Chair:

Melissa Hrovatin-Bemus

The snow is falling as I type - I am thrilled to be heading to Metro DC in about a month! The 2009 Annual Convention promises to be a great time for professional development and coming together with friends and colleagues.

There are a couple of events that I would like to highlight:

- If this is your first ACPA I encourage you to join us on Sunday for the Convention Colleagues program. There is more information on the program included in this newsletter.
- Please also join us for SCGSNP socials! On **Saturday, March 28th** we will be meeting at the **Gaylord Lobby Meeting Area 1**.
- We will also be having our traditional Awards Reception & Social on

Monday, March 30 from **7:30-9pm** in **Annapolis 4**.

- Don't forget to bring your \$5 to **become the proud owner of an SCGSNP t-shirt**. All money benefits our graduate student scholarship. Quantities are limited!
- If you are interested in becoming more involved with the committee the convention will be a great time for this to happen. You can learn more about SCGSNP at our **Open Meeting on Monday at 5:45pm in National Harbor 10**. If you'd like to run for an elected position, please join us on **Tuesday at 2:30pm in Baltimore 3** for our elections!

I hope to meet many new people and reconnect with old friends. See you soon!

Editor's Corner

Danielle A. Morgan

The annual convention starts in just about a month, and whether graduate students and new professionals are heading to DC in hopes of landing a new job, experiencing their first convention, preparing a session to attend, or looking forward to meeting some of their "heroes" in the field, it is an exciting time for all!

It is also a stressful time, a recent ACPA survey showed that over 40% of our institutions and/or departments are facing budget cuts, and that was in December. While President Obama talks of the Recovery plan and attempts to make higher education a priority in the United States, Student Affairs professionals struggle with coming to terms with the "essentiality" of their positions in budgets, how to find a new job, and how to best help students that are also worrying about how to clear that balance and register for the next semester of their education.

In the craziness of it all, I'm always reminded that here at SCGSNP, we are all on the same page, here for many similar reasons, and can come together to share, vent, and discuss issues that are facing us personally, and the field. SCGSNP has been my home in ACPA, and I hope it will be yours too! Enjoy this article, and I hope to see many of you in DC!

A NOTE FROM THE COMMUNICATIONS-ELECT | Laura Corry

It seems like January has just flown by and surely the ACPA convention will be here before we know it. Last year was my first ACPA and I spent much of my time in awe both from of the magnitude of the conference and, of course, from meeting a few of the individuals straight from the textbooks. But what I most enjoyed about my first conference experience was learning about the strength of relationships and connections that run deep through the organization and watching as friends and colleagues reunite over conference presentations and later over dinner, over discussions of best practices or how to expand services in the middle of a struggling financial climate. These connections are what drew me to make a connection of my own, to SCGSNP as the communications chair-elect. Following the convention I will take on the role of editor for the Eighth Vector and I am thrilled to serve in this role in the upcoming year!

As you prepare for the 2009 ACPA conference in Metro D.C., make sure to pencil in some time on your schedule to hang out with SCGSNP—I look forward to see you there!

Scholarship Winners Announced!

Congratulations 2009 Convention Scholarship Recipients!

The Standing Committee for Graduate Students and New Professionals is excited to announce the recipients of the 3rd Annual Convention Scholarship! The scholarship is awarded to full-time graduate students and the Committee affords it by members purchasing SCGSNP t-shirts (get yours in DC for only \$5). Scholarship recipients receive early convention registration and up to \$280 in travel expenses and a convention mentor!

Diana Chavez is a doctoral student in her first year at Loyola University Chicago. After several years as a practitioner in the field, most recently at The University of Texas at Austin, Diana is now pursuing her Ph.D. and a career as a faculty member. She is currently serving as a member of the Multi-Institutional Study of Leadership (MSL) team at Loyola and is working on her first publication, an article on the cognitive development of Greek students through diversity dialogues. Her interests and

experiences will bring a great diversity to the SCGSNP!

Wanna Sahachartsiri is currently pursuing her Masters degree in Higher Education and Student Affairs at Indiana University. Wanna is also actively involved with GLACUHO, GLACURH and NASPA and is looking forward to expanding her professional network through her involvement with SCGSNP and ACPA. Wanna hopes to pursue a career that allows her to be an advocate for social justice and work with first generation college students from historically underrepresented populations. Her research interests and diversity of experience will serve her well as a member of the SCGSNP!

These two women will be given financial support to attend their first ACPA Convention in Metro D.C. and will be invited to attend several Standing Committee business meetings, social gatherings and awards presentations. Post-convention, they will be published authors and offer their reflections on Convention in *The Eighth Vector*.

The Scholarship Co-Chairs would also like to extend a big

THANK YOU

to the following individuals who served as application reviewers and helped decide the scholarship winners:

<i>Philip Badaszewski</i>	<i>Jen Lenfant</i>
<i>Lindsay Blair</i>	<i>Julie Lynch</i>
<i>Lauren Bolland</i>	<i>John Mayo</i>
<i>Megan Bottoms</i>	<i>Matthew McKay</i>
<i>Adam Cantly</i>	<i>Christy Oxendine</i>
<i>Denise Carl</i>	<i>Justin Perkowski</i>
<i>Jessica Douglas</i>	<i>Elizabeth Peterson</i>
<i>Jane Duffy</i>	<i>Matthew Petersons</i>
<i>Pat Duffy</i>	<i>Jennifer Philips</i>
<i>Peter Eraca</i>	<i>David Putman</i>
<i>Kassy Fisher</i>	<i>Kelly Rainey</i>
<i>Sara Flynn</i>	<i>Sarah Romanski</i>
<i>Jana Fryman</i>	<i>Jenn Snider</i>
<i>Samantha Gabel</i>	<i>Meaghan Stein</i>
<i>Katherine Hendricks</i>	<i>Sarah Sunde</i>
<i>Sarah Howard</i>	<i>Daniel Sym</i>
<i>Curtis Jefferson</i>	<i>Nathan Tallman</i>
<i>Katherine Johnson</i>	<i>Gerald Tang</i>
<i>Joshua Kurz</i>	<i>Denise Williams</i>

2009 ACPA SCGSNP Sponsored Programs

A Year and Half Later: Reflections of a Ph.D. Cohort **Monday, March 30, 8:45 AM - 10:00 AM, Chesapeake 1**

This program will provide insight into the personal experiences, successes, adjustment issues, and challenges faced by members of a Ph.D. cohort during their first year in a full-time doctoral program. Using Schlossberg's 4 S's and through the diversity of backgrounds, experiences, and prior educational training of the cohort members, participants will learn about both the challenges and triumphs associated with a demanding Ph.D. program. Participants will also come to understand that there is no such thing as a "normal" experience. *Michelle R Rodems, Kacee Ferrell Snyder, Jared Tuberty, Elizabeth Russell, Bowling Green State University*

Courage to Act: How to Intentionally Maximize Your Graduate Experience

Tuesday, March 31, 10:15 AM - 11:30 AM, Chesapeake 1

Maximize your graduate experience starting now! Are you a graduate student that wants more in your experience? This program will empower you to maximize your experience by helping you find opportunities and enhance your competence through specific techniques covered in the presentation. You will be given tools to create your personal action plan to intentionally mold your experience as a graduate student. *Amanda Mollet, Oklahoma State University; Carrie Martin, Ohio University; Nicole Robbins, Columbia University*

Exploring "Job 2": Considering Needs of "Sophomore" Student Affairs Professionals

Tuesday, March 31, 1:15 PM - 2:30 PM, Chesapeake 1

Considering the needs of new professionals has been a focus of professional preparation programs and scholarship in recent years. Exploring the needs of "sophomore" student affairs professionals – those considering the move to "Job Two" or those who have made the

jump to the next position – have not been chronicled as deeply. In this presentation, the needs of student affairs professionals as they have considered and made the move to a position beyond the first job will be explored. *Cameo Hartz, Duke University; Laura Randolph, Temple University; Jay Tifone, Drexel University; Alina Torres-Zickler, Drexel University*

Need a GPS? Navigating the politics of higher education

Wednesday, April 1, 8:00 AM - 9:15 AM, National Harbor 13

Today's graduate programs prepare new professionals in more advanced ways than ever before. Students have global knowledge, significant problem solving experience, and expert computer skills. However, they often struggle with one aspect of higher education that is difficult to learn in a classroom. Many new professionals are challenged by the political structure of their institutions. Some institutions require years of hard work before accepting an idea, while others expect change immediately. What are the issues? How do new professionals survive? *Jeff Ruder, Miami University; Roger Nasser, McKendree University*

Networking Strategies to Increase Social Capital in Higher Education

Monday, March 30, 4:15 PM - 5:30 PM, National Harbor 3

The power of networking to increase social capital in higher education is key to influence professional progress and success. Being able to tap into a social web of support enables graduate students and professionals to expose their talents with others, which, in turn, creates opportunities down the road. In this session, we discuss elements of effective networking and how to create social capital among professionals in higher education. This session is particularly suitable for graduate students and newer professionals. *David Jones: New York University; Ryan Davis, University of Maryland-College Park*

The year was 2007.

I was a senior finishing my undergraduate days at Bowling Green State University. With only a few months left until I crossed the stage and said goodbye to my alma mater, I found myself looking for one last way to give back to a school that had given me so much. I had been involved in various organizations on campus and had spent the better part of a decade creating long lasting friendships, and although my shelf life had almost completely fizzled out on campus, as an alumnus I still wanted to be a part of this amazing university.

Earlier that year I had the opportunity to meet our Vice President for University Advancement, J. Douglas Smith. As we casually spoke he told me that, "The three most important things you can give to your university are your time, your talent, and your treasures." That quote sparked a flame inside me that resonated as I entered graduate school.

Fast forward two years and I once again find myself looking to begin a new chapter in my life. Three months until I graduate with a master's degree and my job search for higher education development positions has began. This past summer I had the opportunity to complete an internship at the George Washington University Office of Alumni Relations.

This was my first true experience working on the front line with alumni. Once I returned to Clemson, I continued pursuing my passion for development as I interned under the Director of Development for Student Affairs. Through my education and experiences, I am able to appreciate the many roles of an alumni and development office.

Currently the job market seems bleak and numerous schools are in hiring freezes or have cut back drastically. Students are being denied loans, tuition continues to increase, and campus administrators are working around the clock trying to provide the best education and experience with little resources.

To face these challenges I have a cover letter, a resume, and a prayer that a university will give me the opportunity to join their fundraising team. As the unemployment rate continues to rise, banks try to stay afloat, and state appropriations to public and private universities dwindle, one would think that a career in fundraising might present more challenges than rewards.

Call me crazy, call me passionate, or call me with a job offer, but I am up for the fundraising challenges of today, with optimism for a better tomorrow.

-David Chambliss

GHANA BOUND

Have you ever had moments in your life that were so impactful, that you had to stop yourself for seconds at a time and give yourself a pinch to make sure it was reality. I have had many moments like this in my life but none can compare to the influential moments that I experienced during my Cultural Study Tour to Ghana (West Coast of Africa) with ACPA in June 2008.

After graduating from undergrad there was always one thing that I regretted and that was not taking advantage of the opportunity to go abroad. I vowed that I would never suffer the same regret again.

During the fall 2007 semester of my second year of graduate school, I decided that the summer of 2008 after I graduated with my master of science degree in college student development counseling would be my moment to explore a different part of the world. It had always been a dream of mine to go to a country in Africa. I didn't know exactly where I wanted to go but I knew that at some point in my lifetime I would have to go to Africa.

It was ACPA that provided me with the opportunity to go to Ghana.

Many of the things I will discuss in this article will be related to my time spent at the colleges and universities that I visited while on the tour. I purposely decided to tailor this article towards this direction because I would like my fellow colleagues to know that there are opportunities to explore the field of higher education in other parts of the world.

On Friday, June 6, 2008, I began the Cultural Study Tour to Ghana. For ten months, I have been reading about the country, researching some of the things I would do and see while in Ghana, and preparing myself mentally and physically for what the tour would entail. Preparing myself physically simply meant I had to get all of my necessary shots and take the necessary medications I needed to take prior and during the tour. Preparing me mentally was a little more complex.

This required me to come to the realization there would be times where I would cry, laugh, and most importantly I would grow professionally and

personally on this tour. My goal on this trip was to learn as much as I possibly could.

One of the learning outcomes of the Cultural Study Tour was for participants to learn from college students and college faculty and staff members about the culture and the higher education system in Ghana. During my time spent at the University of Ghana, University of Cape Coast, and Kama Nkrumah University of Science and Technology, I was able to learn a little bit about what being a college student in Ghana was like and similarities and differences between the United States and Ghana higher education system.

Across the country of Ghana, a lot of value is placed on obtaining a college education. Similar to the United States, many of the college students in Ghana spoke about getting a college degree as being the "key to a better and more fruitful life". Some of the student's that I was fortunate to have conversations with explained,

"That having an education is something that nobody can ever take away from a person. It is something that one will have forever. Your money, your home, even sometimes your family can be taken away but no matter what nobody can take away your education."

It couldn't be explained any better. My interactions taught me that having the opportunity to go to college is truly a privilege. Not everyone has the opportunity to attend college and when one is granted that opportunity it is important that they run with it and take full advantage of it. In Ghana, I learned that this is very much the case.

After spending two impactful and inspirational weeks in Ghana learning about the culture, experiencing things that I never thought in a million years I would experience, learning from college students, faculty, and staff of Ghana what it means to have a college degree, I encourage students that I work with that if they have the opportunity to experience life in another part of the world take the opportunity because there is a bigger world out that extends far beyond the United States.

-Jasmine Willis

Never Stop Thinking About the Next Step...

Congratulations!

You have made it through your first semester of graduate school. At this point you are reassured that you are becoming well prepared and headed in the right direction, and still slightly hesitant about what is in store for the future.

The second semester is when you should begin thinking about your internship or practicum experience that you will soon be starting (over the summer). The student affairs programs afford opportunities to first year graduate students to gain an outside experience away from their current assistantship.

Assistantships are a continuation of the classroom; knowing that what we learn at work enriches our classroom experience, and what we learn in the classroom better our practice and application of the content and theories at work. Most students are interested in various student affairs areas as potential job opportunities.

Diverse experiences provide opportunities to draw upon when designing and implementing practices. This opportunity is more than something to do; it helps in becoming more marketable in your job search.

Here are some tips to help you in choosing the best internship/practicum experience:

- Choose an area that interests you and would like to learn more about. It is easy to choose something you know you are good at, but it is important to continue challenging yourself which will aid in your development as a professional.
- Diversify your school environment; choose a school that is different from where you currently work. If you attended a large public school for undergrad or grad school, consider choosing a university that is small or private to round out your experience.
- Research schools online now. Do not be afraid to talk to people. You are not the first graduate intern!

• Do not get so caught up in knowing what specific projects you will be working on. The departments might be able to accommodate your interest with the work that needs to be done. While you are helping the department, this experience is for you. Understand that the summer is down time for most areas, so you may not be interacting with as many students as you typically would.

• Choose a school that will be able to offer you a place to live. Remember you probably will not be receiving pay checks during your time away. Look for fun perks like meals during certain sessions.

Lastly, start saving money now; prepare for your time away and not so much for the new Miley Cyrus CD. Look at the cost that you may endure during your internship/practicum as an investment in your future and the payback will be priceless.

What is your next step?

-Alexis J. Cole & Christine Mihalopoulos

Worry about What to Have For Lunch at Placement, Not Your Resume: 5 Tips

For many of you, your time here at the ACPA Convention is going to be spent in Placement. You're going to move from one potential employer to the next, hearing the same questions, and in the back of your mind you're wondering "did I say the exact same thing I just said in the previous interview?" We know exactly how you feel!

You're going to spend those days wondering if the humidity has curled your hair up, is there spinach in my teeth from lunch and did I take the size stickers off my new suit? **Well one thing you shouldn't have to worry about is your resume!**

Spend sometime before you leave for D.C. looking over your resume and updating it. If you don't have one, now's the perfect time to start thinking about it! This document is your first impression in a job search and it cannot be stressed enough that it should reflect your experiences as well as your personality.

Follow these five simple steps and you'll rock your next interview!

• Ask your colleagues and current professionals in your intended area if you can look at their resumes. You'll not only get an idea of how they organized their information but what should be emphasized. Also take a moment to just look at their resumes and find what aspects catch your eye first as well as readability of the document (font sizes, font faces, bolding versus italics, etc.)

• Review! Revise! Ask as many co-workers as possible to look at it for you with a red pen! If possible, take it to a Director or Associate Director in your intended area and sit with them to learn more about what you should emphasize on your resume. If you can set up an informational interview with them as well you'll learn more about what potential employers are looking for from their entry level employees.

• Setup an appointment with the Career Services advisor specifically for your program. They will have the most up-to-date information acceptable resume

lengths or wording and can also help with mock interviews while being another set of eyes for your resume.

• Borrow or purchase books such as *Brag! The Art of Tooting your Own Horn Without Blowing It* by Peggy Klaus and *The Resume Handbook: How to Write Outstanding Resumes and Cover Letters for Every Situation* by Arthur D. Rosenberg and David V. Hizer. Following the advice from these books will not only make for a better resume but better cover letters and interviews as well!

Your resume is a working document. Take it out every three months and update it with your latest and greatest accomplishments so you're ready when that next opportunity comes your way!

Now get out there with your outstanding resume and land your first job!

-Nicole M. Robbins

Resources:

Klaus, P. (2003). *Brag!: The Art of Tooting Your Own Horn Without Blowing It*. New York: Warner Business Books.

Rosenberg, A. D., & Hizer, D. V. (1996). *The Resume Handbook: How to Write Outstanding Resumes and Cover Letters for Every Situation*. Avon, Massachusetts: Adams Media Corporation.

JOB SEARCH

Much of my life has been spent in transition and, as I get ready for my next one, I am quickly realizing the enormity that is the job search. I have spent a large part of my graduate assistantship using Schlossberg's transition theory to frame programs and initiatives for our first-year students, and now that I face a big transition of my own, I turn yet again to Evans, Forney, and Guido-DiBrito's (1998) *Student Development in College*.

Nancy Schlossberg et al. (1995 as cited in Evans, Forney, & Guido-DiBrito, 1998) defined transition as "any event, or non-event, that results in changed relationships, routines, assumptions, and roles" (p. 111). Well this is certainly not a non-event, that I know for sure. This is most definitely an "event," one that I've spent 2 years formally, and 23 years informally, preparing myself for.

Since I have defined and acknowledged that, in 96 days from February 1, a transition will most definitely occur, I look to the wisdom of Schlossberg to help me navigate through my transition from graduate student to new professional (crosses fingers). Take heart fellow job searchers, the "4 S's" are not there simply to help our transitioning students, nor are they things we learned in our theory courses never to be thought about again. They are alliterative aids to help all those who seek their services.

Situation

Although many factors of the first "S" require little reflection, one factor sticks out to me: the notion of prior experience with a similar transition. Although I have no experience in transitioning from student to fulltime professional, I find comfort in the job searching experiences of those who have come before me. They made seamless transitions from the classrooms of their own educations to residence halls and student activities offices all across the country. Why would my situation be any different?

Self

Schlossberg's second "S" teaches me the importance of my outlook and specifically maintaining an optimistic attitude toward

my job search and fast-approaching transition. Optimism isn't always my default way of thinking, but I've read enough of *Student Development in College* to go doubting it now.

Support

Creating a support network has been, and will continue to be, vital to my transition. We spend much of our time and energy helping to create communities that support students socially, emotionally, academically, and so on. Why shouldn't we take a bit of our own advice and put the same amount of energy into our own support networks? I have found a foundation of people who have helped me navigate through other transitions, and I am so thankful they continue to stand by me. I'm sure at this point, however, my partner is wishing my network would expand just a tiny bit as he is surely tired of reading each and every cover letter.

Strategies

And finally we have strategies for coping with both the stress that come before the "big move" and the stress that follows after we've signed on the dotted line of our new job contracts. Of course I am seeking information from valued sources, I'm taking direct action by making higherjobs.com my internet homepage (I'm only half joking), and of course there's a bit of inhibiting of action because I've learned that you're never too old for procrastination. And although Schlossberg makes no reference to ice cream, I've found late night Dairy Queen runs to be a fairly effective transition strategy as well.

Well fellow job-seekers, I wish you the best of luck as you move in, move through, and move out of your transitions to becoming new professionals (Schlossberg, Waters, & Goodman, 1995 as cited in Evans, Forney, & Guido-DiBrito, 1998). I for one am ready to move on, take ownership of my knowledge, and start putting my education to good use.

-Laura Corry

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass

Whether you are job searching, or just taking in the convention, SCGSNP offer opportunities to get involved, and activities just for YOU, the largest constituency in all of ACPA!

CONVENTION COLLEAGUES

SCGSNP coordinates this event where graduate students, new professionals, and first-time attendees are paired with experienced student affairs administrators to learn more about the profession, convention, and gain some great connections. Make sure to check out the **Convention Colleague Program & Establishing Your Relationships with ACPA on Sunday, March 29th at 4:00pm in Maryland Ballroom B**. Email Dennis Hicks, dhicks6@gmu.edu.

CASE STUDY COMPETITION

Each year, SCGSNP graduate students and new professionals are able to apply theory to practice by solving a thought-provoking case study relevant to the field of student affairs and higher education. The Case Study Competition takes place on **Monday, March 30th in Annapolis 2-4**. Email Kelly Lough, klough@gw.housing.umass.edu for more information.

SOCIAL SOCIAL

SCGSNP hosts a few events at the annual convention. If you are there early, we have our **Offsite Social on Saturday night** (meet at 7:45pm in the Gaylord Lobby). Or, checkout our **Reception on Monday, March 30th at 7:30pm in Annapolis 4**. SCGSNP will also be at **Meet the Standing Committees and Convention Showcase**, so be sure to stop by!

NEXT YEAR'S DIRECTORATE

YOU could be the next influential member of the SCGSNP. Check out our Committee meeting **Monday, March 30th at 5:45 in National Harbor 10** to see who we are, learn about the election process, and find out about open positions. **ELECTIONS** take place at the **Convention on Tuesday, March 31st at 2:30pm in Baltimore 3**. It can be as easy as that to get involved with SCGSNP!

-Danielle A. Morgan

Get Involved with SCGSNP at the ACPA 2009 Convention!



Committee Chair
Melissa Bemus
 Ripon College
melissa_bemus@yahoo.com



Awards Elect
Jen Noble
 Kent State University
jnoble@kent.edu



Case Study
Nicole Long
 University of Maryland,
 College Park
longn@umd.edu



Case Study
Kelly Lough
 UMass Amherst
klough@gw.housing.umass.edu



Case Study Elect
Julie Lynch
 University of Tennessee-Knoxville
jlynch@utk.edu



Case Study Elect
Pat Marino
 Hamilton College
pmarino@hamilton.edu



Conventions Colleagues
Dennis Hicks
 University of Nevada, LV
dhicks6@gmu.edu



Conventions Colleagues Elect
Mike Violette
 Georgia Southern University
mviolette@georgiasouthern.edu



Historian
Jeffery Ruder
 Miami University of Ohio
ruderj@muohio.edu



Historian Elect
Nicole Robbins
 Columbia University
n.robbins85@gmail.com

Thanks to this year's ACPA Standing Committee for Graduate Students & New Professionals Directorate!



Membership
Sarah Hermsmeier
 Penn State University
slh52@sa.psu.edu



Membership Elect
Katelin Getz
 Ohio University
ktgetz@gmail.com



Communications
Danielle A. Morgan
 Salem State College
danielleamorgan924@gmail.com



Communications Elect
Laura Corry
 Bowling Green State University
lcorry@bgsu.edu



Roommate Network Services
Megan Drangstveit
 Michigan State University
megandrangstveit@hotmail.com



Roommate Network Services Elect
Conni Clafin
 Johnson & Wales University
cclafin@jwu.edu



Scholarship
Meagan Hagerty
 Minnesota State University,
 Mankato
mlhagerty@yahoo.com



Scholarship Elect
Ashley Weets
 Western Illinois University
weetsa@central.edu



Social & Showcase
Amanda Mollet
 Oklahoma State University
amanda.mollet@okstate.edu



Social & Showcase Elect
Carrie Martin
 Ohio University
cm270403@ohio.edu



Sponsored Programs
Matt Bowman
 University of Memphis
mabowmn1@memphis.edu



Sponsored Programs Elect
Grace Fama
 Binghamton University
gfama@binghamton.edu



Sponsorship/Fundraising
Jenni Lindberg
 Michigan State University
lindbe28@msu.edu



Sponsorship/Fundraising Elect
Jarrett Kealey
 Ohio University
jk269207@ohio.edu



Undergraduate Outreach
Jeff Grim
 Michigan State University
jeffgrim13@gmail.com



Undergrad. Outreach Elect
Annie Russell
 Bowling Green State
 University
erussel@bgsu.edu



Webmaster
Mark Nakamoto
 New York University
mark.nakamoto-at-nyu.edu



Webmaster Elect
Tom Schlund
 Texas Tech University
tom.schlund@ttu.edu

