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the eighth Vector

STANDING COMMITTEE FOR GRADUATE STUDENTS AND NEW PROFESSION-



Words from our Chair: Danielle A. Morgan

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AND SO MUCH MORE!

Happy Autumn SCGSNP!

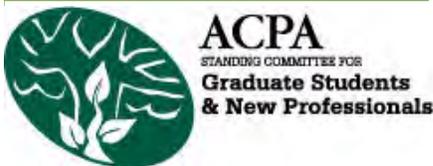
Welcome to another exciting academic and ACPA filled year! If you have just entered a graduate program or the field as a new professional - welcome to SCGSNP! If you are starting a doctoral program and part of our group once again we are glad to have you!

Graduate students and new professionals make up a substantial part of ACPA's membership and SCGSNP is here to voice your concerns and advocate for your needs. If there is something in particular you'd like to discuss, please feel free to contact me at danielleamorgan924@gmail.com, or work with one of our fabulous Committee members.

SCGSNP works to provide networking opportunities for graduate students and new professionals - both at Convention and throughout the academic year. Connect with your peers across the country by joining our **Facebook Group ACPA SCGSNP and being our fan**; and through our **Committee-wide listserv** by clicking to receive our emails under the ACPA membership page once you log in.

SCGSNP publishes this newsletter, coordinates scholarships, case study competitions, programs tailored to your needs, awards, and professional development opportunities all year long. We hope that you will make SCGSNP your home and find a way to get involved - submit an article, participate in one of our events, or work with our Membership coordinators to volunteer on activities throughout the year with our Committee, with Convention, and with the ACPA Foundation.

There are a lot of wonderful things happening in ACPA, and graduate students and new professionals are at the forefront of many of these initiatives - it looks to be a very exciting year for our group. I look forward to getting to know and working with you this year!



DIONTREY THOMPSON

Scholarship Winners' Convention Experiences

As a child, I loved to read a book called “*Curious George*”, which featured a little monkey who explored the world around him with amazement. George went about his day carefully examining things that he did not quite understand in hopes of satisfying his curiosity. Although I am no longer a child, I still love this book because I can relate to George in many ways and it explains my adventures attending ACPA national convention in Boston, Massachusetts.

During my undergraduate experience I had the opportunity to attend multiple national and regional conferences through NASPA, so I had an idea of what to expect at a higher education conference. Surprisingly, ACPA was completely different from what I initially expected. As a first time ACPA attendee and scholarship recipient I was interested in attending workshops and programs that would increase my knowledge in the field of student affairs. Additionally, allow me to network with individuals across the state and share stories and best practices at our various intuitions.

My first day at the conference I was shocked by how many of the attendees were new professionals, upcoming graduates of various higher education programs, and first year graduate students like myself. It was refreshing to be around individuals who were going through some of the same transitions and adjustments I was making to graduate school. The conference really provided me a place to engage and create some meaningful relationships with individuals in the field. The conference did a great job of allowing me to get involved with multiple standing committees that were very beneficial to my own professional development.

Secondly, because of my scholarship I was informed about the *Standing Committee for Graduate Students and New Professionals*, which turned out to be a worthwhile experience. I felt motivated and inspired after attending my first SCGSNP e-board meeting, because it was great to be in a room with professionals across the country whose sole purpose was to make sure our (graduate students & new professionals) voices were heard by the national organization. The SCGSNP members made me feel like an active contributor to the discussion rather than simply observing them conduct a meeting. Having the opportunity to interact with the board members and being provided a mentor to help me navigate the conference was a great benefit. The idea of having a mentor connected with the scholarship recipient was great because they provided guidance on what events, socials, and workshops to attend.

Overall, I found the conference to be amazing, informative, and a great place to network. As a graduate student, I gained so much knowledge and information about particular fields I am interested in, such as retention in African American men and best practices that help students understand their identity. Furthermore, my involvement with SCGSNP really allowed me to see the impact and influence I have as a graduate student within the conference. The biggest lesson learned at the conference was that ACPA was a place that encouraged my development as a future professional.



JULIE TIEU

My experience at the ACPA Annual Convention in Boston far exceeded my expectations. Throughout my professional and graduate experiences, I have attended various professional development events. I just assumed a national convention would be similar, except only bigger. This assumption did not prepare me for the rich experiences that ACPA and SCGSNP offered.

First, the convention was a wonderful place to network and engage with student affairs professionals from around the country. From socials to innovative sessions, I was pleased to hear and learn from different perspectives. Likewise, it was interesting to hear other professionals discuss common issues that affect our field. I found it very inspiring to see everyone support one another, especially as higher

education is encountering unprecedented challenges.

Of the many sessions scheduled during the convention, I was excited to attend various sessions about student veteran issues. Prior to the convention, I wrote a literature review on student veterans to expand my knowledge of this population. My budding interest in student veterans flourished after attending educational sessions at the convention. I was fascinated by the innovative practices and services offered at various institutions. It compelled me to further my professional development so that I can advocate and provide adequate services for student veterans.

Furthermore, I quickly learned to expect the unexpected when networking. For example, I would sometimes have random conversations with another student affairs professional and it was not uncommon to find out that we had mutual colleagues, acquaintances or experiences. While I knew the field of student affairs was small, I did not expect to find so many commonalities, especially since I flew to Boston from California.

Finally, I was really happy to meet the SCGSNP directorate. I never had exposure to the meetings that take place within a professional organization like ACPA. I found my experience

at the directorate meeting to be very interesting. I was amazed by the dedication that each officer had for their role and the Standing Committee. I am especially appreciative of my mentor, Danielle Morgan. I enjoyed having a conversation with her about her involvement in ACPA and SCGSNP. It really opened my eyes to the possible ways I can get involved.

Overall, I am so glad I went to the ACPA Annual Convention. I learned so much and met so many amazing professionals. As I graduate from the M.S. in Counseling, College Counseling/ Student Services program at CSU Northridge this May, I hope to continue furthering my professional development and involvement with ACPA.

Redefining the Graduate Experience: Graduate Assistants as Campus Leaders

As a new graduate student in higher education and student affairs, it is a humbling experience to go from being an undergraduate student leader to being in a group of past student leaders. In just one Master's degree cohort there are multiple people who were student body presidents, Greek executive board members, or orientation leaders...just like you. Making the transition from being a student leader where you were in the spotlight to a graduate assistant where your job is to focus on developing undergraduates and undergraduate student leaders can be difficult.

However, this challenge is an opportunity for graduate students to apply the skills they learned as undergraduate student leaders to become leaders through their work as Graduate Assistants (GAs). The purpose of this article is to share leadership tips from Hefietz and Linsky's (2002) book titled *Leadership on the Line* to help graduate students make the transition from undergraduate student leader to Graduate Assistant leaders.

Lessons from *Leadership on the Line*

The title of Hefietz and Linsky's (2002) text refers to the idea that leadership can be dangerous. This article will highlight how four key points from *Leadership on the Line* can be utilized by Graduate Assistants to successfully transition into their Graduate Assistant roles. The four points are: go on to the balcony, find out where people are, determine the song beneath your words, and lead by example (Hefietz & Linsky, 2002).

Go on to the Balcony

To become a leader in a Graduate Assistantship position, I challenge GA's to get on to what Hefietz and Linsky (2002) call "the balcony." The dance floor is where the action happens. In this case, it is the GA's workplace. As a leader, a GA must step away from the action and observe it to gain a holistic perspective. It is not entirely clear what the "dancing" looks like if you are always dancing the steps.

Hefietz and Linsky (2002) state that stepping out onto the balcony requires self-reflecting and recognizing the importance of engagement and disengagement in one's work. The balcony approach encourages dancers to take a break

from the dance floor to go upstairs to take a seat on the balcony. Look down and observe. What does your supervisor's dance look like? How about your students' dance? Do your colleagues want to join in on the dance? Is everyone dancing? Are they all dancing together? What song is playing? Are your programs going with the beat of the music? What can you learn from watching people dance that will help increase your effectiveness as a leader? These are questions that could not necessarily be answered if the GA is always deeply engaged on the dance floor. Sometimes disengaging is just as important as engaging. It is during disengagement that a GA can reflect and gain a clear view of what is happening.

However, when stepping off the dance floor, there is a risk of missing out on an opportunity. But there is also the chance that by taking time to stand on the balcony and observe, that key insights for increased effectiveness will be gained. These opportunities may never have become evident if you do not take the opportunity to see the view from the balcony.

Find Out Where People Are

Effective communication will help to accomplish Hefietz and Linsky's (2002) point that leaders need to "find out where people are." This concept is about taking time to ensure that you are on the same page with your co-workers, students, and colleagues.

To get on the same page with others it is first important to realize that all individuals are unique. It also helps to realize that you are not the only person going through a transition. Your students are adjusting to a new adviser/supervisor and your supervisor is also transitioning from working with your predecessor to working with you. Everyone learns the dance differently and nobody is going to be perfect, including you. Take the time to get to know yourself and your co-workers. By learning the language of those you interact with on a daily basis, a rapport is built and helps to establish you as a leader.

Determine the Song Beneath Your Words

In regard to learning the language of

others (Hefietz and Linsky, 2002). Do you find yourself using "safe words" instead of what you truly mean to say? What do you really mean? Do others hear your song? People knowingly or unknowingly speak without depth. A simple statement could mean so much more than those few words. During times of feedback, think critically about what words you chose versus what your words really mean. You are less likely to generate success if you are dancing around what you really mean to say. Journaling and/or discussing your experience with others might help you determine your song.

Lead By Example

Actions and/or reactions of just one person can influence an individual or and/or an entire group. You have the power to set the stage. I challenge graduate assistants to "lead by example" (Hefietz and Linsky, 2002). If you want others to be enthusiastic and hardworking, then model that for them. As a leader, your vision begins with you.

Just as you have an influence on others, others have influence on you. Every action sends a message. It is important to receive every message, but what you do with the message is even more important. Seek to build from the encouraging messages and learn from the challenging messages. You have the choice to set your own stage or let someone else set it for you.

Conclusion

Graduate Assistants play an instrumental piece to campus life. Practicing Hefietz and Linsky's (2002) five keys to leadership can facilitate the transition from undergraduate student leader to Graduate Assistant leader. By going out on the balcony, finding out where people are, determining the song beneath your words, and leading by example, Graduate Assistants will be positioned to make positive contributions to their respective campuses and the students they serve. I encourage GAs to dance the night away, but also take some balcony time to learn key insights that are not always visible from the dance floor.

-Litsa E. Orban

Austin, A. E. (2002). Preparing the next generation of faculty: Graduate school as socialization to the academic career. *The Journal of Higher Education, Special Issue: The Faculty in the New Millennium*, 73(1), 94-122.

Hefietz, R. A., & Linsky, M. (2002). *Leadership on the line: staying alive through the dangers of leading*.

From Soup to Nuts:

A truly rewarding internship experience

Eight months have passed since the start of my summer internship search process. It is hard to believe that resume updating, institution contacting, phone interviewing, packing, moving, adjusting, enjoying and heading back home all have fluttered away. I count myself as one of the very fortunate interns because I can honestly state that I have learned an amazing amount from my internship experience, had a phenomenal summer, and grew personally and professionally during the past months.

Now, as I return back to my home institution and get back into the swing of my graduate program, I am enjoying being able to sit back and reflect on everything I have learned from start to finish of my internship experience.

Someone mentioned as I started searching for a summer internship that I should outline what I wanted to get out of the experience first, and then see what experiences were available. In terms of the search process, this could have

been the best advice given to me. I created my list and could then sift through postings accordingly; saving both myself and those hiring valuable time in a long process happening during a stressful part of the year.

Coming from a larger housing department to a smaller one this summer provided a lot of opportunity to really be able to be a part of the team. I was fortunate enough to end up in a department that actually took the views of the interns and listened to thoughts from “the outside”, rather than just be thankful to have another body to cover duty, though I know some were indeed happy with just that.

I chose to step back the first week, ask questions, and absorb as much information about the professionals, history, goals, and future of the department before I dove in with my views. I would recommend this tactic for those seeking internships in the future as well. While it may seem a “no-brainer” to many, others would be shocked at how many individuals overlook the “take-in-your-surroundings-before-speaking approach”.

Additionally, I learned an amazing amount about advising and truly putting students first in decision making. When an entire professional staff takes time every week to discuss an article on a current topic or issue facing students, the discussions sounding work move from “what do we need to do?” to “what do the students need us to do?” I am extremely happy with the amount of professional development I received and I am sure I will be referencing articles and conversations for a long time.

Honestly, I did not expect to find myself at an institution with such a different student population. I did expect and greatly looked forward to differences such as being more diverse and coming from different locations. But I encountered students with completely different life experiences and outlooks. I am very grateful for the time I was able to spend with some of the students learning about what drives them. I learned a lot about motivational advising and



challenging students to believe in themselves, as well as the importance of making sure you are providing the most developmental environment as possible.

One reflection can simply not do justice to the plethora of items that I could touch on regarding my internship experience. My only regret is that I did not seek out opportunities such as this during my undergraduate work as well. It is clear that my summer internship has equipped me with a number of experiences to aid me throughout a career in student affairs, but has also helped me define the professional that I would like to become.

-Justin Shuch

Although it's only
September,

SUMMER INTERNSHIP OPPETUNITIES

Resources to keep in mind:

Housing: acuho-i.org

Orientation: fye.indiana.edu/noda

Other: summerinternships.com



Full of Wanderlust, Bright with Passion: A Student Personnel Grad Student's Journey through the Fulbright Application Process

As a graduate student in the field of higher education, are you craving an alternative adventure before settling into a traditional student affairs career? Does the prospect of living abroad sound exciting to you? Do you have the desire to experience something new? As a fellow future student affairs professional with nomadic inclinations, let me encourage you to explore options that can accommodate your wanderlust. You may be worried about tainting your credibility as a professional by indulging your desire to wander the globe. Instead, I invite you to view traveling abroad as the epitome of personal and professional development. An exchange of ideas from another side of the globe undoubtedly yields insights applicable to improving and expanding our own approach to higher education. In this article, I will recount my journey through the application process for a Fulbright English Teaching Assistantship in Macau. I will offer advice for those interested in similar opportunities and include a listing of programs and resources to help you begin your own journey.

The Roots of Rootlessness

I was an infant when my family moved to a remote rainforest village on the African equator, where my parents were missionaries for the first ten years of my life. I feel fortunate to have spent part of my childhood among the Gokana tribe of Nigeria, which was a catalyst for my travels to other parts of the world. During high school, I spent a paradigm-shifting summer learning about German language and culture by living with a host family through an exchange program to Germany. A few years later, I backpacked through several European countries and further cultivated my linguistic abilities through a German language program at the University of Salzburg in Austria. As is common among those who travel, my desire to discover more of the world has only intensified through each of these opportunities.

A glimpse of my most recent journey may explain why I have become captivated by Asia and was delighted to find that the Fulbright Foundation provides opportunities to teach English there at the collegiate level. After two weeks of research and travel throughout Taiwan last summer through my graduate program, I stayed an additional two weeks to explore the island independently. My first destination was Green Island, small isle off the coast of Taiwan where few natives speak English. Here, my solo traveling ended and amazing friendships began when five Taiwanese travelers whom I met on the island invited me to join them on the rest of their journey. Throughout our time together, we enjoyed a playful exchange of coaching each other on our English and Mandarin language skills. While I pointed out minor grammatical slips and introduced American slang to my already-proficient friends, they helped me practice and build upon the basic phrases I had learned through survival Mandarin courses. As we said goodbye at the airport, they left me with the gift of a language-learning computer program, teasing, "Next time we see you, you'll be fluent! Now you have no reason not to come back."

I was hooked and knew I had to see more of Asia. Back in the United States, I lamented to a friend about my yearning to return. She suggested that I look into Fulbright. That suggestion changed my world for the next several months; I swiftly became obsessed with the prospect of revisiting beloved Asia through Fulbright.

After eagerly perusing the Fulbright webpage, it soon became clear that I needed to apply through my institution and contact my campus Fulbright advisor. That is how I found Margaret, an advisor in the University of South Carolina's Office of Fellowships and Scholar Programs, who guided and inspired me throughout the process of applying for a Fulbright English Teaching Assistantship. Margaret was patient with me as I browsed through the Fulbright booklet for the first time, allowing my hatching thoughts to brim to the surface in the presence of such an invested, warm advisor. I vocalized my internal debate to her and she endured my scattered concerns that took our conversation to all parts of the world. I babbled about *how much I would love to return to Taiwan*, but *I wouldn't be working in higher education there and my*

passion is to work with college students and I would love be in a warm climate...ooh...maybe Latin America! She remained patiently interested as I read further and she heard, perhaps for the hundredth time, a lament that *I don't speak Spanish so I can't go to a Latin America country.*

Eventually, I decided to apply for an assistantship in Macau, a special administrative region of China, where I would spend a year teaching English to college students as well as coordinating cross-cultural programs. It sounded like the ideal program for an adventure-seeking college educator with itchy feet and an obsession with Asia.

Challenges

Little did I know how long and arduous the application process would be. I began the Fulbright application in August, wrote and rewrote essays, completed the tedious forms, and asked references to write and rewrite letters and fill out forms. Half a year later, I am still waiting to discover my fate. I found out in January that my Fulbright was selected for a final review in the host country, but may not hear for several more months whether I have been selected to travel halfway around the world. If I am awarded the Fulbright, an entire year will have passed between the time I began process and when I will actually be living in Macau.

On one hand, the length of the process adds an element of difficulty and frustration that might dissuade qualified potential applicants from pursuing this exciting opportunity. On the other, the length of the process ensures a more sustained interest in the venture during the wait, probably leading to a more enthusiastic and committed Fulbright representative. In my case, Fulbright takes priority over other employment opportunities, perhaps in part because of the demanding investment of time. The hours that I spent engaged in self-reflection, researching my country of interest, imagining an exciting future life in Macau, and refining every component of the application proved to me, and hopefully to those reviewing my application, that the position is an

Continued pg. 7



DOING COLLEGE BACKWARDS

I started out like most young American girls... wanting to be a teacher. I was inspired by the dedicated teachers I was fortunate enough to have, as well as the infamous tenured "teachers" that are notorious for long coffee breaks and internet surfing. Throughout high-school I strategically placed myself in all the right places at all the right times. I was a three season athlete, a band-geek, the teacher's pet, and the perfect daughter. I was on all the right tracks, paths, and any other proverbial route one can think of.

From high-school, I went to a local community college to save money (My momma didn't raise no fool). Here I obtained my Associates Degree in Humanities and Social Sciences and then enrolled in the most reputable colleges in the area specializing in teaching certification. My three years at this residential college were thought provoking, inspirational and life changing... too bad I didn't realize this until my first semester of grad school.

While at my undergraduate institution I was devoted to my studies. I was excited about the differences that I was about to make in students lives, much like my high-school teachers. I also picked up a History degree, subscribing to the stereotypical "nerd" mentality. I enjoyed reading hundreds of pages of multiple texts each week. I enjoyed writing the fifty page papers. I enjoyed the late nights in the library. What I did not enjoy was my nonexistent social life.

It wasn't until my second year at SUNY Potsdam that I realized how board I was. With my 4.0 GPA, and my uneventful, unfulfilled social life, I sought out something to fill the void that History and Secondary Education could not. Through a referral by a high school friend who also happened to be a Resident Assistant at Potsdam, I found Residential Life. Residential Life was the catalyst that propelled me to the realization that I hated the cloud I was riding on all the way to my American Dream. While in my first year in Residential Life I became involved in multiple committees, and social organizations around campus. Before this turning point in my life, I was ignorantly unaware of the opportunities that were available to me, a typical student.

That made me think... scratch my head really. How was it that I was unaware of all the events, programs, and offerings my college provided? Was I really that oblivious to the marketing of "the college experience"? I've come to realize that I was so consumed in the academic part of my education (that's what I was paying for away way right?) that I forgot to focus on the social part.

Ahhh, epiphany number 1... it's ok to have a social life in college.

I was neglecting the part of college that my counterparts seemed to be excelling at; a life. From a year and a half in Residential Life and my newly found friends, I realized that there is a crucial balance of academics and social activity to be had. I enjoyed the history

and education classes I was in, but was now able to supplement my academics; the perfect situation.

With my second to last semester at Potsdam coming to an end with student teaching and completing my certification requirements I decided it was time for a change. Radford University found me through a series of circumstantial events. Before I knew it I was taking a day off from student teaching to gather my application materials for the Graduate school and the Special Education program, conducting a phone interview with the Office of Housing and Residential Life, and finding the perfect thank you present for my former Resident Director for sending me the job opportunity link (I settled on a gift certificate from a local chocolate shop).

By the next month I was moving to Virginia.

I was enrolled in a field that I found fulfilling and gratifying; Special Education, and I had landed a position as a Resident Director. I had shuffled my degree requirements around enough to be able to graduate after taking a winter economics class online at a different university, and planned on returning to walk in graduation at the end of the following semester. I said goodbye to my friends and family, and moved to Virginia.

Ahhh, epiphany number 2... Friends don't stop being friends when you leave the state.

On the 10.5 hour drive down I-81, I remember laughing out loud when I hit the Virginia state line. "What did I just

do"? I moved four states south, to a town where I knew no one, in the middle of an academic year where my future co-workers already had made the bonds that I had missed while in New York student teaching.

Ahhh, epiphany number 3... Transitioning is hard.

Once I arrived for my "baptism by fire" (as a my 5 day training was referred to by a supervisor), I was thrown into my first semester of graduate level classes, conduct responsibilities in a 950 occupancy residence hall that was predominantly Freshmen, and supervising a staff. Although this transitioning process was difficult, I somehow managed to tread water and fight off depression at the same time.

By the second month of getting my feet under me and figuring out the dynamics of my new co-workers and environment, I realized that I needed something more. I needed more on my plate, and more interpersonal interactions. My classes were mostly on-line, which limited the amount of people I met. I needed to have a conversation with people about something other than work... I needed people in general.

A h h h , epiphany number 4... It's ok to need people and human interactions.

So I talked to my boss. I told her that I needed something more. I told her that I seem to enjoy my job more than I did my classes. She took note of this and linked me with the University's Conduct Board and a Diversity Taskforce. From here

Continued pg. 7



Assistant at Potsdam, I found Residential Life.

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Wonderlust CON'T.

ideal fit for me. This may be a clever tactic by the Fulbright Foundation to decrease the likelihood of a homesick Fulbright scholar quitting the program before the commitment has been completed.

Advice from One Wanderer to Another

If you are considering the pursuit of a Fulbright assistantship or open to similar alternatives, read on for more advice and resources. My advice for those planning to travel through Fulbright is to make certain that you are fully invested in this endeavor for the long haul before you embark on the application process. This is not just another job application that asks you to turn in a resume and cover letter, and then a couple weeks later you receive an interview. There is no immediate gratification. There will be hours and weeks of research, writing, introspection, and interviewing, then waiting. And waiting. On a brighter note, know that the process will be one of positive development, self-discovery, and the opportunity to dream.

The first step to pursuing opportunities abroad is to reflect on your answers to these questions:

- What do I hope to accomplish by pursuing this opportunity? What are my goals?
- Where do I want to go?
- Why do I want to do this?

If your institution has a fellowships office, meet with a fellowships advisor to discuss your options.

Create an account at <https://apply.embark.com/student/fulbright/international/20/>

If you decide that you want to apply for a Fulbright Fellowship, here is where to begin:

- If your institution has a fellowships office, meet with a fellowships advisor to discuss your options.
- Create an account at <https://apply.embark.com/student/fulbright/international/20/>
- Find instructions at http://foreign.fulbrightonline.org/online_application_instructions.html

There are multiple programs besides the Fulbright program that allow graduate students to teach or volunteer abroad.

Volunteer Abroad Opportunities

- Cross Cultural Solutions www.crossculturalsolutions.org
- Global Volunteers www.globalvolunteers.org
- Habitat for Humanity International www.habitat.org

Teach Abroad Opportunities

- Chile Ministry of Education: University Teaching Assistants Program www.ingles.mineduc.cl
- Appalachians Abroad: Teach in China www.marshall.edu/gochina
- Council on International Education Exchange (CIEE) www.ingles.mineduc.cl
- French Teaching Assistantship Program www.frenchculture.org
- The Japan Exchange and Teaching Program (JET) www.jetprogramme.org
- Teach English as a Foreign Language (TEFL) www.tefl.com
- World Teach www.worldteach.org

- Hannah Nicol



BACKWARDS Con't.

I was able to hone my desires. As I began to dislike my classes more and more, and began to stay in my office until 12:00 AM out of desire, I came to realize that I might be on the wrong life path. (At this point I was still in denial).

Ahhh, epiphany number 5... Ask the people around you for help. They get just as much gratification helping you, as you do helping others.

As I continued to become more and more involved with our Office of Residential Life team, I became more and more aware that instead of my Resident Director position being a job; it was turning into a career.

I realized that the part of my education degree that I enjoyed the most was the opportunity to impact someone else's life, not to teach economics or global history.

So after becoming involved in our Residence Hall Association, invited to attend multiple Residential Life functions, and participating in a state and national conference, I was well aware that I was in the wrong program. Upon returning from a National Conference in San Diego I started thinking about how jealous I would be of my multiple friends who were to begin a Student Affairs/Higher Education program the following year. It was then that

I began researching different graduate programs around the country.

Ahhh, epiphany number 6... It's ok to be part of a statistic.

You aren't proving anything to anyone if you realize you should change your major/program and you don't because you don't want to shake the status quo... you just throw off the statistics. Go ahead and do College backwards, it can be a foret h i n k i n g experience.

- Ashleigh Williams



Setting Goals for a Masters Education

Many of us working towards master's degrees in higher education and/or student affairs programs were drawn to this field as a result of being active, involved students at our undergraduate institutions. We are walking testaments to what can be learned and gained from outside

the classroom experiences. The experiences we had were so meaningful and educational because a professional staff member designed them that way. In addition, as undergraduates, many of us were fortunate to have mentors who took the time to help us set goals and then followed up to make sure we were accomplishing them. We all are aware of the benefits of setting goals; yet, as busy graduate students, we often forget to take the time to establish goals for our graduate education. The purpose of this article, therefore, is to discuss general guidelines on how to set meaningful goals that are achievable, and to lay out the personal goals and outcomes I have set for myself for graduate school and beyond.

Guidelines for Goal Setting

While goals are personal and unique to each of us, there are guidelines that can serve as a starting point for creating goals for your graduate school experience. The first set of guidelines is "SMART Goals," which stand for Specific, Measurable, Attainable, Relevant, Time-based (Whited, 2008). These basic guidelines are important to keep in mind because if just one goal is set too high, it is easy to get frustrated and, as a result, to give up on trying to accomplish the rest of the goals. The best goals are ones that will be challenging, and yet, at the same time, achievable. Goals that fit these guidelines will allow you to be intentional about gaining the experiences you desire during graduate school.

Are your goals SMART?

Specific

Measurable

Attainable

Realistic

Timely

My Personal Goals

To give an example of what a set of goals and outcomes might look like for a graduate degree program, I have set the following SMART goals and resulting outcomes I intend to accomplish before completing my Master's degree in the Higher Education and Student Affairs program at the University of South Carolina. Goals and outcomes are separated because, to me, goals are short-term, tangible things that can be accomplished and checked off a list. Outcomes, on the other hand, are the long-term results derived from accomplishing those goals. Also, one outcome can be achieved by accomplishing a variety of goals, so, in the interest of not repeating those outcomes several times, I have separated them out.

Personal Goals for my Master's Education:

- Work or volunteer in as many offices as possible either through required practicum classes or on my own.
- Co-teach University 101 – USC's first year experience class.
- Work closely with, and advise, undergraduate students as much as possible thereby allowing me to understand how students perceive how the university operates.
- Mentor an undergraduate student.
- Attend at least three professional conferences.
- Have domestic and/or international travel experiences through a graduate class
- Participate and/or observe campus-wide events: Greek Week competitions, intramural sports, etc.
- Submit an abstract to present at a conference.
- Present at a conference.
- Author an article that is published in a journal (can now say this one is checked off the list J).
- Identify a mentor.
- Make connections and friends with people from each cohort with whom I interact (my own, the one in front of me and the one after me).
- Develop a lasting connection to HESA and USC.

Desired Learning Outcomes:

- Intentionally translate theory I am learning into my practice as a professional.
- Understand how a variety of offices at USC operate and how they interact with other offices.
- Define and articulate my personal values and strengths.
- Articulate new ideas clearly and concisely to various campus constituents.
- Adjust and adapt to a new university smoothly.
- Additional examples of goals that you might put on your list include, among others: visiting as many institutions in a state/region as possible, getting involved with a sorority/fraternity as an alumni member/advisor, volunteering in the local community on a regular basis, etc.

Conclusion

When starting a new chapter in your life, the first thing on your mind most likely is not goal setting. You probably are more concerned with learning your way around a new campus and trying to figure out how to balance classes and homework with having a job and a life. While this is completely understandable, it really is important to take the time to set personal goals for this new chapter. Doing this will ensure that you gain as much as you can from the experience, while helping you stay focused on achieving the specific goals you have outlined for yourself.

- Danielle Beasley

Prevention Practices: What to Know About Substance Abuse as a Higher Education Professional

Substance abuse is an alarming public health issue facing college campuses across the country. Substance abuse is the overuse or misuse of alcohol, prescription drugs, and illegal drugs. The focus of this article is alcohol abuse as, “more than 1,700 students die each year because of drinking” (Dowdall, 2009, p. 4). When this risky behavior occurs on campuses, how can higher education professionals keep students safe and allow them to achieve their highest potential? The purpose of this article is to inform higher education graduate students and new professionals on the negative effects of alcohol on college students and how institutions of higher education can successfully combat students’ drinking behaviors.

Overview of Alcohol Abuse on College Campuses

Whether pre-gaming for sporting events, taking part in “Thirsty Thursday,” or staying in for a night of drinking games, students are abusing alcohol and adversely impacting their collegiate experience. “Alcohol abuse is a pattern of drinking that results in harm to one’s health, interpersonal relationships or ability to work” (Center for Disease Control and Prevention, 2008, para. 15). A study published in 1997 by Grant and Dawson shows that if students begin drinking at a young age they are more likely to develop alcohol dependency or alcoholism, which means their drinking, can impact them long after graduation. Many alcohol-related injuries occur on cam-

pus and, “599,000 students between the ages of 18 and 24 are unintentionally injured under the influence of alcohol” (Dowdall, 2009, p. 55). The likelihood of sexual assault taking place increases when alcohol is involved. “Alcohol is clearly present in many of the crimes of violence among college students, and in more than 7 of 10 rapes that occur among college women” (Dowdall, 2009, p. 90). Not only are there physical and emotional impacts associated with alcohol abuse, but students tend to lose their academic drive. Students who choose to drink on a regular basis often engage in negative academic behaviors, including oversleeping, missing class, and falling behind on homework and projects. “About 25 percent of college students report academic

consequences of their drinking” (Dowdall, 2009, p. 55). When looking at these side effects, it is scary to see the ripple effect alcohol abuse has on students’ college careers; however, these costs are not what students think of when someone is offering them another cold beer on a Saturday night.

Continued pg. 10



Advice for New Professionals Through Economic Times

You didn’t plan to start your career in the worst economic climate since the 1930s. And yet, here you are. Recovery might be on the way, but it might take some time – some state economies (and thus state support for higher education) might not recover until 2014 or later (Blumenstyk, 2010). So how can you keep it together in tough financial times? I recommend trying to understand, empathize, assess, and innovate in the workplace. You should also take care of yourself in your personal life.

New professionals are constantly admonished to learn the culture of their new offices, departments, and institutions. That’s even more accurate in tough times. One of the first things you should figure out – probably even to the extent of asking about it in interviews – is how the economic downturn has affected your institution. Has it made cutbacks? Barr (2002) identified several possible reasons for budget cuts: lower student enrollment, reductions in governmental funding, lack of success in fund raising, unusual or costly events, or even a periodic “cutting of fat.” Understanding why your institution is making cuts can help you understand how to respond. For example, if your budget is hurting because of low student enrollment, you might be called on to provide more help with your institution’s recruitment

efforts. But the effects of a bad economy on an institution usually go beyond budget cuts. If you are an academic adviser for a business school, for instance, you’ll want to know if internship possibilities in your area have dried up.

Once you understand the situation at your institution, you can empathize with those affected by the bad economy. This starts with students. Financial turmoil among students and their families can create a whole range of stresses in their lives, affecting their development and growth in almost all areas. As a student affairs professional, it’s your job to provide support that will help students persevere despite those challenges. For example, if a student’s economic circumstances have changed, you should refer them to financial aid professionals, who can sometimes modify aid awards to reflect those circumstances. But even if a student’s financial situation is stable, economic concerns are likely on their minds. Students naturally worry about their financial futures in the context of a society where traditional ideas about payment for college, personal autonomy, and financial independence have rapidly changed (Karney-Hall, 2008; Schnaiberg & Goldenberg, 1989). It’s easy to get frustrated when a student seems uninter-

Continued pg. 11



Prevention con't.

Successful Alcohol Abuse Prevention Programs

The big question is why do college students turn to alcohol? Dowdall (2009) categorizes the top reasons college students choose to drink are: to enhance social activity, to give people something to do and talk about, and to have more fun. Is there a way for students to achieve these goals in a non-alcoholic environment? The answer to this question is yes, but it is important to remember that all campuses are unique and every student population differs when it comes to programming. It is essential that the activity or program engages the target student population, so campuses should not blindly attempt to transfer programming which was successful at another university because each campus culture is distinctive.

The Higher Education Center for Alcohol, Drug Abuse and Violence Prevention (n.d.) highlights successful alcohol prevention programs which fit their campus population. In 2005, Gonzaga University launched ProjectREAL; the goal of the program was to reduce high-risk drinking among students. Being a Jesuit

university, Gonzaga was able to utilize faith-based activities and settings to create safe, non-alcoholic, late night programming. "Since 2005, there has been a 6% increase in the number of on-campus students who abstain. Additionally, there has been a decrease in the number of students who consume alcohol ten or more days per month" (Department of Education's Higher Education Center

for Alcohol, Drug Abuse, and Violence Prevention, n.d., para. 4). By finding a programming niche in their Jesuit community, Gonzaga was able to change student drinking habits and provide them with a new outlet, giving students something new to do and talk about.

Streamlining programming for a small private school is one thing, but how can this impact be made at a large state university? In order to make an impact on a larger campus it is necessary to target a specific sub-group. This is something that The Ohio State University did when implementing

"Healthy Bodies, Healthy Minds" in October 2005. When reviewing alcohol and drug survey results, campus personnel saw "intramural and sport club participants at the Ohio State University engaged in more high-risk drinking and experienced more negative consequences related to their alcohol use." (Department of Education's Higher Education Center



for Alcohol, Drug Abuse, and Violence Prevention, n.d., para. 1). For this reason they created a program which

focused on changing the alcohol culture of this sub-group. The program contained alcohol education opportunities for students, ranging from one-on-one alcohol counseling to alcohol education workshops and alcohol-free events. The program brought about change in the campus climate with a "4.7% decrease in binge drinking and a 10% decrease in the average number of drinks consumed per week" (Department of Education's Higher Education Center for Alcohol, Drug Abuse, and

for Alcohol, Drug Abuse, and Violence Prevention, n.d., para. 4). OSU was able to pinpoint a campus subset, educate them, and bring about change in drinking habits. These two programs show how important it is to create programming that fits the campus culture.

Conclusion

Current and future higher educational professionals see first-hand the negative impact that alcohol can have on individual students and the community at large. When working on a college campus, it is easy to spot ways in which alcohol is having a negative effect on students' successes within the classroom, in their personal lives, and can bring harm to themselves or others. One reason students are drinking is because it allows for them to be more social with their peers. Are colleges and universities not providing safe programming in a sober environment where students can be sociable? It is the role of higher education to create safe environments where students can achieve this goal without using alcohol. It is time to take the next step, and make a difference!

- Diana Coyle

Dowdall, W. (2009). *College drinking: Reframing a social problem*. Westport, CT: Praeger Publishers.

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Editor's Corner

I hope everyone is starting

to get into the swing of things as the new academic year is getting started! Along with the start of a new academic year comes the start of many firsts... first day at a new institution, first day of grad school, first paper in APA format, first day at your first professional job, first business card, first office, etc. Or the start of the new academic year can also be starting right back where you left of the year prior. It is my hope that with these firsts you also think about publishing your first article in *The Eighth Vector*, or if you have published before, I look forward to seeing new material!

There are a couple formats that work out well for the newsletter, roughly 500 words or roughly 1,000

words. Not sure what to write about? Try writing about hot topics, current/upcoming events, personal experience, how to..., etc. There are many different avenues to take to express yourself in *The Eighth Vector*.

Don't be afraid to ask your professors for suggestions or your colleagues!

If you have any questions please feel free to e-mail me, Amy Mauk, at the8thvector@gmail.com. The account was temporarily inactive but it is up and running again, sorry for the down time. Articles can be submitted at any point in time.

The next deadline for our November issue is October 31st... don't be scared! I look forward to seeing what you all have to share with your fellow colleagues!

- Amy Mauk

Economic Times Con't.

uninterested in learning and growth during college, focusing only on getting a degree and getting a job. But their priorities stem in part from societal context, not intellectual incuriousness. Your campus partners might also experience financial uncertainty. You might find it harder to get buy-in for new ideas or initiatives if your colleagues think they're being asked to do more with less. Again, empathize – acknowledging feelings of uncertainty or pressure won't make them disappear, but it shows that you're sensitive to those concerns. Try to ensure that you're creating win-win situations where both you and your campus partners will benefit from your new ideas. Alternatively, be prepared to prove that your plans are so important to the institution's overall mission that they should be near the head of the line for limited resources.

That leads to assessment. Assessment is not optional or something that you can rely on staff with more experience to do for you. You need to assess the quality and impact of your work with students or, at the very least, understand and explain the assessments of your work that others have made. Upcraft and Schuh (1996) identified two main reasons why assessment matters. First, you are a professional and you should care about the quality of the work you do. Second, in a political climate, you need to explain how your work aligns with the mission, vision, and goals of your institution. Campus politics isn't necessarily a good or bad thing, but it does exist and you can't ignore it because you're a new professional. Every time you explain what you do to a parent, student, or colleague, you're engaging in a political act. Ensure that you can quickly and clearly explain your work in a way that aligns with the priorities of your institution and gather data to support what you say. This will help you to go on getting the resources you need to do your job.

Still, if you're only focused on holding the line and preserving what you have, you're missing an

opportunity to innovate. One of the upsides of tight economic times is that they push people to be willing to try new ideas – perhaps from a mindset of, “Hey, things are already bad, what have we got to lose?”

Innovation can help you do your job more efficiently and it can help you align your work with institutional priorities. Innovation means different things for different schools, institutions, and functional areas, but you might think about how you can reach students in non-traditional ways or at non-traditional times. For example, students might find electronic communications more accessible than paper ones, improving their impact and saving printing and duplication costs. Working some evenings can help you reach students who aren't available during the day. This might save on utility costs and you can maintain balance by taking a morning off. Think about supporting groups of students that have been neglected historically. Think about using technology in new ways. Don't be shy about sharing new ideas with supervisors and colleagues, particularly if they will preserve resources or help you enact your institution's vision. At best, you'll create change that will benefit your students and your school. Even if your ideas are rejected, you might earn a reputation for trying to help your institution in tough times.

Finally, ensure that your personal financial situation is organized. You won't serve your students or your school well if your life is a financial mess. Some new professionals, earning a meaningful salary for the first time in their lives, splurge on new cars or new gadgets. Keep to a budget, live within your means, and ensure that you're saving for retirement. Try to sock away several months' salary in an emergency savings account. You probably owe money on student loans already; don't incur more debt if you can avoid it. Take advantage of opportunities to develop your financial literacy: audit an

financial advice books targeted at young professionals, or learn a little about behavioral economics. *Why Smart People Make Big Money Mistakes - And How To Correct Them* (Belsky & Gilovich, 1999) and *Freakonomics* (Levitt & Dubner, 2009) are light, interesting reads.

You can't control the economy, but you can control how you respond to the economy. Success in student affairs, as in life in general, results from making positive changes in areas that you can control. In your professional role, try to view economic problems as an opportunity to support your students and colleagues while innovating in the workplace. In your personal life, ensure you're managing your own financial situation.

-Jeffrey Ruder

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Register for ACPA now for a chance to win scholarships!

All graduate students that become a member or renew their membership in ACPA between August 1st and October 31st will be eligible for a reduced convention fee of \$99.00. These graduate students will also be eligible for the drawing for professional development grants that will cover registration, one night's hotel, and travel assistance to the ACPA Convention in Baltimore. There will also be some winners who receive a grant to cover convention registration only.

Be on the lookout for the graduate student SCGSNP scholarship for Convention as well—applications will be coming out soon. Any graduate student not job searching at ACPA in Baltimore is encouraged to apply for registration and some travel/hotel coverage scholarships. SCGSNP scholarship include invitations to SCGSNP socials and meetings, a convention mentor, and publication in *The Eighth Vector!*

Articles for the Next Issue Due October 31st

Email articles or questions to 8thvector@gmail.com.



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the eighth

Vector

STANDING COMMITTEE FOR GRADUATE STUDENTS AND NEW PROFESSIONALS



Words from our Chair: Danielle Morgan

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ARE YOU A MEMBER ON
OUR LISTSERV?

FIND US ON FACEBOOK
ACPA SCGSNP

SO MANY VOLUNTEER
OPPORTUNITIES TO GET
INVOLVED

Hello SCGSNP!

I hope your semesters have started off well, and whether you are in the thick of researching and reading, preparing for the job search process, or doing great work with your students, SCGSNP is here and committed to you!

This year **SCGSNP is really focusing our efforts on networking and connecting graduate students and new professionals in the field—to each other, to seasoned professionals, to your goals.** We urge you to sign up for our Professional Development raffle (check out pg 2) for the opportunity to have a resume critique or cup of coffee with a name in the field, or if heading to Baltimore, to participate in our Convention Colleagues program. A signature ACPA event, Convention Colleagues welcomes you to the ACPA world, and connects you with seasoned professionals eager to talk to you about their experience in ACPA.

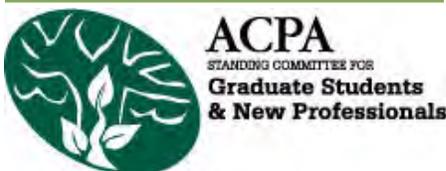
If volunteering is more your style, SCGSNP has opportunities for you too! This year we've partnered with Convention 2011 for the ACPA Ambassador Program. Open to graduate students, ACPA Ambassadors are student volunteers that will get to see some of the inner workings of

Convention and make a difference in the experience. For application information, email acpaambassadors@gmail.com before the **February 21st** deadline for more information.

SCGSNP continues to have a solid relationship with the ACPA Foundation, and is offering opportunities for volunteer work at the Foundation Silent Auction, Diamond Honoree Dinner, and much more. Email me by **February 10th** if you are interested in volunteering for at least two hours!

SCGSNP is also focused on representation graduate students and new professionals across the field in our professional organizations, and have continued to have conversations around ACPA and NASPA and the future. Do you have thoughts, send them my way at danielleamorgan924@gmail.com.

We hope you will find the chance to make ACPA and SCGSNP your professional organization home, and would love to help you get involved, network, and become a leader in ACPA. Information about our awards, sponsored programs, Case Study Competition at Convention, and other events, as well as our Election Process will come out in our next newsletter, so stay warm, stay busy, and stay tuned!



5 Tips for Career Central at Convention



The SCGSNP has a wonderful opportunity for you before the Conference even begins!

The “Professional Development Free Raffle” is taken place from now until Monday, February 14th.

This raffle will allow you the chance to win a resume critique or a one-on-one phone call with student affairs seasoned professionals and are leaders in the profession and ACPA!

Any graduate student or new professional is eligible to enter for this amazing opportunity to connect with the leaders of our profession.

To enter the raffle please go to www.surveymonkey.com/s/Z879HP9.

Just over a year ago, I had just finished comprehensive exams and faced the looming reality of a job hunt. Graduate school can prepare you for so many aspects of the Student Affairs profession, though few things can be as daunting – and treacherous – as entering our field in a difficult economy. Sage advice and experience helped me survive my last semester and the start of my career.

Be persistent. Job postings are constantly being added, as budgets are reviewed and approved, and openings are made. Checking Career Central weekly (or even daily) is important when searching for jobs. And if there is a specific school you want to work for, go to that school's website, too. They may not have posted to Career Central yet!

Be courteous. When scheduling phone or Convention interviews, it is important to write and send/deliver thank you notes to everyone on the interview panel. Remember which school you are speaking to – don't call it by the wrong name!

Be open to moving. A national search will better your chances of successfully finding a job, and broaden your experience of regional cultures. In better economies, more jobs are available closer to home, but in tough economies, it's important to cast a large net.

Be patient. (This one is hard.) Different schools move at different paces, some can ask you for an on-campus interview Convention weekend. Others will bring resumes back to school, review with their department, and confer with Human Resources. Follow up calls can take days or weeks. Although uncomfortable, remember how fast or slow the hiring campus goes on your campus.

Be honest. Only apply to jobs that you would take. Congruency can be explored during the interview process, and some factors are unknown until arriving on-campus to work. However, if you have reservation about a location, a mission statement, a work climate – bring it up in the interview. This demonstrates thoughtful preparation for the interview, and allows your reservation to be resolved. If you are honest with yourself and your potential employer, then both of you will be happier in the long run!

Attending Convention, and Career Central, can be stressful - but also fun. Make time to attend programs that catch your eye, and discuss how they develop your practice while in your interviews.

Take time to unwind with peers, and remember, how you behave outside the interview area is still an important part of being a quality candidate. As the semester closes, and the summer begins, if you still need a job – keep up with Career Central! Postings persist throughout the year! Best of luck!!

-Jonathan M. Calabretta

Also, while at convention in Baltimore, stop by the SCGNSP Showcase table to enter for a chance to win a lunch with more leaders in ACPA and help you connect with the organization.

Look out for more details about the lunches in Baltimore!!

Professional Development Free Raffle!

LEADING THE GROUP

Intentional Ways to Have a Successful Team

BY CAITLIN CODDING

In our busy world of programming, meetings, and assessment, now more than ever, campus leaders must ensure that their team members are productive and efficient. Student affairs careers are built on personal and professional relationships. To meet the needs of the students we serve, student affairs leaders need to effectively and genuinely lead and guide teams.

Each individual and composition of group members will require different strategies to ensure they are engaged and participating in the team. This must be anticipated by leaders so they can be flexible and adaptable with each team they lead. The purpose of this article is to provide specific recommendations to lead successful teams by identifying mutual goals, establishing trust, holding team members accountable, radiating a positive team attitude, and collaborating to accomplish the team's goals and objectives.

Mutual Goals

A leader needs to be on the same page with their team by identifying and working towards fulfilling mutually-established goals and objectives. Once those goals have been established it is

the leader's job to, "Work for those who work for you; recruit the best lieutenants available, and then spend most of your time and energy helping them to succeed" (Sample & Bennis, 2003, p.190). By giving team members tasks to complete by specific deadlines, team members feel ownership in the mission to be accomplished. If they need extra help to accomplish their assigned objectives, leaders should be prepared to step in to help.

Working for the team can be demonstrated by periodically "checking the vibe" of the team. Leaders that have established rapport and clear communication with team members are better able to identify when the team needs a "nice work" or a motivating push. Team members can also provide insights a leader may not see; therefore, they should be encouraged to share their observations about how to improve the team's performance in both individual and group meetings. Most importantly, a leader that expects the group to engage in open and honest discussion, must model these behaviors and be open to feedback as well. This can be accomplished by leaders paying

attention to their own body language and checking to make sure that they are not reacting defensively to team members' concerns.

Trust

Establishing an authentic culture of trust in a group can be challenging and is a continual process. Lencioni (2002) explains why this is such a challenge for leaders:

Achieving vulnerability-based trust is difficult because in the course of career advancement and education, most successful people learn to be competitive with their peers, and protective of their reputations. It is a challenge for them to turn those instincts off for the good of a team, but that is exactly what is required. (p. 196)

Leaders must be comfortable demonstrating their own vulnerability first in order to show the team that risks are acceptable and appreciated. Exercises that allow team members to share information about their personal lives, discuss the results of personality style instruments, or participate in experiential exercises such as ropes courses, are good activities to begin building trust. It is important to establish clear ground rules

NEXTGEN: Conference for Undergrads

Are you an undergraduate thinking about going into Student Affairs? Do you work with undergraduates considering the field? You should consider attending or sending students to the Next Generation Conference.

The Next Generation Conference, simply referred to as "Next Gen", will be held Saturday and Sunday, March 26-27, 2011 prior to the start of the ACPA Baltimore 2011 Convention. Next Gen is a unique opportunity for approximately 100 undergraduates from across

the nation to learn about careers in student affairs.

Participants will meet and learn from current graduate students, graduate preparation program faculty, and seasoned student affairs professionals who work at a variety of colleges and universities across the country. This is a great way for undergraduates to explore the profession and gather information to plan their future.



Alumni

Corner



When and how long did you serve with the SCGSNP, and in what positions?

I was elected to SCGSNP directorate in 2002. My first position was with the case study competition.

I continued working with the case study competition through the 2004 convention. During the 2005 convention in Nashville the directorate decided to start the scholarship program for grad students and I volunteered to head up the project and was in that role for the next two years. In 2007 I was elected to serve as the chair and served in that role until the 2009 convention. I am currently serving as the Mid-Level Member at Large on the Governing Board.

Favorite SCGSNP memory?

I have so many great memories of my time with the standing committee. Every year that we would come together at convention for meetings was so exciting and fun. I loved our time together at conventions. One of my favorite memories was the first year that we got the SCGSNP t-shirts. This was in Indianapolis in 2006 (I think). I remember walking around the showcase/carnival with Kristan Cilente and selling t-shirts like crazy. It was so exciting to see the funds being raised for the graduate student scholarships. I cannot believe that the donation of t-shirts that many years ago have lasted so long! There are many items that remind me of my time with SCGSNP that bring up fond memories. I have two t-shirts that I wear often, a button from our 20 year anniversary, a pink stress pig from 2003, the sweet business card holder, and my beautiful desk clock that was given to me when I finished my term as chair.

Biggest accomplishment you've been a part of regarding either SCGSNP or ACPA?

Carrie Martin
Coordinator, University Program Board at James Madison University in Harrisonburg, VA.
Hometown: Cleveland, Ohio

The standing committee will always be a major component of my history with ACPA. The addition of the graduate student scholarship would be my biggest accomplishment with SCGSNP. I was thrilled the year that we had our first two recipients at convention. We had talked about and planned for that program for so long and it is great to see that it is still going strong.

Word of advice for grads and new professionals or grads/new professionals that might be first time attendees at Convention. My advice to first-time attendees is to network and get involved. I think the SCGSNP is a great place to get involved, but it is not the only place. There are so many opportunities for involvement and there are so many people at ACPA who want to help you be successful. You never know when you might meet someone who will someday be a colleague, supervisor, faculty member, etc. All connections matter and will make a big difference in your professional development.

Melissa Hrovatin-Bemus
Director of Student Activities & Orientation, Ripon, WI
Hometown: Greenfield, W

Former SCGSNP Directorate members reflect on where they've been and where they are now! Want to be featured? Email our Historian, n.robins85@gmail.com.

When and how long did you serve with the SCGSNP, and in what positions?

From March 2008 – March 2010 I served as Social & Showcase Chair, during that time I also helped with reviewing scholarships and writing for the Eighth Vector

What is your current involvement with ACPA? I serve on the Directorate for the Commission for Student Involvement (CSI) and also as the Organizations & Activities Committee Chair for CSI

Favorite SCGSNP memory? The first year Amanda Mollet and I put together the raffle. There was immediately so much support for our effort. We both got a little star struck when we began receiving emails directly from VIPs in our field.

Biggest accomplishment you've been a part of regarding either SCGSNP or ACPA? Again, I would say putting together the raffle. I met so many amazing people and realized that our field really is one that likes to share information and help one another. It was great to help connect grads and new professionals with experienced individuals who really wanted to help them out. I hope the raffle continues for a long time!

Word of advice for grads and new professionals or grads/new professionals that might be first time attendees at Convention. Don't be afraid to jump right in. SCGSNP is a springboard for involvement in the association and has led me to plenty of great opportunities. It's intimidating at first, but everyone is really welcoming and willing to walk you through it. Get involved and become one of those people!



LEADING cont...

prior to beginning these activities, because any mocking of team members when they share personal information can quickly negate any trust that has been established. Leaders that facilitate such collaborative trust-building exercises need to let the group lead the process, as asserting too much authority can inhibit honest discussions among team members. Leaders need to avoid demonstrating favoritism towards one individual team member, dominating the conversation with their own personal stories, or allowing the discussion to stray off topic. By intentionally creating opportunities for team members to establish authentic, trusting relationships, and not a false sense of harmony, a team will be more effective.

Accountability

As mentioned earlier, teams should establish mutual goals early on in the process. Additionally, it is important to establish both personal and professional mutual expectations for the group. This can be accomplished by splitting the group into groups of two or three and having each subgroup brainstorm realistic expectations that they have for each other and the leader. The expectations should be shared with the larger group and then compiled into a document that can then be discussed and reviewed at a subsequent meeting. This exercise promotes individual ownership, commitment, productivity and accountability within the team.

As part of this exercise, team members should also be asked to discuss what the consequences will be if a team member or the leader does not meet the expectations set forth in the compiled document. The leader should not be the only disciplinarian. The team needs to decide how they will solve their own conflicts and leaders should

let these resolutions happen naturally. As Lencioni (2002) stated in Five Dysfunctions of a Team, "Members of great teams improve their relationships by holding one another accountable, thus demonstrating that they respect each other and have high expectations for one another's performance" (p. 213). The leader and team members need to consistently hold all parties accountable for their behaviors by setting high expectations for the group and themselves, and then adhering to them. Time invested up front in establishing these expectations will save time down the road when conflicts arise because the course of action for solving the issue has already been decided upon.

Assessing Strengths

Another important component of leading effective teams is to have team members identify and assess their individual strengths, either by talking with them individually, observing their behaviors, or using a formalized evaluation instrument such as StrengthsQuest (Gallup, 2007). Programs like StrengthsQuest can help a leader and the team members identify their natural thinking and behavioral patterns and understand how these patterns impact their contributions to the team. Once team members become aware of their individual strengths, assignments can be made that allow each person to play to their strengths. For example, a team member may be creative and enjoy team building exercises, thus, allowing them to contribute an icebreaker activity to open a team meeting will allow them to utilize their strengths and help the group to

accomplish its objectives by building a sense of community.

Team members can also be encouraged to teach each other skills or tasks that they enjoy. For example, there may be a team member that completes administrative paperwork exceptionally well; hence, they can be asked to demonstrate to the group how they organize and efficiently complete required paperwork. A team member that mediates conflicts well can be charged with presenting tips and suggestions to the group on how to productively deal with problems that arise amongst team members. Leaders should always be aware of the strengths of team members and proactively find ways to allow them to play to their strengths.

Positive Recognition

Team members appreciate when their efforts are recognized and appreciated by the leader and fellow teammates. Rath and Clifton (2004) state that providing recognition can significantly improve team collaboration and productivity. "We can fill one another's buckets, or we can dip from them. It's an important choice, one that profoundly influences our relationships, productivity, health and happiness" (Rath & Clifton, 2004, p. 5). Leaders should fill

team members' buckets by recognizing their specific, significant contributions to team-related objectives. Leaders should also encourage team members to genuinely recognize each other for their specific accomplishments. This will establish a positive foundation for effective communication and collaboration.

Conclusion

Taking the time to determine mutual goals, establish trust, encourage accountability, and recognize the accomplishments of team members will help to create a collaborative and effective team. Strong leadership allows groups to accomplish more than they would solely as individuals working separately. In today's tight fiscal environment, stable and consistent team leadership is needed more than ever to accomplish the increasing demands of our jobs with fewer resources.

Lencioni, P. (2002). The five dysfunctions of a team. San Francisco, CA: Jossey-Bass.

Posner, B. Z. & Kouzes, J. M. (2008). The student leadership challenge. San Francisco, CA: Jossey-Bass.

Rath, T. & Clifton, D. O. (2004). How full is your bucket? New York, NY: Gallup Press.

Sample, S. B. & Bennis, W. (2003). The contrarians guide to leadership. San Francisco, CA: Jossey-Bass.



**WANT TO GIVE BACK,
BUT DON'T HAVE THE FUNDS?**

NO WORRIES!

**The Educational Leadership Foundation is currently looking for
PEOPLE POWER!**

The ACPA Foundation works to provide professional development and research opportunities to the field of student affairs, and practitioners like you.

Volunteer to Help at Convention! Meet amazing professionals! Great resume builder too!
Email danielleamorgan924@gmail.com by February 20, 2011



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the eighth Vector

STANDING COMMITTEE FOR GRADUATE STUDENTS AND NEW PROFESSIONALS

Words from the Chair: Danielle A. Morgan

IT'S HARD TO BELIEVE, JUST FOUR YEARS AGO I WAS A GRAD STUDENT, A SCGSNP SCHOLARSHIP RECIPIENT—ATTENDING MY FIRST ACPA, OVERWHELMED, NOT KNOWING WHAT TO EXPECT, WHERE TO GO, WHAT MY ACPA EXPERIENCE WOULD BE...

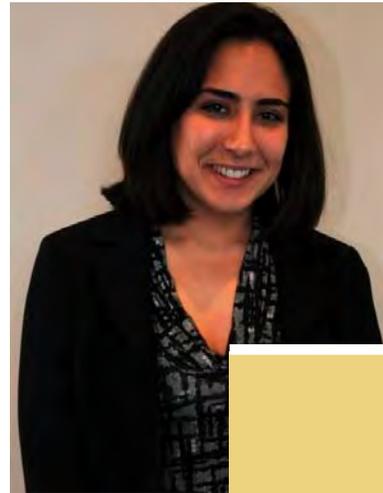
I'm honored to have served as your Chair for the Standing Committee of Graduate Students and New Professionals the past two years, and feel so fortunate to be part of an organization that values the initiative and ambition of graduate students and new professionals in the field.

This year, SCGSNP has solidified our relationship with Convention and the ACPA Foundation in encouraging **graduate student involvement** in the planning and volunteering process in a way that has exponentially grown from the past. We've begun to establish strong **networks on campus** through the Institution Liaison position, and to find ways to **strengthen our financial support** of graduate students and new professionals through our Adopt-A-Grad program. Our **Professional Development Raffle** (there is still time to enter if you attend Showcase) has once again proved to be a successful opportunity to connect with pertinent members of the field, and **Convention Colleagues**—our signature Convention event created to help you establish your relationship with ACPA—has "sold out" for the first time in history. We are proud of the students we've been able to help through our **scholarship** program, the mentors and students we've recognized with our **awards**, the **programs we've sponsored** that speak directly to the needs of graduate students and new professionals, our day long consistently challenging **Case Study Competition** at Convention, the **alumni** we've been able to showcase and keep in close contact with, and the relationships we've built working with the **NextGen Conference**.

All of the work of our strong and dedicated Directorate seems to come together at Convention—and we are so excited for those of you that will be able to join us! Convention offers hundreds of opportunities to ACPA members, especially grads and new professionals, to network, to critically think and reflect, to challenge, and ultimately this year, to BE MORE.

I encourage all of you to **take advantage** of the programs, events, meetings and socials that occur over our few short days in Baltimore. **You may** find friends you never though possible. **You may** be reenergized from the work and passion of others. **You may** share your perspective that opens someone's eyes to a new way of doing things. **You may** realize that your network, your support group, is much larger than you anticipated. I know, that **I most definitely have**.

Good luck, enjoy, and come introduce yourself and get involved! If you have any questions or concerns, please don't hesitate contacting me, danielleamorgan924@gmail.com.



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BOARD TOO!



ACPA
STANDING COMMITTEE FOR
Graduate Students
& New Professionals

All I Need To Know About Student Life I Learned From Sesame Street

Two unstoppable forces recently came together for me. First, the rush of conference season, complete with job searching, professional development, and a fair amount of introspection. Second, I acquired a truly special DVD item over the holidays this year: *Sesame Street: 40 Years of Sunny Days*.

This is a goldmine of all our favorite Sesame Street songs and skits from the forty seasons the show has been on air. As I watched “Here fishy fishy fishy!” and “Elmo’s Ducks,” I was struck by the nearly countless ways Sesame Street taught me about learning and life. Then I realized – everything these lovable muppets taught us is important in our work. So sit back with me and let’s review.

Big Bird: Our huge yellow friend never stopped being curious. His desire to keep learning is something we should all embody and pass on to our students.

Oscar: The grouchy one knew who he was and stayed true to it. A little self-awareness goes a long way.

Elmo: The little red guy is commercially successful for a reason – he knows how to laugh and play. To survive the sometimes intense and often draining world of Student Life, we have to remember to laugh, smile, and sometimes just be a little silly.

The Count: Here was a person with a talent. Maybe yours isn’t counting, but whatever it is, use it! For our Strengths Quest folks out there, polish those diamonds until they sparkle.

Cookie Monster: C is for cookie, and he loves cookies more than anyone – talk about following one’s passion. Most of us probably do so every day in our work. In recent years, Cookie broadened his diet. It just goes to show – sometimes a new experience is just the trick for a little fresh energy.

Guy Smiley: Remember the forever smiling game show host? He was always positive. Sometimes it can be tough to keep a smile on our faces,

but as we say in our office. “Positive people, positive attitude!”

The Honkers: Yep, the fuzzy guys that only communicated through honking their noses. That takes a little innovation. And so does our work.

Telly: The eternally stressed one. Hopefully none of us are quite as perpetually panicked as Telly, but it’s good to be on our toes and always reaching to be our personal best. Stagnant is no fun at all.

Two-Headed Monster: How many times did these two (or one??) disagree over their course of action. And yet they always found a way to make it work. Compromise? Accommodation? Either way, it helps to take one for the team, and sometimes, it works out for the better.

Grover: When I think about it, Grover is really one of the best characters and terribly undervalued. He constantly had a compassionate hug for the kids, and Super Grover is the epitome of inner strength and support. No further explanation needed.

Slimey: The little worm inched his way along Sesame Street every day. We all face big challenges sometimes. Slimey reminds us that taking it step by step is ok.

Kermit: The intrepid frog made many appearances, usually braving some sort of reporting fiasco. His dedication was unswerving, and exactly what we as professionals can give to our students.

Bert & Ernie: Last but far from least, the odd couple were never far apart. And despite their tiffs, they always had each others’ backs. That’s collegiality at its best.

Maybe we don’t all have every single one of these qualities at every moment of our days. Maybe we excel at a few. That’s alright. What’s important is that we, like our favorite Sesame friends, keep growing and being there for our students and each other. That way, we always know the way to sunny Student Life Street.

-Ryan Darling



SCGSNP AT CONVENTION

SATURDAY

Off-Site Social 7:45PM
Hilton Lobby

Meet us at Pratt St. Ale House at 8pm!

SUNDAY

*Case Study Orientation, 1pm
Hilton Key 1*

Convention Colleagues 4:00pm
Marriot Grand Ballrooms

MONDAY

Open Meeting & Elections Interest
5:30, Hilton Poe A&B

Convention Showcase, 6:30pm
Convention Center Hall E

On-Site Social, 9:30-11pm
Hilton Peale A,B,C

Case Study all day

TUESDAY

Elections & Awards, 2:30pm
Hilton Holiday 4

Case Study Debrief, 3pm
Marriot Stadium 5

FIND US AT THESE EVENTS
FOR A GOOD TIME!

Top Five Tips To A Successful Convention

AFTER EXPERIENCING FOUR CONVENTIONS, MATTHEW R. GREGORY SHARES HIS FIVE PERSONAL GOALS FOR EACH CONFERENCE—THEY'VE WORKED FOR HIM, THEY COULD WORK FOR YOU TOO!



1. Network – This is a large part of a national conference and a great way to give a “first impression” out of the interview room, so I know to always look my best, carry around business cards/contact info, and think about what you say and who you are saying it to... you never know who could be your next employer.

2. Further my career goals – Overlook the program book prior to attending conference and then tailor my conference experience to what I want to do next in my career. Mainly, what sessions can I attend regarding information I will not be able to get from my current institution or knowledge. If you don't know where to go next or how to plan (Check out the session on “Taking Ownership of Your Own Lifelong Professional Development”)

3. Represent my institution – I discuss with my supervisor what would be something I could bring back that is a goal of our department, that way they know you are

invested and want to continue helping them develop.

4. Get Involved within Higher Education – There are so many opportunities to not just be a “member”. I have been able to serve on a Standing Committee and also work with sub-committees for commissions on areas that personally benefit me as I climb up the ranks within higher education. You can also volunteer! There are many opportunities for you to network with professionals who take time out of their day to help run an area (specifically C3)

5. Be Social and Have Fun – These are combined, because there are so many socials and extra activities standing committees/commissions put on throughout the conference where you can meet people, but also hopefully experience a new location. Just always remember that even when you go out on the town, most of the people around you will be the same people you see in suits the next day.

Support our Scholarship Program

In Baltimore at the 2011 ACPA National Convention, SCGSNP will be introducing a new scholarship fundraising program called “Adopt a Grad”. This program will give professionals, both new and seasoned, the opportunity to donate money that will go directly towards the scholarships the Standing Committee offers to future professionals.

Currently, the SCGSNP offers three full or partial scholarships to first year conference attendees who are graduate students. SCGSNP aims to increase our current scholarship offerings with the assistance of all those who can remember back to their days as poor graduate students with little or no funding provided by their respective institutions.

Each year, many graduate students wish to attend the ACPA National Convention but

are unable to because of funding. These students miss out on the opportunity to network with other graduate students and professionals to further their educations and future careers. In addition to the membership fee required to become a part of ACPA, graduate students are frequently responsible for their conference fee of \$100 as well as any travel and lodging arrangements. Trip totals can range anywhere from \$1000-\$3000 depending on travel and lodging available. Frequently, graduate students are forced to stay 6-8 in a room and eat peanut butter sandwiches through the duration of the experience.

You can help with this problem! SCGSNP offers assistance through scholarships to deserving graduate students to attend the conference. A donation of any size can assist and you will be

recognized as a major contributing member of the Higher Education community by the Standing Committee and through ACPA itself.

A free Standing Committee pin will be given to all that donate at least \$10, as well as recognition at the SCGSNP Social and Award Ceremony at the conference. Imagine what it would have been like for you as a graduate student to have had the opportunity to attend the conference with the assistance of a caring professional.

Look for the SCGSNP table at the Showcase to donate to the “Adopt a Grad” program or see any directorate member of the Standing Committee at the conference. Donations will be accepted in check or cash formats or via paypal (www.paypal.com) to gargas610@yahoo.com if you wish to use a credit card.

Please contact Paul Gargas at gargas610@yahoo.com or at 864-503-7423 if you have any questions or would like to make a donation outside the conference dates.

Buy A Pin!



SCGSNP has a new commemorative pin being unveiled at Convention 2011. Be sure to get yours for less than \$3. All proceeds benefit the SCGSNP scholarship for Graduate Students at convention!

THE NEW SCGSNP INSTITUTION LIAISON

This an exciting time for Graduate Students and New Professionals!

The Committee has been working to develop a position that would allow for better communication directly between the committee and current grads and new professionals at their respective institutions. As a result, we have created **Institution Liaisons**.

Each member institution will be allowed to have up to two volunteer liaisons (one graduate student and one new professional). Individual institutions will be able to decide if this position is an elected position in a student personnel association or if it will be a free for all between qualified practitioners. These positions are one year terms with the potential for additional years following re-application.

But what do Liaisons do?

Liaisons will convene once a month to discuss current needs of institutions and current projects of the committee. Liaisons are expected to work closely with one of the directorate members to assist in their functional area. Liaisons that are able to attend the national ACPA Convention should also be in attendance at SCGSNP functions and meetings.

How do I become a Liaison?

Simple! Start by coming to the SCGSNP Elections/Awards meeting (Tuesday, March 29, 2:30 PM - 4:30 PM, Hilton Baltimore, Holiday 4) to learn more. After this session, an electronic application will be sent out to all in attendance. Applications will close in mid-April and Liaisons will be announced in late-April/early-May.

If you have any immediate questions or won't be able to make it to convention, email Jay Hinner at hinner@clemsun.edu or Katelyn Getz at klg21@uakron.edu.



SCGSNP Directorate Positions Up for Election

**AWARDS
COORDINATOR
ELECT**

**CASE STUDY
COMPETITION
COORDINATORS
ELECT (2)**

**CONVENTION
COLLEAGUES
COORDINATOR ELECT**

ARCHIVIST ELECT

**MEMBERSHIP
COORDINATOR ELECT**

**COMMUNICATIONS
COORDINATOR ELECT**

**SCHOLARSHIP
COORDINATOR ELECT**

**SOCIAL/SHOWCASE
COORDINATOR ELECT**

**SPONSORED
PROGRAMS
COORDINATOR ELECT**

**SPONSORSHIP
COORDINATOR ELECT**

**UNDERGRADUATE
OUTREACH
COORDINATOR ELECT**

WEBMASTER ELECT

*All positions are
2 year terms,
elected at
Convention*

Running for a Directorate Position

Are you ready to take your involvement in ACPA to the next level?

Are you dedicated and excited about the experiences that graduate students and new professionals have in ACPA?

Do you value the work and insight of graduate students and new professionals in the field?

If you answered yes to any of those questions, maybe its time for you to run for a SCGSNP Directorate position!

SCGSNP Directorate elections take place at Convention each year—it is important to attend the SCGSNP Open Meeting on Monday and the Elections & Awards event on Tuesday to run for a position.

Anyone is allowed to run for up to 3 Directorate positions. Elections take place at the meeting on Tuesday.

Each candidate fills out a half sheet about themselves and why they are qualified for the position they are running for. These will be taped around the room for people to read, and cast their vote. During the counting of ballots, information about the Institution Liaison position (see above) as well as recognition of those who have been honored with SCGSNP awards will take place.

SCGSNP Directorate positions are two year terms—the first year, you work with a current Coordinator by serving as the “elect” of the position.” You work with your coordinator to plan events, participate in committee activities, and learn more about the position. In the second year, you serve as the Coordinator and mentor your elect through the process.

Attendance at Convention, and full ACPA membership is mandatory as a Directorate member. If you are interested in understanding what the different positions do, please read the job descriptions online, <http://www2.myacpa.org/directorate2/position-responsibilities>, or touch base with a current Directorate member!

The SCGSNP Directorate is a great way to make an impact in ACPA. There are dozens of opportunities to get involved besides the Directorate—from volunteering to writing to participating in discussions, so we encourage you to give back and put yourself out there!



Sponsored Programs In B'More

SCGSNP ensures that there will be programs at Convention that fit your needs and focus around the professional development of Graduate Students and New Professionals. This year, SCGSNP is sponsoring six programs and one Roundtable at Convention.

Be Fun, Be Fierce, Be Fabulous!

(co-sponsor with Standing Committee for LGBT Awareness)
Monday, 10:30-11:30am, Baltimore Convention Center 339

Be More as a Mentor:

Fostering Future Student Affairs Professionals

Monday, 1:30-2:30pm, Baltimore Convention Center 319

In With the New: A Roundtable for New Professionals

Monday, 5:45-6:45pm, Baltimore Convention Center 318

Grad School 101: Maximizing Your Experience

Tuesday, 9am-10am, Baltimore Convention Center 328

Navigating the Campus Political Climate as a New Professional

Tuesday, 10:30-11:30am, Baltimore Convention Center 314

Online Mentoring Cohorts: A Promising Practice

(co-sponsor with Standing Committee for Multicultural Affairs)

Tuesday, 12:00-1:00pm, Baltimore Convention Center 320

Writing the Dissertation:

Sharing Strategies for Submitting, Defending, and Finishing

Tuesday, 1:30-2:30pm, Hilton Baltimore – Key 4

There are hundreds of programs at Convention—utilize the ITINERARY BUILDER to find session that match your needs by searching using key words or topics that you need to diversify your professional development experience.

Visit <http://convention.myacpa.org/program/index.php> for more information.



CONVENTION SCHOLARSHIP : Creating Opportunities for Grads

-Steve Carriere

Each year the SCGSNP commits to offering financial support to two first time convention attendees through its scholarship process. This year, thanks to the generous financial support of Mr. Jonathan Poullard, Assistant Vice-Chancellor for Student Affairs and Dean of Students at UC Berkeley, the standing committee was able to offer a third scholarship. We had a very strong and competitive pool of candidates this year which made the final decisions very difficult.

Our 3 recipients are certainly top notch and we are thrilled as a standing committee to support their convention attendance in Baltimore. Please take a moment to review our scholarship recipient bios below and don't be afraid to introduce yourself and congratulate them!

Jeremy Wright graduated high school in 2007 and chose to attend Ohio University (OU). While at OU, he worked as a resident advisor, which sparked his interest in student affairs. Jeremy also worked as the

program/teaching assistant for a study abroad program in Salzburg, Austria, which fostered his interest in international education and study abroad programs. After graduating from OU in 2010 with a B.A. in German, Jeremy transitioned to the Bowling Green State University College Student Personnel masters program. His current role as a graduate hall director has a focus on living "green" in residence halls which he really enjoys. Jeremy's professional interests include the areas of diversity and inclusion, international education, and sustainability.

Justin Michael Burns is a graduate student at The University of Tennessee, pursuing a master's degree in College Student Personnel. Justin earned his bachelor's degree in Meteorology from The Ohio State University, where he was active in campus leadership programs, Greek Life, and worked in the admissions office. After graduating from Ohio State, Justin went on to work for his college fraternity's international headquarters as a management

and leadership consultant, was the Director of Expansion, and ended his tenure as the Director of Chapter Development.

Justin has facilitated many national leadership programs and has assisted several campuses in creating curricula for campus-based leadership institutes. He is a member and volunteer for the Association of Fraternity/Sorority Advisors and presented at AFA's 2009 Annual Meeting on advising and supporting new fraternities and sororities. As a graduate student, Justin works for the University Housing department and has completed a practicum in orientation. Justin is currently working with the Vice Chancellor for Student Affairs' office as a student intern, working with the division's assessment and strategic planning initiatives. After graduation, Justin looks to continue his interests in student leadership development by designing and facilitating programs full-time on campus, in Greek Life, or in other departments. Justin will complete graduate school in May of 2012.

Jessica Quattrucci is originally from East Providence, Rhode Island, but has lived in Greensboro, North Carolina for the past eleven years. She received a B.A. in Psychology in 2004 from Guilford College, with minors in Visual Arts and Human Resources Management. Jessica is completing her masters degree at the University of North Carolina, Greensboro and has been working in the Office of New Student & Spartan Family Programs as a Graduate Research Assistant. Her role involves working with a new task force formed to help UNCG achieve their retention goals. She collaborates with many different departments on campus working to bridge the gap between academic and student affairs and on projects designed to provide a better understanding of the first year student experience at UNCG, identify obstacles, and find ways to improve the process. Jessica's professional interests include orientation, retention and enrollment, advising, judicial affairs, and mental health outreach and advocacy.

The Great Job Search: Tips for Your Future

-Victoria Farris

Three years ago I was in a position that is probably very similar where you are currently in: **I was preparing for a job search.** I had my budget-friendly black suit, my simple yet fun thank you notes and more copies of my resume (on 80lb cream paper!) than I could ever have needed. I was prepared. It was my second job search and I was leaving sunny southern California with high hopes of moving to the Big Apple. I was excited and terrified at the same time. I was hopeful, so I registered for Placement at the convention in Atlanta and I jumped headfirst into a job search. I had only two interviews scheduled prior to my leaving for Atlanta. I was nervous. I kept telling myself not to worry, **but I was worried.**

When I arrived in Atlanta and got myself settled and registered, I checked the placement boards for newly posted positions. My curiosity was peaked when I saw a position at a boarding school in New York City. I didn't know anything about the institution, but the position sounded exciting. I would be working with high school students... I didn't even know if I *liked* high school students, but it was a live-in position in the middle of my ideal location. I thought a lot about this position, but ultimately I decided to submit a letter of interest and my resume for the position. To my surprise, the boarding school requested an interview with me. So began the process that ultimately led to my current employment.

I tell this story because it

helped me to learn that there is far more to a job search than black suits, thank you notes, having a fabulous resume and doing a lot of interviews. For me, the most important aspects of my job search were an **open-mind, a support network and a whole lot of honesty.**

As you're preparing for placement this year, I encourage you to reach out and create a network of colleagues, friends, mentors and professors who can help support you throughout your search. Be open minded to new positions while also thinking critically about your needs – personally and professionally – and your goals. You may find a position that unexpectedly peaks your interest, (*like my boarding school job!*) if you take a moment to think it over.

Consider your goals and aspirations, the skills that you have and those that you'd like to develop. You should also be honest with yourself, however, about what you know *won't* work for you. For example, if you know that you don't want to work for a religiously affiliated institution or one within a specific geographic region, save everyone's time and don't apply – even if the position sounds neat or the employer reached out to you. It is never good professional practice to use a school as a “warm-up” interview.

Once you've got your interviews scheduled and underway take time to reflect. After each interview jot down your gut reactions about the position and the people that you

just met. Immediately following the interview are you excited, interested, concerned...? Write down quick notes. Were there red flags or hesitations? Jot those down too. Once you've moved onto your next interview it's hard to think back to those initial reactions, but they may prove to be invaluable later down the line.

After meeting with the boarding school team, I had some great initial reactions – great conversation, good energy, really intriguing student population. I also had a few apprehensions – it's so different, no supervision, non-traditional, small school. But something in my gut said that this was a good place for me, so I wrote that down too!

This brings me to next piece of advice. **Be honest.** Be honest with yourself about what you need in a supervisor, position, etc. and be honest with the potential employer about those needs and any concerns. This can be both difficult and scary, because it might mean that you don't end up getting the job. It is my opinion that getting a job under false pretenses generally isn't as beneficial as not getting a job because you were honest. After all, **the goal here isn't just a paycheck,** it is finding a challenging and fulfilling position that gets you another step closer to your professional goals!

I started listing out the things that I needed to know more about and the things that I needed to consider for myself. When the boarding school requested a second

interview with me, I knew that I would have my chance to talk through my concerns. In my second interview, I asked a lot of questions. I was honest with my potential new supervisor about the concerns I had and asked a few questions to help quell these fears. I also reached out to that fabulous network of colleagues, friends and mentors that I mentioned earlier and started picking their brains. **What did they think about this opportunity?**

Ultimately, after a lot of reflection and questions, I followed my gut and accepted my current position at this unique little boarding school in Manhattan. Had you told me when this job search started that this is where I would end up, I never would have believed you. But here I am – happy, challenged and learning every day! I attribute this success to my open-mindedness and a lot of honest reflection. *So as you set off for Baltimore armed with all of your job searching essentials, don't forget to take deep breathes, reflect often, be honest, seek advice, ask questions and above all keep an open mind!* Good luck!



Don't miss SCGSNP Signature Convention Event, Convention Colleagues! **Establish Your Relationship with ACPA before Convention officially begins at 4PM at the Marriot Inner Harbor Grand Ballrooms.** This is your opportunity—especially if B'More is your first Convention—to learn more about ACPA, network, and gain insight from seasoned professionals. Don't miss it!

CONVENTION COLLEAGUES

Don't Just Sit There—Engage Yourself!

IT WAS ONLY THREE SHORT YEARS AGO I ATTENDED MY FIRST-EVER HIGHER EDUCATION CONFERENCE, ACPA. BY NATURE, I AM 75% PLANNER AND 25% ADVENTURIST.

I take great pride in carefully planning events, trips and my next steps in life. Prior to my first ACPA convention, I consulted with my professors, second-year graduate students and spent hours perusing the website trying to come up with the perfect formula for a rewarding convention experience.

The truth is, there is no perfect formula. Only you are in charge of your experience, so make the most of it.

Here are three key tips you may find helpful in getting you one step closer to *your* ideal ACPA experience.

Wake up for breakfast

You know what they say, breakfast is the most important meal of the day. Why not share a coffee and muffin with someone you want to learn more about? As you make new connections throughout convention, do not be afraid to extend an offer to meet up later. Chances are, the other person will be more than willing to meet again, whether it is at a social or over a morning bagel. Take a chance and make a new connection.

Attend a session that will inspire you.

As graduate students and new professionals, we often gravitate towards sessions that we identify with. There is significant value in attending sessions that correlate with our functional areas. However, one of the most rewarding experiences can be attending a session that is completely outside your comfort zone, but will continue to inspire you post-convention. These sessions fill you with a

sense of renewed energy and reaffirm the meaning behind your work. A mentor or scholar may present inspirational sessions, or they may highlight your next path, such as the decision to pursue a terminal degree. Whatever you find

“It takes courage to push yourself to places you have never been before... to test your limits... to break through barriers.”

ANAIS NIN

personally inspiring, take the time to identify a session or sessions that will ultimately transform your convention experience.

Diversify your social experience.

Conferences are a great opportunity to make and renew connections with colleagues. Attend events that allow you to reconnect with familiar faces, such as your alma mater or current institution. It is equally as important to attend socials

that provide an avenue to meet new professionals. Use the program guide to identify socials or receptions that you find intriguing, such as the SCGSNP social or sign-up as a convention volunteer. Be prepared to talk about your work history, your experience at ACPA and any goals you would like to share. Don't forget, you are a part of the conversation. Ask questions of others and be an active participant.

-Tanya Vandermoon



Your Voice on the Governing Board

PATRICK MARINO WILL OFFICIALLY BECOME THE MEMBER-AT-LARGE—ENTRY LEVEL FULL VOTING MEMBER OF THE GOVERNING BOARD AT CONVENTION—YOUR DIRECT LINK TO ACPA LEADERSHIP

Greetings from the ACPA Governing Board!

As we approach convention we also approach a change in your ACPA Governing Board. Laura Ulmer will complete her term as Member-at-Large – Entry Level, and I will move from the elect position to take her place as a full voting member.

As the Member-at-Large – Entry Level it is my responsibility to represent the needs and interests of Graduate Students and New Professionals in the field of Student Affairs. As such I welcome your input, as members of the Standing Committee for Graduate Students and New Professionals, so please send me your thoughts and suggestions at pmarino@hamilton.edu, so that I may convey them to the Governing Board.

At the moment we are working on some YouTube content to help promote all that ACPA has to offer to you.

We will also be working on a series of video responses to common questions you may have about ACPA and the field of Student Affairs. We will pose these questions to various professionals and will cut together their video responses and

post them on the ACPA YouTube account.

Lastly, as we approach convention, I encourage all of you to take some time to familiarize yourself with what is happening with the ACPA-NASPA Consolidation process. There has been a lot of information floating around both for and against consolidation, some of it factual, and some of it less so.

Knowing the facts is key to making an informed decision. A voter's guide is available here http://www.myacpa.org/docs/ACPA_Voters_Guide.pdf on the ACPA Webpage. I also encourage those of you attending Convention to participate in at least one of the sessions related to Consolidation before casting your vote.

Voting on this important issue will be open from 3/15/2011-4/15/2011. Regardless of your view I encourage you to vote so that all member voices may be heard. If you are a member of NASPA you may vote twice, once with ACPA, and once with NASPA.

I look forward to meeting many of you in Baltimore!



NOT GOING TO CONVENTION?

TOP WAYS TO UTILIZE YOUR ACPA MEMBERSHIP AND GET INVOLVED, EVEN FROM HOME

View the Online Convention schedule and programs being offered. Contact program presenters for more information of sessions that sound interesting!

Get involved in a Standing Committee or Commission—even just logging into myacpa.org and signing up to be added to a listserv gets you connected to endless possibilities and resources.

Follow ACPA on Twitter, Facebook, and YouTube to stay up to date and be part of the conversation.

Vote! The Voters Guide to Consolidation is out and you can speak your mind! http://www.myacpa.org/docs/ACPA_Voters_Guide.pdf

Read the ACPA Journal of College Student Development to know about current trends and research in the field.

Chat with colleagues and supervisors who are able to attend Convention—ask to see the materials they collected and about their experiences. Ask classmates to discuss what they saw and noticed.

Be a fan of ACPA SCGSNP on Facebook!

Write an article for *The Eighth Vector* or various other online publications through ACPA.

VOLUNTEER! Whether serving on a committee, serving on a Program Review or Award Review Group, or just contacting a Chair of one of ACPA's many Committees, Commissions, or State organizations to see if there is anything you can do— involvement in ACPA is what you make

Give More in B'More

IN COMMEMORATION OF THE 50TH ANNIVERSARY OF THE COMMISSIONS OF STUDENT INVOLVEMENT AND ADMISSIONS, ORIENTATION, & FYE, THERE ARE ADDITIONAL WAYS TO GET GIVE BACK IN BALTIMORE. HERE ARE SOME IDEAS TO GET YOU STARTED!

Dress for Success Drive

Pack an extra dress suit or accessories to donate to the Center for Urban Families—a Baltimore organization that helps individuals build skills and the confidence to find their personal power to change.

Volunteer in the Community

A variety of Community Service projects will be going on throughout Baltimore on Tuesday, March 29 from 8am-1pm.

Carbonfund.org Initiative

You can offset the carbon emissions resulting from your travel to ACPA for less than \$10!

Convention and C3 Volunteers

Hundreds of volunteers are needed to make C3 and Convention a success. You can log in and sign up online for both by visiting: <http://convention.myacpa.org/baltimore/volunteer.php>

For more information about these opportunities, visit the Hospitality Center at Convention.

Award winners will be recognized on Tuesday, March 29th at the SCGSNP Open Meeting: Elections and Awards in the Hilton Holiday 4.

Jaci Jenkins Lindberg, Washburn University
Outstanding New Professional

Jennifer M. Garza,
San Diego State University/Claremont University
Outstanding Doctoral Student

Karen Haley, Northern Illinois University
Outstanding Mentor to Graduate Students

Mathew R. Chetnik, Salem State University
Outstanding Mentor to New Professionals

Michael A. Post, Mount St. Mary's University
Outstanding Mentor to New Professionals

Holly Ennis, Rutgers University
Outstanding Masters Student

Congratulations to Our Award Winners



Don't Miss This!

Convention Opening

Sunday, 6pm
Convention Center

Consolidation Discussion

Monday, 2pm
Hilton—Holiday 5

Town Hall Assembly

Monday, 3pm
Hilton—Holiday 4

Convention Showcase

Monday, 6:30pm
Convention Center – Ballroom E

Critical Conversations on Gender Roundtable

Tuesday, 8am
Hilton – Key 11

Consolidation Discussion

Tuesday, 9am
Hilton—Holiday 4

Annual Business Meeting

Tuesday, 10:15am
Convention Center 336

Culture Fest

Tuesday, 7pm
Convention Center – Ballroom 3

Cabaret

Tuesday, 8pm
Club Hippo – Off Site

Exhibit Halls

Convention Center
Hall E

Alumni Corner

When and how long did you serve with the SCGSNP, and in what positions?
Convention Colleagues Chair (2006- 2008),
Liaison to the Commission for Professional
Preparation (2005- 2009)

What is your current involvement with ACPA?
I am the Editor of ACPA Developments, a
quarterly online publication that connects
ACPA members to current issues, trends, and
scholarship in higher education and student
affairs. It also serves as the primary source of
Association news, programs, services, and
resources. Through the voices of emerging,
seasoned, and senior scholars and
practitioners, Developments articles provide
engaging perspectives that enhance the work
of college and university educators. View the
Current Issue of Developments.

Favorite SCGSNP memory?

I think the day of
Convention
Colleagues (2008)
was particularly
memorable because
of how the
directorship members
came together to
make the event a
success. Although
we had done lots of
planning and
preparation, it was a
remarkable event because everyone pitched
in, adapted to whatever challenges came our
way, and made everyone feel welcome. I am
so grateful to have been part of such a great
team!



Biggest accomplishment you've been a part of regarding either SCGSNP or ACPA?

I think chairing Convention
Colleagues and working with
ACPA Developments are
two things I am
particularly proud of.
Convention Colleagues was
a special opportunity to pay
forward all the mentoring and
guidance that I have received as an
emerging professional. Developments
has been a very meaningful experience
because I have the opportunity to support new
writers as they develop as scholar-practitioners
and produce a publication that can enhance
the daily work of faculty and staff in our field.

Kristan Cilente
Career Services & Corporate
Development at ACPA
Hometown: Hillsborough, NJ

Word of advice for grads and new professionals or grads/new professionals that might be first time attendees at Convention?

Before the conference begins, think about

what you want to get out the experience. What are your "learning outcomes"? Then map out how you are going to achieve those things. What sessions will you go to? What committee and commissions meetings will you go to? How are you going to network-and with whom? Remember while conferences are great time to meet "big whigs" in our field, its the personal connections you make with many different types of people that help you establish yourself as a professional and build a network of professional colleagues and friends. When you return to your campus, take some time to reflect on what you've learned and think about 1 or 2 things you want to do differently to develop professionally. Good Luck!



When and how long did you serve with the SCGSNP, and in what positions?

I began my tenure with SCGSNP at the 2002 Long Beach convention when I was a master's student. After convention, I was elected as Awards Chair-Elect and served in that role at the 2003 Minneapolis convention (while going through Placement!). I was Awards Chair for the 2004 Philadelphia convention and then was elected SCGSNP Chair in 2005, a role I served through the 2007 Joint Meeting. As the Chair, I also

served on ACPA's Executive Council during our governance transition. *What is your current involvement with ACPA?* Currently, I work for ACPA coordinating our career services and exhibit programs. I also was a member of the Convention planning team in D.C.

Favorite SCGSNP memory?

I have so many! One highlight is that during my tenure as Chair, our directorate grew tremendously. We also sold t-shirts at the convention to raise funds for the first ACPA graduate student scholarship. The biggest memory, however, is the group of friends I made through my connections on the directorate and the many laughs we've shared along the way.

Biggest accomplishment you've been a part of regarding either SCGSNP or ACPA?

This is tough. I'm torn between the creation of the graduate student scholarship, the by-law change eliminating the limit an individual can be a graduate student member with ACPA, and the rate at which the directorate grew during my involvement.

Word of advice for grads and new professionals or grads/new professionals that might be first time attendees at Convention.

One of the reasons I became so heavily involved in ACPA is the welcoming culture of the association. Advice I would give to first-time attendees is to attend professional development sessions, volunteer, and attend receptions. Get connected through an ACPA entity, whether that's a standing committee, commission, or state/international division. Plus, you never know who you might meet in the hotel elevator!

Amanda Niskode-Dossett
Ph.D Candidate, Indiana University
(working on dissertation and
searching for faculty positions)
Hometown: Cincinnati, OH

Former SCGSNP Directorate members reflect on where they've been and where they are now! Want to be featured? Email our Archivist, n.robbins85@gmail.com.

Incoming Editor's Note

CAITLIN SHAW

Hello, I'm excited to be writing to you in the 2011 Pre-Convention issue of *the Eighth Vector*, the e-newsletter for the ACPA Standing Committee of Graduate Students and New Professionals (SCGSNP). As the incoming SCGSNP Communications Coordinator, I am hoping this newsletter will help better connect you with ACPA and provide you with resources relevant to our work as graduate students and new professionals.

In this and coming issues, we will be keeping you informed of current events within ACPA, providing you with increased resources for young professionals, and highlighting additional professional development opportunities to network with other new professionals across our field. In addition to providing resources and discussing relevant topics in student affairs as new professionals, I am also hoping that this newsletter encourages you to become increasingly engaged in ACPA and become involved with SCGSNP.

The Standing Committee for Graduate Students and new professionals is here to serve our members by advocating for young professionals at Convention and throughout the year as well as provide opportunities for members to increase their knowledge areas and competencies at this stage in our careers. To this end, if you have any feedback, suggestions about or would like to become involved with *The Eighth Vector*, please don't hesitate to contact me at c.shaw09@gmail.com.

I hope this newsletter helps you can find new ways to become an active member in the ACPA and SCGSNP communities and that it will be a valuable resource for you. I look forward to hopefully meeting many of you at Convention in Baltimore and working with you throughout the coming year.



Words from the Incoming Chair: Amanda Mollet

It is hard to believe that it is nearly convention time again. It seems like not long ago we were together in Boston and in a few short days we will be together in Baltimore.

I am honored and humbled to have the opportunity to serve as the 2011-2013 SCGSNP Chair. I have been an active member of the Directorate Body for the past four years and look forward to stepping into my new role.

I first began my involvement at the Joint Meeting in Orlando in 2007 while completing my M.S. in Educational Leadership Studies from Oklahoma State University. At the Joint Meeting I recall talking to the SCGSNP chair and thinking, "**Someday, I want to do**

that." Since that time, I have served in multiple positions with SCGSNP and also on the Directorate Board for SCLGBTA. I currently work at Radford University in the Department of Housing and Residential Life as an Area Director.

I am excited about the opportunity and eager to engage ACPA's graduate students and new professionals. SCGSNP has given me a professional home and I plan to work to help others to meet their professional development goals through involvement with this committee.

As Chair I would like to provide increased opportunities for involvement outside of convention. I hope

to look at the programs, services, and initiatives that we sponsor to evaluate their effectiveness for meeting member needs.

There are many ways to get involved during convention. If you are able, I encourage you to attend our events, talk with Directorate members, volunteer, or consider taking a leadership position. I look forward to speaking with you during convention and the SCGSNP open meetings. I would like to hear your ideas, visions, and concerns for ACPA and SCGSNP. For those unable to attend convention please contact me with your thoughts as well.

Thank you again for this opportunity. If I can be of



assistance please feel free to contact me at amollet@radford.edu or at 540-831-6077.