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A Letter from the Chair

Welcome back! As we begin another academic year, I write with great enthusiasm

in many areas. The SCGSNP Directorate has chosen a few areas of focus for this year. We are striving to increase collaboration with other areas of ACPA, increase opportunities for member engagement, and to develop an emphasis on scholarship.

One initiative that is particularly exciting is the development of the Wellness Challenge. As a collaborative project with The Commission on Wellness a large group of volunteers have taken on the task of creating an ongoing wellness initiative with challenges, education, and support.

We were also fortunate to have the opportunity to work with CAMPUSPEAK as our sponsor for the upcoming year! One aspect of the sponsorship that we are particularly excited about is that for the first time we will be able to offer two scholarships for new professionals attending convention! In addition to these we will also continue to offer our graduate student scholarships.

The other members of the Directorate are also hard at work! We are in conversations about creating an SCGSNP publication through the Books and Media board, working on a faculty in residence, collaborating with other groups to facilitate webinars, planning for our second annual winter case study, engaging our Ambassadors, and much more!

We hope to continue to find new and innovative ways to engage you during the year. If you have any thoughts, suggestions, or ideas please let me know how we can improve your professional experience!

Sincerely,

Amanda Mollet

Chair Standing Committee for Graduate Students and New Professionals



Assessing Your Assessment Experience

Ashley Ellis

Accountability has become the buzzword of the day and in many cases a mandate for higher education institutions. Thus, it has become increasingly imperative for student affairs offices to be able to demonstrate the impact and effectiveness of their programming and events. Assessment allows professionals to not only provide the data that demonstrates their impact, but to guide future directions and initiatives. While many recognize the importance of assessment, it can sometimes be challenging for a graduate students to gain assessment experience. It is important for graduate students to acquire knowledge about assessment to avoid what the poet Andrew Lang described as **using “statistics as a drunken man uses lamp-posts-- for support rather than illumination”** (Encyclopedia Britannica Online, 2012). Therefore, the purpose of this article is to share proactive strategies for learning about assessment and for gaining hands-on assessment experience.

Proactive Strategies for Learning about Assessment

A typical way for graduate students to gain a fundamental knowledge of assessment is through taking a graduate-level class on the topic. However, with or without taking an assessment class, graduate students can educate themselves about assessment. A great place to start is by investigating the assessment cycle (Suskie, 2009, p. 4). The assessment is an often replicated cycle that typically consists of four steps: (1) set goals/outcomes/objectives, (2) plan assessment strategies (how), (3) conduct assessment and activity/program, and (4) use the data then reset goals, thus starting the cycle over. To delve further into **assessment, try John Schuh’s (1996) book titled *Assessment Practice in Student Affairs: A Guide for Practitioners***. Another option for increasing your assessment knowledge is to join ACPA’s own Commission for Assessment and Evaluation. **Be sure to check out the commission’s website** (<http://www2.myacpa.org/assessment-home>) which features a wiki full of helpful assessment information and links. One way to assess what areas of assessment

number 14 (Assessment and Evaluation) on their general standards list. Other professional organizations often have information on their own forms of assessment, so graduate students should be sure to do research into what standards those organizations or that particular field of interest might have. Once you have acquired a baseline level of assessment knowledge, it is important to stay up-to-date on current trends in the field. Strategies for staying current include monitoring *The Chronicle of Higher Education* or *Insidehighered.com* for assessment-related topics or creating a Google alert to notify you of new assessment articles, websites, and updates that match your interests. Another option is to seek out a faculty or staff member on campus who is knowledgeable about assessment and invite this assessment expert to do a workshop or brown bag presentation. **A quick web search on your institution's website may produce some unexpected assessment resources that are already available on your campus. For example, James Madison University's Center for Assessment and Research Studies (<http://jmu.edu/assessment>) has a helpful website that features information about the services they offer, podcasts, and other resources. JMU's Center even provides a certificate in Higher Education Assessment for those that want to improve their expertise.**



Getting Experience

Any graduate student who is educated on assessment should have the experience

work with about joining established assessment projects or possibly creating new ones, even if the projects are not directly related to your position. If your graduate program offers practical experience opportunities, intentionally seek out practicum or internships where you can work on an assessment project in the Institutional Planning office or in another campus unit. For example, at the University of South Carolina, students in the Higher Education and Student Affairs program can participate in practicum experiences in the Assessment Office for the Department of Housing. These practicums are both experiential and educational. In addition, many offices would welcome volunteers seeking opportunities to conduct assessment projects. You can also volunteer to do an assessment project for an understaffed fellow office. In any of these situations, think of yourself as a consultant and bring your external perspective to what is being assessed. However, please remember that anytime you are undertaking additional duties it is important to be honest with yourself and your colleagues about the time you have for the project, as well as your level of expertise.

If you have a mentor or supervisor or someone on campus with assessment experience, utilize them! A prior relationship is helpful but not necessary. As someone with a graduate assistantship in assessment, I have often served as someone that my peers reach out to for help. For four different graduate students this meant helping them through a six or fourteen week practicum that was both experiential and educational. These peers had been told time and time again that assessment is, in these times of financial cutbacks and budgets, one of the best skills someone can have during the job search, and they turned to someone they **knew understood the topic. A French novelist once said, "it is better to understand a little than to misunderstand a lot."** Hands-on practical assessment experience like that will not only help graduate students stand out as they search for post-graduation jobs, but help prepare them for the responsibility of assessing they will most likely have in that future position.

Andrew Lang. (2012). In *Encyclopedia Britannica* online. Retrieved from <http://www.britannica.com/EBchecked/topic/329585/Andrew-Lang/329585suppinfo/Supplemental-Information>

Schuh, J. (1996). *Assessment practice in student affairs: A guide for practitioners*. New York, NY: Jossey-Bass, Inc.

Suskie, L. (2009). *Assessing student learning: A common sense guide*. New York, NY: Jossey-Bass, Inc.

GAP YEAR: My Experience

in

National Service

Christie Hofmockel

Gap years have become increasingly popular in the United States, but many mentors may have limited experience advising students of the benefits to taking a gap year. **A traditional definition for a gap year is “a period of time during which a student takes a break from studying after they have finished school and before they start college or university” (Gap Year, 2012).** During these educational breaks, young people typically work, travel, or participate in service projects. In

Massachusetts Institute of Technology (MIT), encourage newly admitted students to take a gap year and have seen the number of students deferring entrance by one year increase dramatically (Fitzsimmons, McGrath, & Ducey, 2000).

Recently, more students have decided to take a gap year between their undergraduate and graduate school educations. I chose to take my gap year, or in my case gap years, between my undergraduate and graduate pursuits, and it was the best decision I ever made. I recognized that I was burnt-out academically and had not had time to develop a clear post-graduation plan, so I decided to create my own gap year experience to figure out where my passions lie. Through the personal account of my gap year experience this article will provide mentors and advisors a better understanding of why recent college graduates choose a gap year, the benefits to a gap year experience after graduating from college, and present resources to be utilized when exploring gap year options.

How and Why I Chose National Service

My family always emphasized service and giving back, so as I explored my post-undergraduate options I focused my search on service opportunities. Traveling and working abroad seemed too daunting, thus I focused my search domestically. It was not long before I discovered Americorps. Americorps is often equated to a domestic Peace Corps, and a variety of state and national programs as well as Americorps VISTA and Americorps National Civilian Community Corps (NCCC) fall under the Americorps umbrella. I selected Americorps NCCC because it is team-based and boasts a variety of service projects in five different areas: disaster relief, education, environmental conservation, energy conservation, and urban and rural development. Through Americorps NCCC, I had the opportunity to travel across the United States, work on a variety of service projects, and earn an Education Award to help pay for my graduate studies.

I began my first term of service with Americorps NCCC in February of 2007 at the Denver, CO, campus. At the conclusion of my first year of service, I decided to return for another year, but this time as team leader. Over my two years with Americorps I worked for Habitat for Humanity in Baton Rouge, LA and The United Way in Brevard, FL. However, the majority of my time was spent working with the United States Forest Service on the Arapahoe/Roosevelt Forest in northern Colorado as a type II wildland firefighter.

As a wildland firefighter, I received a significant amount of training covering fire behavior and safety as well as chain-saw training and certification. My daily work included hazard tree removal, fuel reduction projects, and fire patrol. The crew I worked on also served as a local and national wildfire resource. I had the opportunity to travel to the Boundary Waters of Minnesota, the Bitter Root Forest in Montana, as well as many remote locations across Colorado.

What I Gained

It is challenging to quantify all that I learned during my Americorps experience. Through training and daily work, I gained a range of practical skills and certifications, including construction, roofing, chain-saw, and faller B certification. I would not have thought myself capable of mastering many of these skills, least of all felling trees. Americorps challenged me to try new things and overcome the frustration and uncertainty, which comes along with learning new skills.

I did not initially enter my Americorps experience expecting professional development opportunities, but by the end of my team leader term I was a well-rounded, marketable potential employee (or graduate student). I not only learned what it means to have a strong work ethic and manage my time effectively, but I also became adaptable and flexible. Yet, the most influential part of my experience was the personal growth I experienced. I became more self-aware, focused, driven, confident, and independent.

All of these experiences eventually led me back to school to pursue my Master's degree in Higher Education and Student Affairs. I had explored the country through national service, grown personally and professionally, and was confident in my decision to return to school to further my education.



Recommendations for Mentors & Advisors

Student affairs professionals frequently serve as formal or informal advisors to undergraduate students. Therefore, this section will provide advice and recommendations for discussing the gap year option with graduating students. When advising undergraduate students it is important to keep in mind the benefits to taking a gap year. If a student is wavering on what path to take after graduation and has a strong desire to travel and step away from their formal educational pursuits, a gap year may be a fantastic option.

However, there are many components to consider when advising students **considering a gap year. To begin, consider the students' interests and strengths.** Do they want to travel and be outdoors or would they prefer an office environment? Are they interested in direct service such as disaster relief or Habitat for Humanity? Or, is working with children or teaching more suited to their interests? There are a wide variety of gap year programs and service options, and as a mentor or advisor, it will be helpful to point the student in the right

- **Thinking Beyond Borders** “empowers and inspires students through education to address critical global issues”: <http://www.thinkingbeyondborders.org/gap-year-programs/index.html>
- **Outward Bound** provides “unique opportunities to gain real wilderness skills and develop life skills in decision-making, problem solving, leadership and teamwork”: <http://www.outwardbound.org/gap-year?gclid=COnWsoHT7q4CFcee7QodAQmWHw>
- **USA Gap Year Fairs** “is a national circuit of events that bring together reputable Gap Year organizations, interested students and parents...These events are designed to provide students with a broad exposure of Gap Year Programs”: <http://www.usagapyearfairs.org/>
- **Americorps** “is your chance to put your ideals into action while learning new skills, making new connections, and earning money to pay for college”: <http://www.americorps.gov/>

Another important issue for prospective gap year students to consider is finances. Some gap year programs are pricey, due to travel expenses, room and board, and program costs associated with them. However, there are some options, such as Americorps, that provide a stipend and an education award. In addition, if a student has loans to pay back, it is important to know if the program will provide or assist with loan deferment. For additional information on loan deferment issues refer to the Student Loan Borrower Assistance website:

<http://www.studentloanborrowerassistance.org/repayment/postponing-repayment/deferments/>

Finally, help prospective gap year students consider their career and academic goals. Will a gap year assist in the pursuit of these goals? If a student is interested in graduate school, consider when the best time to apply will be. Students may be able to defer their acceptance to a program, but it is important to understand the impact of deferring on graduate assistantship or

In conclusion, taking a gap year provides many professional and personal benefits to college graduates. For me, the gap year was a necessary and highly impactful step on my life path. I realized how burnt-out I was from academics, and I recognized my desire to explore and need for a new adventure. My gap year challenged me physically, mentally, and emotionally; helped me gain perspective and focus; and, enabled me to become a more confident, independent, and driven person. All of this better prepared me for graduate school and a career as a student affairs professional.

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SCGSNP Alumni

Spotlight:

Kristan Cilente Skendal

Léna Kavaliauskas

When Kristan Cilente Skendall was in her first year of a Master's program in Higher Education at the University of Arizona, she was encouraged to join the SCGSNP as a means of advocating for graduate students and becoming further involved in the profession. Among many other things, her tenure in the Standing Committee- including two years as chair- saw the awarding of the first SCGSNP scholarships! Now the Associate Director for the Gemstone Program at the University of Maryland, College Park, where she completed her Ph.D. in College Student Personnel, Kristan appreciates her very short commute from the house where she and her husband serve as sorority house parents. Cilente Skendall **balances this additional service with "rediscovering hobbies"** (having just finished her dissertation), including reading, exercising, improvising, and spending time with her friends and family. Here, Cilente Skendall reflects on her journey and her respect for the values of ACPA:

At what point in your career did you become involved with the SCGSNP? Why?

I joined SCGSNP as a first-year Master's student after the encouragement of my supervisor, now mentor and dear friend, Heather Gasser. I was an advocate for graduate students in my office, where I was the only GA, and Heather suggested it would be a good way for me to become involved in the profession.

In your opinion, what is the best thing about the SCGSNP?

The best thing about the SCGSNP is the welcoming environment and inclusive energy

What is the best piece of advice you have for graduate students and new professionals?

Make time for yourself outside of school and work. Also, don't spend more than you make!

What is your favorite ACPA or SCGSNP memory?

There are way too many, but I have very fond memories of the 2006 and 2007 conventions when I served as chair. One clear memory was when we sold t-shirts in Indianapolis to raise money for the first ever SCGSNP scholarships, which we gave out in 2007. Danielle Morgan was one of those first recipients!

If you weren't in higher education/student affairs, what career path would you have chosen? Why?

I would either have been a civil engineer because I like to organize things and make efficient processes or a meteorologist because I love the weather!

What are you currently reading?

I just finished The Irresistible Henry House.

Why is ACPA a good place for young professionals to choose as their national organization?

ACPA is committed to all members and all members have equal vote. Because of the welcoming and inclusive nature, ACPA provides opportunities to become deeply engaged at an early point in your career. Also, one thing I have always valued about ACPA is the ability for ACPA to have difficult conversations and delve into the gray area of issues. For example, ACPA had a decree on the value of domestic partnerships in 1977, long before anyone else was having those conversations

Ambassador Spotlight

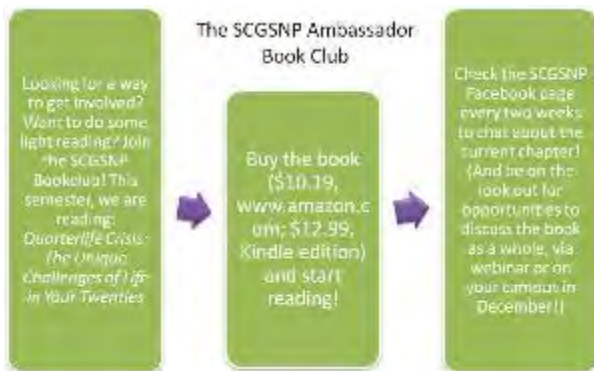


The Ambassadors Are Starting a Book Club!

Looking for something to read that won't impact your final grade? Miss having the opportunity to discuss what you are reading with your peers and colleagues? Never fear – the ACPA Ambassadors are here! This fall, we will be launching our first ever book club for Graduate Students and New Professionals from across the country!

The book for the fall is *Quarterlife Crisis: The Unique Challenges of Life in Your Twenties* by Alexandra Robbins and Abby Wilner (\$13.98 Paperback, \$12.99 Kindle Edition, www.amazon.com). Starting in September, we will have several discussion options available for those pressing thoughts and ideas that you can't wait to share with others that come up as you read. These options include Facebook, Twitter, and email! After the semester is over in December, we will get together to discuss in a large group and process what we can take away from the book. We will offer this discussion via webinar and in person meet ups on some

Please contact Stacie Schultz at stacieschultz@email.arizona.edu with any questions or to indicate your interest so we can start forming regional groups! Happy reading!



Hello, Social Media World!

ACPA Ambassadors are now on Facebook and Twitter! Every week we will spotlight Ambassadors from across the United States through our "Get to Know an Ambassador" program. We will also be utilizing these social media sites to keep you up-to-date on ACPA and Standing Committee for Graduate Student and New Professional news, accomplishments happening at our institutions, interesting articles for your professional development, and announcement such as job postings and opportunities in our field.

@ACPAAmbassadors

Questions or Concerns about the ACPA'S SCGSNP Eighth Vector?

Please contact Dale O'Neill at dmoneill@uno.edu or 504-280-6349

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In this Issue:

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Introducing the NEW "Dear Colleague" Section of the 8th Vector

Breaking Through the Barrier: Introverts on Today's College Campus

Molly Shannon

Close your eyes and imagine walking onto a college campus for the first time. It's a pretty crowded, busy and loud place, right? Now imagine walking onto that campus as a student who has an introverted personality. What was once an exciting and energizing environment has turned into a rather intimidating place full of hundreds if not thousands of people with a maze of ways to get involved and a confusing array of classes.

Let's face it. Today's college campus, extracurricular activities and scholastic curriculum are not exactly designed with the introverted student in mind. With student populations of 80,000 or more and hundreds of student organizations and courses, college can be an overwhelming experience for students who are reserved and find some social activities draining. But, with the help of university faculty and student affairs professionals, **introverts' nightmares can be transformed into paradise. The purpose of this article is to educate new student affairs professionals on who introverts are and how best to engage them in a meaningful way both inside and outside the classroom.**

Who are Introverts?

The Merriam-Webster Dictionary defines an introvert as “one whose personality is characterized by introversion; or broadly: a reserved or shy person” (2012). This definition highlights an introvert's tendency to live life looking inward instead of outward to the outside world. Although many people think that introverts do not enjoy social situations, in many cases they actually do if they are able to prepare for the event ahead of time and then afterwards have time to decompress and relax (Pannapacker, 2012).

Introverts on College Campuses

Introverted college students have a variety of personality types. In many cases they go against many standing stereotypes. For example, not all introverts on campus are quiet bookworms. In fact, some are campus leaders within Greek Life, Student Government or other organizations. Just because they typically are not loud and gregarious like their extroverted brethren does not mean they are not interested in getting involved on campus. Student Affairs professionals can help guide these students to become involved in campus activities and to succeed academically.

Tips for Involving Introverts

Many classroom and student organization settings involve group projects, discussions and presentations. These types of activities can be intimidating for introverts. However, this is not to say that people who are a little more reserved are not capable of working in these types of environments. In fact, it is important for introverted students to learn how to handle themselves in public settings. But, there are specific things that faculty and staff can do to help introverts feel more comfortable with these types of group activities. For example, providing specific rules and structure can help make introverts feel more at ease. In addition, giving introverted students positive yet constructive feedback on their performances can help give them the confidence they need to handle similar future situations. One method that seems to be quite helpful in smaller classroom settings is the concept of peer teaching. Peer teaching involves separating students into smaller groups, who would then break down what they are seeking to learn in a more manageable manner and teach each other the material. All students, whether they are more talkative or a little more silent, then have the opportunity to voice their views on the material without garnering the attention of the entire class.

Student Affairs professionals may need to find different ways to identify and recruit introverted students beyond the typical methods of engaging students on campus such as: involvement fairs, sorority/fraternity recruitment,



some other strategies to engage introverted students. For example, a better way to reach out to more reserved individuals is to distribute student organization booklets that contain detailed information about every organization and how to get involved in these groups. This allows introverted students to research each group and decide on their own which groups are the best match for them. Organizations can then host smaller scale interest meetings for these students.

Conclusion

It is possible for introverts to become engaged on campus through academics and campus activities. It is even possible for these students to excel and become leaders on campus. However, Student Affairs professionals may need to employ some different methods for successfully recruiting introverts to leadership roles.

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Continuing Graduate Students as a Transition Resource for First Year Graduate Students

Lauren Healey

New Higher Education and Student Affairs (HESA) Master's degree students face many challenges as they begin graduate school. Certainly mentors and advisors play an important role in easing their transition; however, an often untapped resource is their continuing graduate student peers. These second year peers can assist in helping them understand the institutional culture, navigate the norms and expectations for classes and professors, highlight ways to become acclimated to their new city, and role-model appropriate behavior at work, in class, and in social settings. **These socialization practices are pivotal to facilitating new students' transition.** "Research has connected various forms of socialization to many adjustment variables, ranging from attitudes to behavior, and personal change to stressors" (Ashforth, Sluss, Harrison, 2007, p. 2). In addition, continuing graduate students benefit from working with new students as this situation allows them to add to their own network and provides them opportunities to demonstrate their leadership skills. The purpose of this article is to highlight four specific ways that continuing graduate students can help incoming graduate students transition into their new roles: being a peer mentor, collaborating with new students, modeling appropriate

Peer Mentoring

A peer mentor is an invaluable resource to an incoming graduate student. Peer mentors can be seen as a confidant, friend, and role model. Continuing graduate students can connect to incoming graduate students due to their previous experience facing many of the same transition obstacles. Mentors are viewed as knowledgeable and therefore credible references. Research conducted by Broad and Newstrom (as referenced in Ashforth, Sluss, Harrison, 2007, p. 38) found **“that buddy systems, support groups, and mentors can expedite the transfer of training to ones work context and needs.”**

At the University of South Carolina, incoming HESA students first meet continuing graduate students during the Graduate Assistantship Recruitment Process (GARP), which is held in late February after they have been admitted into the program. GARP is a three-day event that provides prospective students the opportunity to interview for assistantships, meet current students, faculty and staff, and learn more about the academic components of the HESA program. **Attendees are provided “hosts” who not only house students during the event, but also share valuable insights regarding the university, HESA program, and GARP process.** At orientation in August, all incoming HESA students are assigned a second-year graduate student **“Spuddie”** by the Student Personnel Association (SPA), who serves as their peer mentor and resource for all HESA-related questions.

Collaboration

First and second year students can begin collaborating through joint participation in classes, organizations, departmental meetings, and professional associations. Louis (as referenced in Ashforth, Sluss, Harrison, 2007, p. 37) found that in terms of the availability and helpfulness of socialization practices, newcomers rated the interactions with their peers as most helpful. Continuing graduate students can intentionally reach out to incoming students by inviting them to attend organization meetings. In addition, second year students can invite new students to collaborate on proposal submissions to present at professional conferences. If approached as opportunities for positive collaboration, these situations allow for the formation of a constructive information pipeline and provide opportunities to transfer knowledge from one class to the next. At the University of South Carolina, the Student Personal Administration (SPA) and Chi Sigma Alpha (CSA) Honor Society are two **organizations that promote ways for both first and second year Master’s degree students to get involved and become connected.** These organizations foster interactions amongst first and second years through their frequent meetings, committees, and events.

Modeling Appropriate Behavior

Continuing graduate students have an important responsibility as role models in terms of demonstrating appropriate behavior in social situations. Many incoming students have trouble deciphering the difference between appropriate behavior at the undergraduate level versus that of appropriate graduate school behavior. Watching continuing graduate students that role model proper, professional behavior is one of the best ways for new students to learn the social norms of graduate school. Issues surrounding social drinking, political correctness, undergraduate student interaction, humor, and others can be addressed through positive role modeling.

At the University of South Carolina, potential incoming HESA graduate students are first acclimated to behavioral norms through a multitude of social events offered by SPA during Orientation week at various locations on and off campus. Additional SPA social events such as tailgates and holiday themed gatherings, such

Communicating Through Technology

Commonly used technology and social media outlets including text, email, and facebook are catalysts of instant socialization between graduate students. Twitter is another popular way for students to communicate and keep abreast of hot topics in the field. Sample hashtags include such as #HESAchat, #SAchat, #SAnerd, and #secondyearproblems. **Our generation's dependence on technology allows** second years to be clearly accessible and open to answering questions. This also allows first year students the opportunity to acquire instant information, gratification, understanding, and help. At the University of South Carolina, before orientation incoming HESA students receive a compilation email including advice from the class that graduated the previous May. Throughout the year, pertinent emails from both first and second year **students are transmitted through the department's student listserve and through the SPA listserve.** The HESA program even has its own hashtags: #HESA and #HESAchat.



Conclusion

There are a variety of ways that continuing graduate students can positively influence the transition of the incoming graduate students into Higher Education and Student Affairs programs. This article highlighted just some of the ways that continuing graduate students can reach out and better assimilate incoming graduate students into the world of graduate school. Second year graduate students can play a pivotal role in helping first year students successfully transition to graduate school by being a peer mentor, collaborating with new students, modeling appropriate behavior in social situations, and communicating effectively through technology, benefits both continuing and new graduate students.

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Edging Ahead While at ACPA's C3 or The Placement Exchange

Alex Matiash

March has almost arrived and for many graduate students and some professionals this means it is time to attend at least one of the two major career fairs in our field. I have seen many people be successful during their interview process and a handful of people who have not been as successful. Here I would to share some observations I had during my search process that may help give you the edge during your career fair experience.

Researching the School

I know you have heard this one before, but I want to emphasize its importance in the search process. Demonstrating that you have researched an institution during your interview tends to bode well for candidates. Research means more than just the recruitment page. How do the mission and values of the

interview.

Interview Scheduling

During both fairs, it is common for an interview to be longer or shorter than the expected time. Some interviews will be scheduled for a half hour and then turn into an hour. For this reason, make sure there is at least a half hour break in between each interview. This may prevent you from having to end an interview early to make another interview, or missing the call for another interview.

Professional Dress

I sat through the orientation sessions for both exchanges and both said to dress in a way that you feel comfortable. Although this will help interviewers see more of you, dressing down is not going to work in your favor. Although you do not need to look like you are attending a 1 million dollar fund raiser, you should look a little classier than business casual. Again, this is just my observation, but one to think about.

Organization

It is very possible that you could have 15 or even 20 interviews over the four days. It is important to find an organization style that will help you keep track of what you wore, what questions you asked, how you answered some questions, and the things you learned about the employer. All of these things are important to remember as you progress through multiple processes.

Mailboxes

Both of the career fairs have mailboxes for each candidate. Check your mailbox often, but not too often. I would say once every few hours is appropriate. All of you will have a different experience with mail, some of you will get overwhelmed because your mailbox is full of swag from a university, others will get folders full of information about a school, and some may only get interview requests. Do not get discouraged if you seem to be getting less mail than everyone else, each university has their own methods and some are more noticeable than others.

Socials

You may receive an invitation to attend a social put on by a university. If you are invited to a social, attend the social. This means that the school is seriously considering your candidacy. Keep a hand free for shaking hands and be very intentional about foods you eat and drinks you consume. If you are not invited to a social, do not crash it. Employers talk about candidates, just like candidates talk about employers.

The After-Show

At about 7:00pm or so, the career fairs tend to close up shop and everyone heads out to unwind. It is very possible that you will run into potential employers well into the evening. This being said, you are being observed throughout this time. Here are some basic thoughts. Although drinking alcohol is ok, you may want to monitor how much alcohol you drink. Consider your interview schedule. If you have an interview at 9:00am, 2:00am may not be the best time to call it a night.

GET A JOB GET A LIFE

Working with college students is a great career filled with lifelong experiences. If you are passionate about helping build strong campus communities; collaborating with campus constituents – faculty, staff & students – to support the campus mission; love learning; and are desiring to help students achieve their goals, then welcome to the world of student affairs. Join the college student educators of tomorrow and

be among a unique profession that helps change the world of college education
Why student affairs? Student affairs professionals
• are dynamic campus educators
• advance transformational learning
• promote global diversity
• seek community change and engagement
Contact your campus student affairs staff to find out more about their careers and daily responsibilities.
Get an exciting job!



STUDENT AFFAIRS



Although the job search process can be stressful, most candidates have a positive experience at these fairs. Remember that you will not be offered an on-campus interview for every school you interview with, and this is completely normal and ok. One of my mentors described these career fairs as a way of getting all of the candidates to fall into place. As long as you put forth your effort and maintain a professional attitude, something will come your way. Best of luck with your job search this year.

ACPA Ambassadors: Lifelines of ACPA

Lauren Luffey

The ACPA Ambassador program went through a large overhaul this past year, as the former ACPA Ambassador program, which was largely focused around networking and volunteer opportunities at the National Convention, merged with the Institutional Liaison initiative emerging from the Standing Committee for Graduate Students and New Professionals (SCGSNP). The current ACPA Ambassador position now incorporates both, allowing new ACPA members to network with professionals at all levels during Convention and continue these bonds throughout the year, giving back to their organization in a variety of ways.

The Ambassador program, first and foremost, allows members to get connected to all that ACPA has to offer. Not only do Ambassadors get a chance to interact with one another at convention and throughout the year, but they are able to meet other Ambassadors in the same regional areas, as well as connect with other professionals through the SAgro/SApro program. **“Being an Ambassador has helped me get connected within ACPA, learn how to navigate convention, and given me a lot of ideas about how I would like to be involved in our field in the future!”** states Stacie Schultz, Ambassador at Western Michigan University.

Ambassadors are also given opportunities to connect with other committees in the SCGSNP and other standing committees and commissions throughout ACPA. We have had many ambassadors find opportunities to serve or volunteer with other committees and commissions, as well as special projects within ACPA. Some Ambassadors are even working on starting their own state divisions of ACPA! **In the words of Jeremy Harmon, Ambassador at Virginia Tech, “It really opens up your eyes to the number of ways that graduate students and new professionals can be involved in ACPA!”** Angel Hernandez, **Ambassador at Georgia State University agrees “I have been able to learn more about what goes on behind the scenes with the SCGSNP.”**

Ambassadors also have a responsibility to bring information back to other student affairs professionals, especially the graduate students and new professionals, at their institution. Some do this through their graduate student organizations, listservs at their institution, or even social media. However this connection also serves each institution as a way to bring back feedback, ideas, and input from the institution to ACPA. Best stated by **Ambassador Torry Reynolds, of the University of North Carolina at Greensboro, “the ACPA Ambassador program is like a direct lifeline between your institution and the heart of ACPA.”**



fellow SCGSNers out of the Ambassadors program and some new connections in the field. I also enjoy the **exchange of ideas and content during our conference calls.**” Ambassadors learn about what is going on throughout the Standing Committee for Graduate Student and New Professionals and share feedback and the opportunities happening at their own institutions around the country. This has really helped spark ideas and share best practices for others to bring back to their own campuses as well!

Ambassadors are also involved internally on Ambassador committees ranging from communications to professional development. They have been working on many new initiatives such as creating a book club, a forum on facebook to share information and articles, and even our new Ambassador mission statement. Wande **Salako, Ambassador at Canisius College, agrees that “being a part of the Ambassador program has taught me to learn and work with a diverse group of people, with a wealth of ideas.”** In addition, each Ambassador is part of a regional group to be able to better connect with those who are in close physical proximity. The Northeast region even began a tumblr to share updates and information with others in the area.

While the Ambassador program has a lot to offer, Ambassadors can choose the amount of time they would like to put into it and the level of involvement they would like to have. At bare minimum, Ambassadors learn more about the Association as a whole and get connected within the organization. Michael McCormack, Ambassador at Rutgers, affirms **“through the ACPA Ambassador program, I was able to get a better understanding of my place in the SCGSNP and ACPA as an organization. I was able to understand the importance of professional involvement for the betterment of the organization, as well as my own development as a student affairs professional.”** Elliott DeVore, Ambassador at Iowa State University. **“Through the Ambassadors Program, I have expanded my identity as a Student Affairs Professional to the National Level!”**

The current ambassadors seem to really have enjoyed their experience so far and truly benefitted from it. Ambassador at Salem State University, Kathryn Wojcik, reflects on her own Ambassador experience:

“Being a part of the ACPA Ambassador program has been a wonderful experience for me. I've had the opportunity to network with different levels of professionals in the field, and I feel like I have grown as a new professional! I've really seized a lot of the opportunities provided to the Ambassadors to become more involved within my region, volunteering for the national conference in March, and helping with the selection committee. I've also taken a lot of what I have learned about the profession, current trends with our students, or upcoming events, and shared this information with my fellow colleagues and classmates. **It's taught me a lot about being a liaison to ACPA, and providing professional development opportunities to my friends and colleagues within the field based on what I've learned and want to share.”**

If you have any questions, feel free to contact Lauren Luffy at lauren.luffy@gmail.com.

5 Things I Didn't Learn in Grad School (Or Maybe I Wasn't Paying Attention That Day)

Samantha Kramer

Words of advice: Don't read this if you're looking for words of advice. I don't know a thing about life. But as I

1. I don't know what I'm doing so I make stuff up.

Several times a day, I find myself making things up. An RA who isn't on my staff asks me if he can leave campus this weekend. "Sure," I say. I have no idea. I'm not his supervisor. Another RA asks me for advice on a personal matter and I have an out-of-body experience in which I'm hearing myself share a relevant, well-articulated life lesson. But I have no idea from where this life lesson came. In fact, I don't even think it was from my own life. I probably heard it from a friend who knew someone. On the daily, I live the phrase "fake it 'til you make it" to the fullest. I pretend to know what I'm doing and I say things with authority so others don't question. I just hope my students never find out.

2. I have to actually be intentional about using student development theory.

I have to physically sit down, review development theory, and be intentional on how I'm using it. (And not just think, "Somehow, I'm sure some theory applies.") I can't expect my supervisor to ask me, "How does this apply to social identity development?" or "How can you relate that student conduct meeting to Perry's theory of ethical development?" I have to *want* to apply it and be intentional about how I'm helping students. I can't just wait for theory to make sense - I have to *make* it make sense.

3. It's mad hard to meet people outside of campus.

I've reverted back to Chickering's Vector 3 (using theory - did you catch it?) because I need my hand held to accomplish adult-like responsibilities. This includes developing relationships with people who are not affiliated with the university. It's been difficult to create grown-up friendships when I'm new to the area and not surrounded by cohort members. Sure, I love the people I work with, but sometimes I just want to talk to an objective third party who has no clue what my job title means.

4. Just because I could stretch my assistantship stipend doesn't mean I'm good at budgeting.

Same old story: measly grad assistantship stipend supplemented by student loans that I start paying back... now. I was pretty clever at stretching that paycheck and still having money to spend on drinks a few times a week. With the bigger check, I don't play by the same rules. "Oh yeah, I can totally afford to buy a horse because I'm getting paid more." False. I'm not as careful with my money because I know I have more of it, so I don't hesitate when I go shopping and feel the need to buy the entire winter collection at The Loft.

5. I get angry about students parking in my spot.

I don't get upset about many things. But when I come back to my on-campus apartment and see a student's car parked in one of my Area Coordinator spots, I get angry. I mean, enraged. It's one of the few frivolous things that I'm given as part of the job. Sure, I only need one of the two allotted spots, but it's the *principle*. So I handle it in the most passive-aggressive way I can: I park too close to the driver's side so the student has to climb through the passenger's door to get in.

Even though I'm no longer in school, I still learn things every day. Students never cease to amaze me, my co-workers constantly open my eyes to new ideas, and with each life lesson I pass on to my students I realize more about myself. If I've learned this much in a few short months, I can't wait to see what I learn by the time I achieve legitimate self-authorship.



Introducing the NEW “Dear Colleague” section of the 8th Vector

Brian Hopkins

Have you found yourself looking for another graduate student, new professional, or upper-level professional for advice on a situation you are experiencing? Would you find benefit in getting a new perspective from someone who is not at your home institution? Need help in how figuring out how to transition out of your current institution or position?

The Standing Committee for Graduate Students and New Professionals has just what you are looking for. For future editions of the 8th Vector, we are introducing a brand new recurring column that will reflect the “Dead Abbey” section of a newspaper. We are implementing this to provide our readers and standing committee members the opportunity to ask questions and receive answers that are likely on the minds of many of us. Each month, we will review the questions that we receive and answer them without providing the identity of the individual who asked the question. To answer these questions, we will be seeking feedback from multiple directorate members, our mentors, and our Faculty-In-Residence once selected. By doing this, it is our hope that we will receive different perspectives that we can provide to our membership and ensure that we are providing a good response to the questions that are being asked.

If you are interested in submitting a question to be answered for our next newsletter, please email SCGSNP@gmail.com.

Questions or Concerns about the ACPA'S SCGSNP Eighth Vector?

Please contact Dale O'Neill at dmoneill@uno.edu or 504-280-6349



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A Letter from ACPA's Foundation

Greetings from the ACPA Foundation! We work to raise philanthropic support for ACPA-College Student Educators International and secure funds for signature ACPA events, professional development opportunities, research, and scholarship grants. Each year at Convention (and online in October), a group of our esteemed colleagues volunteer their wisdom, expertise and best practices through the Speaker Showcase, one of ACPA Foundation's premier fundraising initiatives. We are currently running a targeted campaign to raise funds for the Phyllis L. Mable New Professionals Institute (NPI) via the March 2013 Speaker Showcase. Half the funds raised in this Speaker Showcase will provide scholarships for the NPI and half will support other ACPA initiatives - very exciting! Visit our booth (#228/230) in the Expo Hall at Convention to bid on Speakers' keynotes, consulting and coaching programs for your next campus event, professional development program or conference. Come prepared to bid with support from your institution/organization and check out the great variety of items in the Silent Auction. For more information on the Speaker Showcase please go to the Bidding for Good website www.biddingforgood.com/acpafoundation and the Foundation website www.acpafoundation.org. Like us on Facebook www.facebook.com/ACPAFoundation AND follow us on twitter @ACPAFoundation, #speakersshowcase and #preparetobid! Look for the "Words of Wisdom for Graduate Students and New Professionals" tweets our Speakers are sending out just for SCGSNP members and Convention attendees! Make sure you are following @ACPAConvention and @SCGSNP. Thank you for all you do for ACPA - we hope to see you in Las Vegas!"

Please let me know if you have any questions and thank you in advance for your efforts to include this last minute request!

Sincerely,

Dawn Morgan

Coordinator, CSLEPS

North Carolina State University

Raleigh, NC 27609

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Student Development: Less Focus on Theory, More Focus on Practicality

C. Jessie Long

Most of the classic student development theories (Chickering, Marcia, Perry, etc.) that continue to underpin the work of student affairs administrators today were developed using mainly white male student subjects in the 1960s. While these theories are helpful in assisting student affairs professionals to better understand where students are developmentally, there is a need for new **theories to frame student affairs professionals' interactions with students. After all, the majority** of our students are no longer white male students and even if we know where a student is developmentally, we need more theories for helping students reach their full potentials. We must be deliberate in our communication with students and there are theory-to-practice frameworks that can help ensure the effectiveness of our interactions with students. The purpose of this article is to present two theories, Emotional Intelligence (EQ) and Appreciative Advising, that can enhance the work of student affairs professionals and help to holistically develop students.

Overview of Emotional Intelligence (EQ) and Appreciative Advising

EQ and Appreciative Advising are being highlighted because they can be utilized across a variety of student affairs functional areas. From career counseling to academic advising to student activities, these theory-to-practice frameworks can be used to guide the work of student affairs professionals and can even be taught to students to enhance their interpersonal effectiveness. These theory-to-practice frameworks are already being used successfully in areas outside of higher education, including non-profit organizations and for-profit businesses.

Emotional Intelligence (EQ)

Emotional Intelligence (EQ) is a holistic theory-to-practice framework that can be used in a

variety of settings, including professionally and personally. “Emotional intelligence (EQ) is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict” (Segal & Smith, 2013, para 2). As practitioners learn to effectively recognize their emotions, manage their emotions, recognize others’ emotions and manage relationships, they assemble a series of practical tools to enhance their effectiveness at work and at home. In addition, these are skills that they can role model for students and even teach to students to enhance their own interpersonal skills. Segal and Smith (2013) offer five key skills for improving EQ abilities:

Skill 1: The ability to quickly reduce stress.

Skill 2: The ability to recognize and manage your emotions.

Skill 3: The ability to connect with others using nonverbal communication.

Skill 4: The ability to use humor and play to deal with challenges.

Skill 5: The ability to resolve conflicts positively and with confidence. (para. 10)

Sounds simple, right? Segal and Smith (2013), however, warn that people cannot just read about these skills; instead people must actually practice these skills in their everyday lives. Leadership training programs can be established for faculty, staff, and/or students to teach these skills, but then participants must intentionally implement these skills into their daily work. These skills are especially important for students to learn because it helps them manage their stress and build healthy relationships – both key factors in retaining students.

“Interdisciplinary research clearly connects emotional intelligence and emotional skills to achievement, career success, personal health and well-being, and leadership” (Low, Lomax, Jackson, & Nelson, 2004, p. 6).



Appreciative Advising

Another theory-to-practice framework that can guide the work of student affairs professionals is Appreciative Advising (AA) (Bloom, Hutson, & He, 2008). AA “is the intentional collaborative

practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials” (Bloom, Hutson, & He, n.d., para 2). This approach is steeped in the organizational development theory of Appreciative Inquiry, positive psychology, and motivation theories. Not only can this framework be used to enhance student affairs professionals’ relationships with students, Howell (2010) found that academic advisors who had adopted the AA framework also felt better able to build relationships with work colleagues, family, and friends.

“Appreciative Advising is not about mindless happy talk or about ignoring problems. It simply approaches problems from the other side - that is from a half full orientation instead of a half-empty orientation. It is really about getting down to the truth of what students really want to do with their lives” (Howell, 2010, p. 29). Bloom, Hutson, and He (2008) state that there are six phases of Appreciative Advising:

Disarm: Make a positive first impression with the student, build rapport, and create a safe, welcoming space.

Discover: Ask positive open-ended questions that help advisers learn about students' strengths, skills, and abilities.

Dream: Inquire about students' hopes and dreams for their futures.

Design: Co-create a plan for making their dreams a reality.

Deliver: The student delivers on the plan created during the Design phase and the adviser is available to encourage and support students.

Don't Settle: Advisers and students alike need to set their own internal bars of expectations high. (Bloom et al, n.d., para 3)

Appreciative Advising allows professionals to get to know students strengths, their hopes and dreams for their future, and then co-create a plan for making those dreams come true. By teaching faculty, professionals, and students how to ask positive open-ended questions and to develop active listening skills, all can learn how to build more effective relationships with other people.

Benefits of Utilizing these Theory-to-Practice Frameworks

There are many benefits to using these theory-to-practice frameworks, the most important being that they positively impact students as well as the practitioners themselves. "Every participant had something positive to say about Appreciative Advising as it impacted their students, their work environment, and/or their lives outside of advising" (Howell, 2010, p. 96).

Using encouraging, thoughtful approaches can help increase the happiness of student affairs professionals and help create a positive, reduced stress environment for everyone. Similarly, by developing better EQ skills professionals can build healthier relationships with students and co-workers, resulting in a more collegial and professional work environment.

EQ and AA skills can also help to positively influence student retention rates. AA has been used by a variety of institutions to increase student success and retention (Bloom et al., 2009). In addition, Freedman and Jensen (2007) state that recent studies have positively linked student retention with EQ; students with higher EQ levels are less likely to drop out and more accepted by their peers.

Another benefit is the simplicity of these concepts. Although they have strong theoretical infrastructures, they are easy to understand and incorporate, and practical in nature. While theories can seem lengthy, esoteric, and/or irrelevant, EQ and AA provide a framework for guiding the work of student affairs professionals. The heart of both EQ and AA is a focus on looking for the best in students and using non-verbal and verbal skills to let students know that you care about them.

Conclusion

While it is good to be knowledgeable about student development theories, there is a need for more theory-to-practice frameworks to guide the work of student affairs professionals seeking to provide high quality services to students. EQ and AA are two practical frameworks that can also be taught to students to help them optimize their educational experiences and relationships. As professionals, we must work to create environments, physical and human, that benefit students and professionals. Connections need to be made between where we were and where we want to be and EQ and AA provide a framework for making that possible.

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Sound Money Tips for Graduate Students During a Recession

Deon Jacobs

Being a graduate student has never been a profitable venture, but it is even more challenging during this economic recession. Recessions occur due to a decline in economic activities in which money is used scarcely at times and items tend to become rare or higher priced (About.com, 2011). Although there are actually advantages associated with recessions (e.g. mortgage and car loan rates are low), graduate students are particularly hard hit due to earning low salaries and paying at least partial tuition and fees. In this economy, making responsible financial choices weighs heavily. Therefore, the purpose of this article is to provide several suggestions to help graduate students to cut expenses and to begin saving for retirement.

Books

The cost of books keeps skyrocketing. In some science-related disciplines books cost up to \$300. The good news is that there are a number of options for saving money on books. First, ask professors to contact the library and place required books on hold at the library. This means that you would need to go to the library to read the book, but it would save the entire cost of the book itself. Another option is to go together with another classmate in the same class to purchase required books and then share the books throughout the semester. Another newer option is to buy an eBook, a digital copy of a book that can be read through a computer, phone, iPod, Kindle, etc. After the initial cost of the eBook reader, eBooks are typically cheaper (prices range from \$7 to \$20 depending on the book) because publishers save money by not printing books onto paper (Marker, 2011).

Food

Food is another costly expense. One suggestion for saving on this front is to bring lunches from home instead of eating out. Not only is it cheaper to bring food made at home, but it will also give graduate students an opportunity to make healthier eating choices. Another recommendation is to plan meals a week ahead of time and create a grocery list that contains only the items needed to make those meals. Planning ahead on meals allows graduate students to usually make enough to ensure that leftovers are available for dinner or lunch the next day.

Transportation

Filling up a car with gas and covering maintenance issues can drain bank accounts quickly. Instead, take advantage of low-cost or free transportation options, such as buses or trains, especially if the institution helps subsidize the costs or provides them as a free benefit. In addition, riding bikes and walking are also two healthy transportation options. If driving a car is a necessity, graduate students can consider starting a carpool group. This will allow graduate to share transportation costs and spend quality time each day with others.

Banking

When setting up a bank account it is important to select an account that minimizes the amount of fees paid to the bank each month. Graduate students need to make time to balance their checkbooks each month to avoid overdrawn account fees. In addition, graduate students **should start a savings account and put money away each month for unexpected "rainy day" expenses, such as car repair bills.** Lunsford (2008) recommends that your "rainy day" fund **should have enough money to allow you to pay three to six months' worth of bills if you suddenly have no income.** Another tip to avoid paying fees is to limit use of credit cards and pay off the balance each month. Using cash or debit cards is a much better way to avoid

acquiring a crushing debt load. Finally, the last piece of financial advice is to create and stick to a monthly budget.

Long-Term Saving

It is never too early to set up a sound retirement plan. Even though it is difficult to set money aside for retirement as a graduate student, it is important to get in the habit of paying yourself first and investing in your future. Plus, by taking advantage of the magic of compounding interest, money **that you put away in your 20's will maximize your opportunity to have a care-free retirement.** One way to start saving is to establish an Individual Retirement Account (IRA) at your bank. The benefit of an IRA is that it creates a big tax break and it also creates financial maturity. The two main types of IRAs are traditional and Roth. Note that there are significant financial penalties for withdrawing money out of IRAs to encourage people to not spend that money early. Another retirement savings option involves esta

blishing a 403(b) account. Some higher education institutions may even partially or fully match your contributions. These also have tax benefits for the holder.

Conclusion

Going to graduate school during a recession can be financially challenging. However, there are simple ways to reduce your expenses. This article provided practical ways that you can decrease your expenses by cutting book, food, transportation, and banking costs. In addition, it is never too early to start saving for retirement, so graduate students were encouraged to begin socking away money in IRAs or 403(b) accounts. Just because you are poor now, does not mean that you will be forever. You are making an important investment in yourself by attending graduate school and hopefully these tips will help you make the most of that investment.

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Happiness is an Art, and You are the Artist

Laura Maas

We've grown up in a world that leads us to believe that only few can claim the title of Artist. It's reserved for the wild spirits that resist societal norms and dive into the wind. It's for the tattooed ragamuffin that writes in a coffee shop all day. It's the meticulous sculptor slaving away in her studio. It's, *well*, it's not you, right? Wrong. It *is* you. You *are* the artist. Everything that you need to create your masterpiece is already inside of you, and you've been commissioned to create the most valuable work of art: the art of happiness.

Happiness isn't something you can find; it's something you create. Over your lifetime you'll continue to build, meld, hone, rework, and perfect it. You will be inspired by conversations and quotes, you will adopt tips and best practices, and little by little, you will polish your interpretation of it. That's the wonderful thing about happiness: it is entirely individual. My happy is different than your happy, and her happy is different than his. While we can share philosophies and strategies, ultimately it is up to each of us to design and create our own rendering. Happiness is an art, and you are the artist.

This isn't your typical guide to happiness: you won't find any get-happy-quick schemes or an answer to the existential question "what is happiness?" Instead you'll be exposed to a thoughtful perspective on happiness that is supported by five concepts – gratitude, hope, positivity, support, and curiosity – all gleaned from positive psychology research highlighted in Barbara Fredrickson's (2009) book, *Positivity*.

Gratitude

With busy schedules and hectic lives, it's easy to get caught up in the whirl of everything and to forget to take the time to be thankful. Try something for me: take two minutes, right now, and list three things you're grateful for. Feels pretty good, doesn't it? Fredrickson (2009) braids

together research on gratitude to drive this simple point home: individuals that explicitly take time to count their blessings are happier. In paying attention to the little things – stars in the sky, a sweet note from a colleague, smiles from strangers, or the comfort of a full belly after lunch – we are able to recharge our batteries and tackle challenges with renewed enthusiasm.

Hope

Five years ago, during his campaign for presidency, Barak Obama made this tiny word a **sensation. It's a concept that rests at the core of humanity. In a world that is imperfect and filled with upset, it is hope that allows for a vision of a brighter, more peaceful tomorrow.** When you set goals and progress toward your vision, you are able to achieve a more positive outlook (Fredrickson, 2009). When you start to slip into a slump, one of the best things you can do for yourself is think about your future and the steps you will take to make an impact and achieve your goals. Hope recognizes that change is possible and generates a belief that each of us has the ability to improve the quality of our life and the lives of others.

Positivity

There are moments in life when the positives of a situation stick out like a neon sign in a black and white photo, and others when things just simply look murky and grey. And that's ok. **As you continue to hone your outlook and perfect your ability to control your mind, it's important to realize that being a positive person doesn't mean you always see the good in situations.** Fredrickson (2009) acknowledges the need for a fluctuating level of positivity, pointing to the importance of critical thinking and the ability to realize a need for change. If you always look at situations positively, you would constantly accept the status quo when it often needs reform. **But it's the positive people, those that seek out the good and work toward a more positive future that will be at the forefront of that change.** Positivity is the ultimate tool for painting happiness.

Support

While your pursuit of happiness may be a solo adventure, having the support of another individual can be a powerful catalyst for success. Having one ally can completely alter the level of **confidence you have in yourself. It's amazing what you can accomplish when you see that person standing outside of your window – rain or shine – with a foam finger cheering your name.** In their work with Appreciative Advising, Bloom and Martin (2002) outline the undeniable benefits of seeing the best in others. Having the support of another person provides us with the strength we need to achieve our full potential. Life is too short to be cynical and defeatist with each other. We need to seek out encouraging relationships and pay forward the

support we receive from others.

Curiosity

When's the last time you asked a great question? As children we used to be so inquisitive; we were wild with questions. Our innate desire to know and understand everything was consuming, and now, as lifelong learners, we could all serve to rekindle that same contagious passion for life. "The intense pull of interest beckons you to explore, to take in new ideas, and to learn more" (Fredrickson, 2009, p. 43). Research demonstrates that this curiosity and desire to explore beyond our comfort zone can be a powerful factor in our satisfaction with life.

Conclusion

Happiness is a form of courage, and each of us has the ability to produce a brilliant masterpiece. It takes energy, time, and creativity to produce your own masterpiece. Do you have it in you? Sure you do! Dive into the wind and be that wild spirit you admire; you are the artist. Your outlook is a blank canvas, and it is up to you to decide what colors, materials, ideas, words, notes, and lines you will use to design your happiness. So pick up that paintbrush and create!



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SCGSNP Coordinator Applications NOW AVAILABLE!

Within the directorate structure for our standing committee, SCGSNP has Coordinators who are appointed to serve on the directorate into one of our main functional areas (operations, professional development, ambassadors, external affairs, and networking). Coordinators are not required to attend convention to be considered for a position. The electronic application is available at the following link:

https://docs.google.com/forms/d/1C-_AdZbcu7EihrOlwfhHZ6bDRpdVk7AxKnbfLekgloo/viewform

Electronic application submissions are due by Friday, March 1, 2013 at Noon EST. Paper applications will be made available to convention attendees, which are due on March 6, 2013 at 5:30 p.m. following the SCGSNP Open Meeting. Please note the paper application deadline has changed! Electronic submission is highly encouraged!

If you have any questions, please direct them to Brian Hopkins at bthopkin@syr.edu

Congratulations to our new Vice- Chairs!

Drum Roll please....

SCGSNP Directorate 2013 Election Results

Recently, the SCGSNP underwent an elections process for two positions: Vice Chair for Networking and Vice Chair for External Affairs. Upon completion of these elections, we are proud to announce the following results:

Incoming Vice Chair for Networking

Kacey Schaum

Assistant Director for Student Life
University of Alabama in Huntsville

Incoming Vice Chair for External Affairs

Pietro Sasso

Assistant Professor of Student Affairs and College Counseling
Monmouth University

In addition to electing these positions, the SCGSNP has filled the Vice Chair for Operations vacancy that was created by the election of our incoming chair. We are proud to announce that **Chad Mandala** who is the Residential Learning Coordinator for Fraternity and Sorority Life at Virginia Tech has been appointed to the Vice Chair for Operations position for the remainder of the elected term.

All of these candidates will be taking office upon the close of ACPA Convention in Las Vegas!

Congratulations to our 2013 Scholarship Winners!

Undergraduate Students

Sarah Elsey grew up in Wimberley, Texas. She studied photocommunications at St. Edward's University in Austin, Texas graduating summa cum laude in 2009. After graduation she moved to Alamosa, Colorado for a year of AmeriCorps service with La Puente Home Inc. and continued on for a second year of service with Urban Peak Shelter in Denver, Colorado. Sarah will receive her M.A. in Educational Leadership: Student Affairs Higher Education (SAHE) from the

Department of Leadership, Research, and Foundations at the University of Colorado Colorado Springs (UCCS) this May! Presently, Sarah works as the Service Coordinator for the Chancellor's Leadership Class where she provides service mentorship and advisement to 40 undergraduate scholars at UCCS. Additionally, she is the Service Learning Graduate Assistant in the College of Education where she assists in the development and management of service learning opportunities by providing coordination among faculty, staff, students, and community partners. She is very excited for this generous scholarship opportunity to attend ACPA for the first time! After graduation Sarah looks forward to pursuing her professional interests in community engagement, social justice and service-learning.



Sam Tang received his undergraduate degree in Writing, Literature, and Publishing from Emerson College. While there he discovered the expansive and complicated world of Higher Education, mainly through his work with Orientation and working with student organizations. He is currently in the Higher Education and Student Affairs program at the University of South Carolina. His assistantship is in the Office of Student Conduct as the Graduate Assistant for Civility where he is responsible for developing and implementing a campus-wide Civility Campaign. Sam is in the process of training for his first triathlon.



Kara Woodlee is currently a Higher Education and Student Affairs master's student at the University of South Carolina where she is a Graduate Assistant for University 101 Programs. She is originally from northern Indiana, and she graduated from the University of Indianapolis with a Bachelor of Arts in Human Biology in 2009. After graduation, and lived and worked as a DNA analyst in Indianapolis before starting her graduate program. Kara serves as an Academic Success Coach, a University 101 instructor, and leadership team member of the Chi Sigma Alpha and Appreciative Education organizations in addition to her assistantship. She enjoys snow, salsa dancing, traditional Amish food, and exploring new things. She is looking forward to graduating in May 2013!



New Professionals

Shelvia English is an Assistant Director of Student Life for the Charleston area at Loyola University Maryland. Prior to arriving to Loyola, Shelvia was an Assistant Director for Residence

Life at Elon University in North Carolina. Originally from Boston, MA, Shelvia spent most of her time there and attended Wheelock College where she earned her Bachelor of Science in Human Development with a minor in American Studies, graduating with honors. From there, she went on to pursue her Master's degree in Higher Education Administration from the University of Massachusetts Amherst where she also received the Kevin Grennan Outstanding Master's Student Award. **Shelvia's passion for higher education stems from her experiences inside and outside of the classroom.** She enjoyed her undergraduate experiences being a Resident Assistant for three years, serving as a Resident Director for three summers for Upward Bound, and building relationships with many of the Student Affairs professionals at Wheelock College. Additionally, she has been a member of the American College Personnel Association since 2009. Shelvia has great enthusiasm and passion for working with students which fuel her long term goals of earning a doctorate degree and becoming a Dean of Students.



Cynthia Rose is originally from the Washington, DC area but attended college at Drexel University in Philadelphia, PA. She graduated with a degree in Music Industry, but realized her path was meant for student affairs. Cynthia worked at the University of Missouri before attending graduate school at Indiana University of Pennsylvania where she obtained her M.A. in Student Affairs in Higher Education. She went on to work at Rollins College in Orlando, FL working with the fraternity and sorority community, and most recently have moved back to Philadelphia where she is working at Temple University as the Program Coordinator for Fraternities and Sororities.



Congrats to our Case Study Winners!

Southern Illinois University – Edwardsville

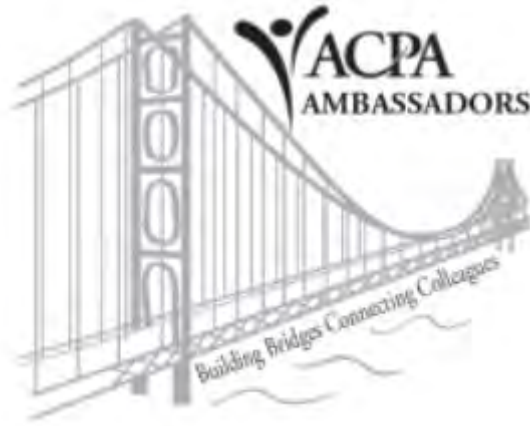
Daniel Rosner

Jamartae Jackson

Ben Schwarz

Nate Pauley

Ambassador Spotlight



Congratulations to our Newly Elected ACPA Ambassadors

We are excited to announce our ACPA Ambassadors for the 2013-2014 year! They are a group made up of both graduate students and new professionals, representing 37 different institutions from across the country and will be beginning their term by assisting with many of our programs and events at the 2013 ACPA National Convention! Please help us in congratulating the Ambassadors listed below, as we look forward to the new ideas and innovative programs they will bring to help us further the work of ACPA and the Standing Committee for Graduate Students and New Professionals!

Allan Williams	Otterbein University
Amanda Kuster	University of Central Arkansas
Ashley Hazen	University of Louisville
Ashley Lauren Smith	Syracuse University
Benjamin McNamee	The University of Rhode Island
D'Andrea Young	Texas State University-San Marcos
Daniel Smith	Dartmouth College
David Foster	Ohio University
Deb Smith	University of West Georgia
G.K. Nwosu	University of Nevada Las Vegas
Gregory Haines	California Polytechnic State University, San Luis Obispo
Jacob Mendez	Missouri State University
Jake Nelko	UW Tacoma
Janine Harris	Long Island University - Brooklyn Campus
Jasmin Thurston	Northern Illinois University
Jennifer Plymate	University of Louisville
Jolene Petroc	Ohio University
Jonna Greer	University of West Georgia
Jose Luis Moreno	Shepherd University
Kathryn Wojcik	Rhode Island School of Design
Kolrick Greathouse	Rutgers University
Lauren Bell	Georgia Southern University
Leslie Brown	University of North Carolina Greensboro

Mark R. Ewing	Syracuse University
Meredith Vaughn	University of North Carolina at Greensboro
Andy Nagy	University of Connecticut
Michael Bumbry	Loyola University Chicago
Milly Yin	Nova Southeastern University
Naria Martinez	University of South Florida
Nick Warrington	Virginia Tech
Niki Messmore	Indiana University
Noah Wilson	SUNY Potsdam
Olajiwon K. McCadney	Susquehanna University
Rebecca Jalernpan	UNC Chapel Hill
Samantha Beskin	Appalachian State University
Sarah Molitoris	University of San Diego
Stacie Schultz	University of Arizona
Steve Schuh	New England College
Tamera Dunn	Valdosta State University
Taylor McGovern U'Sellis	University of Louisville
Torry Reynolds	Central Carolina Community College
Yewande Salako	Canisius College

Find us on Facebook at ACPA Ambassadors and follow us on Twitter @ACPAAmbassadors

Calling all Volunteers at Convention!

Are you interested in volunteering at convention?! Please the below programs that need volunteers! Email Julie Lynch at julie.lynch@uconn.edu for more information!

The SCGSNP needs hosts/certificate presenters for the following sponsored programs:

Round Table: Moving from Your First Job to Your Second Job as a New Professional			
07:30 AM	08:30 AM	Damien Franze (University of Maryland)	Bally's Las Vegas - Skyview 6, Table 26
Round Table: Supervision development: How are we learning with no (direct) courses?			
07:30 AM	08:30 AM	Aja Holmes (Iowa State University)	Bally's Las Vegas - Skyview 6, Table 6

Best Practices for the Entry-Level Student Affairs Job Search			
09:00 AM	10:00 AM	Lena Kavaliauskas (University of Maryland, College Park)	Bally's Las Vegas - Palace 7
The Doctoral Process: Female Perspectives from Step One to Done			
10:30 AM	11:30 AM	Sonja Ardoin (North Carolina State University)	Planet Hollywood - Sunset 1
Don't Gamble with Funding Your Research			
10:30 AM	11:30 AM	Megan Drangstveit (Michigan State University)	Planet Hollywood - Sunset 5
Taking a Step Toward Intentional Professional Development			
12:00 PM	01:00 PM	Audrey J Jaeger (NC State)	Planet Hollywood - Celebrity Ballroom 8
Inspiring Developmental Well-Being for Entry-Level Conduct Officers			
10:30 AM	11:30 AM	Gregory L Haines (California Polytechnic State University)	Flamingo - Red Rock I
Surviving and Thriving in your First Position			
12:00 PM	01:00 PM	Steve Carriere (Emory University)	Flamingo - Red Rock I
Thursday March 7, 2013			
Inclusion 101 Workshop Activities ~ A Training Guide			
10:00 AM	11:00 AM	Kathy Obear (Social Justice Training Institute)	Planet Hollywood - Sunset 6

**The SCGSNP also needs volunteers to help videotape the case study competitions:
(Shifts would be from 9-12 and from 1-4)**

Case Study Competition Presentations: Graduate Students & New Professionals Category			
08:00 AM	04:00 PM	Julie Lynch (Western New England University)	Planet Hollywood - Santa Monica 1
Case Study Competition Presentations: Undergraduate Category			
08:00 AM	04:00 PM	Julie Lynch (Western New England University)	Planet Hollywood - Santa Monica 1



THE SCGSNP CONVENTION
SCHEDULE

Sunday, March 3

- SCGSNP Off-Site Social, 7:00-9:00 pm, Cabo Wabo Cantina in the Miracle Mile Shops.

***There will be a group that will be meeting at 6:30pm in the Hotel Lobby 2 of Bally's.

Monday, March 4

Functional Area Meetings, Hosted by Vice-Chairs, 8:00-10:15 am, Planet Hollywood Celebrity Ballroom 1

Ambassador Orientation and Gathering, 9:30-10:30 am, Planet Hollywood Sunset 1

Joint Standing Committee Meeting, 10:30 am-noon, Bally's Skyview 1

Case Student Orientation, 2:00-3:00 pm, Bally's Skyview 2

Convention Colleagues, 1:00-2:30 pm, Planet Hollywood Celebrity Ballroom 8

ACPA Opening Session, 3:30-5:30 pm, Planet Hollywood Theater of Performing Arts

Alumni and Friends of Next Gen, 8:30-9:30 pm, Bally's Skyview 3

Tuesday, March 5

Case Study, 8:00-3:00 pm, Planet Hollywood Santa Monica 1

Sponsored Program: Best Practices for Entry Level Student Affairs Job Search, 9:00-10:00 am, Bally's Palace 7

Sponsored Program: The Doctoral Process: Female Perspectives from Step One to Done, 10:30-11:30 am, Planet Hollywood Sunset 1

Sponsored Program: Don't Gable with Funding your Research, 10:30-11:30 am, Planet Hollywood Sunset 5

Sponsored Program: Taking a Step Toward Intentional Professional Development, Noon-1:00 pm, Planet Hollywood Celebrity Ballroom 8

Town Hall Meeting, 10:30-11:30 am, Bally's Skyview 4

SCGSNP Open Meeting, 5:00-6:00 pm, Planet Hollywood Melrose 3

Convention Showcase, 6:30-8:00 PM, Paris Champagne Ballroom

**We will be celebrating SCGSNP 25 year anniversary at the showcase table!



Wednesday, March 6

Sponsored Program: Inspiring Developmental Well-Being for Entry-Level Conduct Officers, 10:30-11:30, Flamingo, Red Rock 1

Sponsored Program: Surviving and Thriving in your First Position, 12:00-1:00 pm, Flamingo Red Rock 1

SCGSNP Open Meeting and Awards, 1:30-2:30 pm, Planet Hollywood Melrose 3

Thursday, March 7

[Inclusion 101 Workshop Activities](#), 10:00-11:00 am, Planet Hollywood Sunset 6

[General Closing Session](#), 1:00-2:00 pm, Planet Hollywood Celebrity Ballroom 1-8

A big thank you to the SCGSNP Sponsor: Campus Speak!



Questions or Concerns about the ACPA'S SCGSNP
Eighth Vector?

Please contact Dale O'Neill at dmoneill@uno.edu or 504-280-6349