

CareerWatch

Fall 2005

CareerWatch

Inside this issue:

<i>Notes from the Chair</i>	1&9
<i>Career Architecturesm: Preparing Students for Career Satisfaction, One Student at a Time</i>	2
<i>Measuring the Skills Needed for Successful Transition to Work</i>	3
<i>Going Small: Making the Transition to a Small College</i>	4
<i>Internships: A Key to Easing the Transition from Classroom to Boardroom</i>	4-5
<i>ACPA Available Grants</i>	5
<i>Commission Involvement Opportunities</i>	6
<i>ACPA Call for Programs</i>	7
<i>Making a Difference in the Lives of Students</i>	7
<i>Commission for Career Development 2006 Convention Themes</i>	8
<i>CareerWatch Committee Members</i>	9

Notes from the Chair

Greetings from the University of Maryland! As I write to you, the University is busy with the sounds of the first day of class. Whether your university or college runs on a semester or quarter system, the fact of the matter is summer is coming to a close. Where has the time gone? It seems like just yesterday we were enjoying our summer vacations and now we are gearing up for a new academic year. As we all make the transition from summer to fall, it is important to reflect on the past and look forward to the future.

The past year for the Commission for Career Development has been an amazing experience with new technology, personal development, and leadership. If you have not had the opportunity already, I would encourage you to check out the Commission's new web site at <http://www.myacpa.org/comm/careerdev/>. Many thanks go out to Andrea Dine and the Technology Committee for designing the new web site. If you have an interest in technology or would like to contribute information to the web site, please contact Andrea Dine by e-mail at dine@macalester.edu.

During the 2005 ACPA National Convention in Nashville, TN, the Commission provided leadership and vision for a new program called the Professional Development (PD) Snapshots. The PD Snapshots provided Convention attendees the opportunity to participate in a curriculum of diverse programs including: Current Trends in Higher Education, the Art of Networking, Interviewing, the Campus Visit, Salary Negotiation, and Evaluating the Job Offer. These programs were a resounding success with over 495 attendees. The ACPA Executive Council has given the Commission the green light to coordinate PD Snapshots during the 2006 ACPA National Convention in Indianapolis, IN. Kudos goes out the Greg Iaccarino, Farouk Dey and the rest of the PD Snapshots Committee (Patty Armfield, Kristan Cilente, Dean Kennedy, Graziella M. Pagliarulo, and Betsy Reed). The program was a collaboration between our Commission and the ACPA Executive Council, the Senior Student Affairs Officer Practitioner program, the Standing Committee for Graduate Students and New Professionals, and the ACPA

Placement and Career Services Center. If you are interested in volunteering for the PD Snapshots Committee or presenting one of the programs, please contact Greg Iaccarino at gijac-car@facstaff.wisc.edu.

There have been some changes in the leadership of the Commission. Bryan Kempton, Past Commission Chair, Jean McLaughlin, Chair of the Professional Development Committee, and Kellie K. Smith, Chair of the Newsletter Committee, have all transitioned off the Directorate. The following Directorate members have answered the call to leadership and taken on new roles as chair or co-chair of one of the six Commission Committees:

- [Michael Cronk](#), Co-Chair, Member Services Committee, Transylvania University-
 - [Farouk Dey](#), Co-Chair, Convention Placement & Career Services Committee, University of Florida
 - [Andrea Dine](#), Chair, Technology Committee, Macalester College
 - [Kevin Gaw](#), Ph.D., Chair, Convention Program Committee, University of Nevada – Reno
- continued on page 9*

Career ArchitectureSM: Preparing Students for Career Satisfaction, One Student at a Time

Most students do not figure out what they really want to do in life, and that's why so many experience six or seven career shifts the first few years out of college," states Kevin Manning, President of Villa Julie College. "I've always been interested in career planning based on my own college experience of not having one!" declares Dr. Manning, a former undergraduate theatre major. As a result, Manning brought with him to Villa Julie a concept called *Career Architecture* to assist students during the transition from student to professional.

The *Career Architecture* process gives students guidance and structure to help them design their career path beyond the first job. Students learn to integrate personal interests and professional development while they identify and incorporate their values, skills, strengths and abilities.

The result of this process is that students leave college as competent, articulate individuals who understand themselves and have a competitive edge in the real work world. "One thing is certain," states Manning, "a good plan will help students focus on the future, of which, change is an expected ingredient."

There are four elements of *Career Architecture* that are introduced at different stages of the students' collegiate years:

- **Self-Discovery**- reflective pieces and exercises introduced in the

freshmen year to all students designed to help them explore individual skills, values and interests. Goal: establish a foundation that leads to the creation of a personal plan for life and work.

- **Career Development Foundations**- basic career skills are learned through curriculum, through in-class seminars and a wide-range of college experiences and activities. Goal: develop these skills and know how to apply them in order for students to succeed.
- **Career Exploration**- career exploration events and activities, including symposia, career fairs, exploration tours, shadow days and informational interviews are offered. Goal: introduce methods for each student to discover which career options are the best fit, including co-op, internship opportunities and field placements/practica.
- **Career Preparation**- at this stage, career strategic plan development, resume and interview preparation, video mock interviews, portfolio preparation, participation in on-campus recruiting sessions, networking support and job search coaching/assistance takes place. Goal: introduce methods and opportunities for professional preparation.

The college's belief in the value of the *Career Architecture* process is evident throughout the campus. It is a part of the college's mission and vision statement and is aligned with its strategic plan. Villa Julie's has dedicated additional human and financial

resources to ensure excellence in this area. Elements of the *Career Architecture* process are integrated throughout the college community through the curriculum, on the web-site, in workshops and seminars. Career and personal success, *one student at a time*, is a collaborative part of the culture of the College.

As part of the *Career Architecture* process, students are encouraged to gain real work world experience. Through experiential education opportunities, including internships and cooperative education, students adjust or fine tune their career goals and gain essential workplace skill sets that employers seek. Villa Julie partners with employers to foster employment opportunities, gain insight into employment trends and obtain feedback on skills that will help Villa Julie graduates remain competitive in an ever-changing environment.

In 2003, Villa Julie College was proud to be recognized locally by *The Daily Record*, a state-wide business publication, as one of the winners of Maryland's **Innovators of the Year** Award for the *Career Architecture* concept. As a result of this process, Villa Julie College has had a **97% placement rate** over the past 5 years.

In April 2006, Villa Julie College will be sponsoring its First Annual National Career Conference: "*Integrating a Career Culture in Your Institution*", to be held in Baltimore, Maryland. National leaders in career education, authors and employers will gather to share their strategies for career integration. For more information on the conference, visit <http://www.vjc.edu/careerconference> or call 410-486-7003.

By Jennifer L. Adcock (Koster), Villa Julie College

"One thing is certain," states Manning, "a good plan will help students focus on the future, of which, change is an expected ingredient."

Measuring the Skills Needed for Successful Transition to Work

Employers are growing increasingly concerned about the skill gaps in students looking for employment upon graduation. To verify this notion, the National Association of Colleges & Employers (NACE) recently surveyed 640 randomly selected college recruiters in an effort to identify the most important performance dimensions currently being sought in prospective employers. In this study, the employers rated interpersonal skills as the most important skills they desired in prospective employees, followed by ethics and integrity, leadership, perseverance, and then job-related knowledge (Shivpuri & Kim, 2004). The interesting discovery of this survey was that the first four most sought after dimensions were job survival and success skills.

In a similar study, the National Association of Colleges and Employers (2005) asked over 1000 employers to rate the importance of prospective employees' qualities and skills. They found that employers listed the following skills as critical: interpersonal and communication skills; honesty and integrity; continuous learning; strong work ethic; teamwork skills; and motivation and initiative.

Prospective employees, more than ever before in our history, are being forced to have a much wider array of skills and knowledge to become successful employees and citizens. While job-related knowledge is critical to being a successful employee, other skills are needed today in order to prepare people to be successful in the workplace.

Lock (2005) believes that as traditional career ladders disappear or are replaced, employees who survive and succeed in the workplace are those who have a secure set of job retention skills. He went on to say that

“flexibility, adaptability, mobility, knowledge, commitment, excellence, accountability, self-direction, and self-management are your keys to future success” (p. 54). Calvert (2002) agreed that “soft”, non-technical skills are valued as highly, if not more so, by employers as the technical requirements for a job. Soft skills include a good work ethic; honoring commitments; keeping to company culture in grooming, dress, and body language; interpersonal skills; and ethics. Lock (2005) concurs that with today's competitive market comes the demand for more effective soft career skills. He concludes that “employers often advise job seekers not to worry so much about technical skills; they are more concerned about workers showing up on time, taking supervision well, and functioning well in teams” (p.64).

Because the workplace is changing so rapidly, people are having a harder time holding onto their jobs and succeeding at them. Therefore, employees and prospective employees need as much information about their strengths and weakness as possible to aid with job retention. In addition, career counselors and job search specialists who operate job search programs need to find ways to help clients be more successful with training after becoming employed. One way to do this is by first gathering information about each client's job retention strengths and weaknesses. The Job Survival & Success Scale (JSSS; Liptak, 2005) is designed to meet the need for a brief assessment instrument to identify a person's attitudes and knowledge about keeping a job and getting ahead in the workplace. An assumption underlying the development of the JSSS is that people need to have a set of job-related skills, but they also need a set of job survival and success skills.

The JSSS has been designed for easy use. It is simple to take and can be easily scored and interpreted. Each JSSS inventory booklet contains 60 statements about surviving and succeeding on a job, scoring directions, interpretation guide, exploration guide, and career planning guide. Each of the items has been grouped into scales that are representative of a program that teaches job survival and success skills. The scales on the JSSS include: Dependability, Responsibility, Human Relations, Ethical behavior, and Getting Ahead. The JSSS can be administered to individuals or to groups. It is written for individuals at any age at or above the junior high school level. Since none of the items are gender-specific, the JSSS is appropriate for a variety of audiences and populations. The JSSS is self-administered and inventory booklets are consumable. The JSSS can be completed in approximately 20 minutes.

By John Liptak, Radford University

Comments to the author can be directed to John Liptak at jliptak@radford.edu

REFERENCES

- Calvert, R. (2002). Soft skills: A key to employment today. *Career Opportunity News*, 20(2), 6.
- Liptak, J.J. (2005). *Job Survival and Success Scale*. Indianapolis, IN: JIST Publishing.
- Lock, R.D. (2005). *Taking charge of your career direction*. Belmont, CA: Thomson Brooks/Cole.
- National Association of Colleges and Employers (2005). *Job outlook 2005*. New York: NACE.
- Shivpuri, S., & Kim, B. (2004). Do employers and colleges see eye-to-eye. *NACE Journal (Fall, 2004)*, pp.37-44.

Going Small: Making the Transition to a Small College

For a new professional making the transition from graduate student to new professional in higher education can be trying for many reasons. In our experience making the move from large public institutions to much smaller, private, residential institutions was challenging. However, there are many benefits of working at a small institution such as the ability to create more in depth relationships with students, opportunities for collaboration across campus, discovering interests outside of one's particular functional area and developing competence and skills in areas one would not immediately be able to focus on at larger institutions.

The lesser enrollments of small institutions afford student affairs professionals many opportunities to observe the growth of their students first hand. Professionals are able to devote more time to each individual student since there are fewer of them. The increased level of involvement can and did come as a culture shock. We found ourselves not just involved in the issues of our students within the residence halls but in every aspect of our students' lives, from class attendance to when and where they liked to eat their meals. This personal level of involvement grants

professionals a higher level of influence and impact upon students' lives in all aspects of their college experience.

Due to their higher level of involvement in the lives of students, new professionals at small institutions are included in a high number of collaborative efforts with their colleagues throughout campus. Within the reduced hierarchical structure of the small institution the new professional is expected to take on more tasks within the larger campus community and in turn works with a greater number of colleagues from outside of their department. For example we had the opportunity to advise student groups we had interest in and worked with colleagues on several institutional initiatives. As new professionals we were able to affect all aspects of the campus community from the beginning of our tenure.

Through the broader range of tasks expected of the new professional at a small institution comes the ability to develop competence and skills in a wide range of areas. Many of which are outside of the new professional's normal functional area. This also enables them to bring their personal interests into a sharper focus by ex-

posing them to a wider view of the field. We found ourselves presented with opportunities that we never considered would be available to us in an entry-level position. Tasks that would normally fall to an assistant director or perhaps a completely different office altogether were given to us. By the nature of the small college environment we were able to expand our knowledge of the institution as a whole, while still gaining valuable experience within our functional area.

While there is a learning curve as to the small college way of life a great many benefits can be reaped. Overall the new professional at a small institution is afforded the opportunity to generalize their experience and dabble in many functional areas to ensure students' success. The intimate relationships with students on a residential campus serve as a laboratory for new professionals to experience student development first hand and continue those relationships over a student's career in college. Therefore the new professional is able to develop their skills and talents to shape a career within the profession of student affairs.

By Mere Denton, Texas Women's University & Katherine A. Case, Austin College

Internships: A Key to Easing the Transition from Classroom to Boardroom

Imagine this: One day, you're a bright-eyed co-ed attending x-university funded by your parents' pocket and a little financial aid. You go to class, toss some football, maybe attend a meeting of your student government and then hangout with some friends. When stressed about a big decision, you seek help from your advisor. When you have a roommate issue, the RA is there to intervene. If you're feeling down in

the dumps about a recent break-up, the school counselor can help you talk it out.

The next day, you go through the pomp and circumstance and graduate to the "real world". No more RA's, advisors or counselors for seeking assistance and rarely a friend to find in the middle of the day to toss a football. You've found a job as an ad assistant, but it's not really what you had thought when you pictured your-

self in the glamorous world of advertising. Your salary, which you earn by answering the phone and making copies, barely pays the rent. You seldom interact with someone under the age of 50, let alone hangout with "good" friends.

If this doesn't describe you, it probably describes someone you know or advise on a daily basis...the typical Generation Y-er.
continued on page 5

How can this situation be avoided? Students can prepare for life after college through internships. Internships can provide a window into the working world, while also providing experience to help land a dream job (or the one that can lead to that). As students engage in internship opportunities they can test-drive potential careers, set expectations about corporate culture and ease their anxiety about the working world as a result of their experience and network of contacts. The following are some tips to provide the 20-something in your life.

Tips for Using An Internship to Prepare for the Transition from College-life to Real World:

- **Do your research!** Set-up informational interviews with your boss and other people whom you'd aspire to have their job.

Ask them information about how they got to where they are, where they started, what type of salary you should expect as a recent college graduate, etc.

- **Bond!** Develop a strong relationship with your supervisor or mentor. This could lead to some good advice and future references.
- **Play the field!** Participate in several internships so that you can find the right fit and an understanding of corporate culture. This can help you choose the right major or get the right experience to land the perfect job.
- **Jot it down!** Keep a journal to document your likes and dislikes of the work place. This will help focus in on your ideal work environment.
- **Ask for feedback!** Whether receiving constructive criticism

or high praise, reflecting on your performance will allow you to grow and develop as a professional.

- **Network!** Ask to attend meetings and events that might help you connect with other employees or clients. These ties can help ease your anxiety about a new job or may lead to some future business.

So, an internship might not solve a disagreement with an ex, but done well an internship can prepare students for the transition from the classroom to the boardroom.

By Erin Baker, Jackie Nameth & Sarah Sperry, Regional Internship Center of Southwestern PA

Comments about the article can be sent to info@ric-swpa.org

ACPA Available Grants

As part of its effort to increase the research opportunities for its members, the Commission for Career Development has compiled all of the grants offered by ACPA's committees and commissions. This list is current as of August 2005, and members are encouraged to check the web sites listed below for the most up-to-date information.

Group offering grants	Title of grant	Web site	Deadline	Contact Name	Contact e-mail	Contact Phone
Commission for Academic Affairs Administrators	Research Grant	http://gunston.gmu.edu/cafad/about.htm	10/31/05	Donna Fox	dfox1@gmu.edu	(703) 993-8725
Commission for Student Involvement	Research Award (2)	http://www.myacpa.org/comm/student/awards.htm	12/02/05	Seth Fishman	fishman@fau.edu	(561) 799 8696
Commission for Career Development	Research Grant	http://www.myacpa.org/comm/careerdev/grant.cfm	12/02/05	Betsy Reed	betsy.reed@vanderbilt.edu	(615) 322-2750
Standing Committee for Women	Research and Scholarship Award	http://www.myacpa.org/sc/SCW/index.html	12/07/05	Linda Contreras Bullock	Bullock@uhcl.edu	(281) 283-2574
Commission for Admissions, Orientation, and First-Year Experience	Research Grant	http://www.myacpa.org/comm/aofye/awards.htm	01/20/06	Jennifer Keup	jkeup@saonet.ucla.edu	(310) 206-5072
Standing Committee for Graduate		http://www.myacpa.org/sc/scgsnp/mission.cfm		Kristan Cilente	kmc46@georgetown.edu	(202) 687-2609

Commission Involvement Opportunities

JOIN A COMMITTEE!

A number of committees within the Commission for Career Development show the real work of the Commission. To learn more about the purpose of a committee and how you can get involved, select from the list below.

CAREERWATCH NEWSLETTER COMMITTEE

The purpose of the Newsletter Committee is to maintain communications with the Commission membership through regular and informative publication of an electronic newsletter. The goal for this year is two publications.

Amy M. Ites, Georgetown University
ami22@georgetown.edu

PLACEMENT AND CAREER SERVICES COMMITTEE

The purpose of the Placement and Career Services Committee is to provide assistance with the planning and operation of ACPA Placement and Career Services at the annual convention. A Directorate member from the Commission serves on the planning committee of this annual event. In addition, Commission members assist with workshops, orientations, and staffing of a Career Questions and Concerns Booth sponsored by the Commission.

Greg Iaccarino, University of Wisconsin-Madison
 (608)265- 9205 (direct)
gjiaccar@facstaff.wisc.edu

CONVENTION PROGRAMS

COMMITTEE

The purpose of the Convention Programs Committee is to solicit programs for commission sponsorship, to select programs that support the Commission vision statement and the interests of the members, and to schedule selected programs for the National Convention.

Kevin Gaw, University of Nevada, Reno
 Phone: (775) 784-4678
kevingaw@unr.edu

MEMBER SERVICES COMMITTEE

The purpose of the Member Services Committee is to meet the affiliation needs of the Commission members by facilitating connections between members, between the Commission and its members, and between the Commission's other committees and task forces.

Frankie Kidd, Northern Illinois University
 DeKalb, IL 60115
 (815)753-7915
CD0FGK1@wpo.cso.niu.edu

PROFESSIONAL DEVELOPMENT COMMITTEE

The purpose of the Professional Development Committee is to identify and define current issues and standards in the career development field and to determine and implement means for addressing them.

Betsy Reed, Vanderbilt University
 (615) 322-0261
betsy.reed@vanderbilt.edu

TECHNOLOGY COMMITTEE

The purpose of the Technology Committee is to maintain and update the Commission's web site. A major project for this year will be a complete overhaul of the Commission's web site.

Andrea Dine, Macalester College
 (651) 696-6191
dine@macalester.edu

For more information about getting involved in one of the committees, see the Commission for Career Development webpage at:

<http://www.acpa.nche.edu/comms/comm06/CommissionVI/involved/committees/index.html>

ACPA Call for Programs

Greetings
Colleagues!

Soon you will receive the ACPA Call for Programs for the 2006 Convention, to be held Indianapolis, March 18-22, 2006.

Please consider submitting your career development related programs for sponsorship by the ACPA Commission for Career Development. And please invite your colleagues to submit proposals, too!

The Commission for Career Development has a long history of sponsoring strong programs -- because of the high quality of work our members and our colleagues bring to the table. The deadline for submitting proposals is **Monday, September 12, 2004**. This is a big change from past years- you now have a week longer to write. (Procrastinators rejoice!)

Our Commission will sponsor four to five programs at the convention. Program proposals submitted for sponsorship will be carefully reviewed by a panel of Career Development mem-

bers; proposals that aren't selected will be considered for inclusion as an ACPA general program.

Co-sponsored programs will also be accepted for review. Along with Career Development, please make it known on your proposal with which commission you want co-sponsorship.

It is to your advantage to submit for a commission-sponsored program as it



Indianapolis, Indiana skyline

will be reviewed by colleagues and if selected, will represent a high standard of program quality. Because each Commission has limited slots for programs, Career Development reviewers will also consider programs

for the General Program. This change in process will make it an advantage to submit directly to the Commission. Submitting your proposal for sponsorship is also an advantage to the Commission -- as we have the opportunity to select the very best programs for our members.

Soon the complete instructions for program submission will be available

on the ACPA website. It is not there yet - but when it is, I'll forward this announcement again, along with the active web address.

The committee will review proposals for overall quality and will look for presentations that meet the stated interests of our membership. These interests, as determined at an open meeting at last year's convention (2005) in Nashville, are summarized in the themes listed below (and can be found in the Themes 2006 attachment). Since these themes are based on areas of interest to our membership, consider them as you develop your program proposals). Proposals can address the specific questions on the list or can address other questions that pertain to the general themes.

Please don't hesitate to call or email with questions. In advance, thank you for the work you will do to make the 2006 Convention program for the Commission for Career Development the very best!

By Mark A. Kenyon

Chair, Commission for
Career Development

Making a Difference in the Lives of Students

ACPA's 82nd Annual National Convention will be held March 18-22, 2006 in Indianapolis, Indiana. Five curriculum program tracks (programs should shape tracks and support major theme):

ASSESSMENT & ACCOUNTABILITY - How do we know what works?

COMPETENCY TRACK - What do we know, or need to know?

INNOVATION TRACK - How do we sustain our efforts?

WHOLENESS TRACK - How do we rejuvenate?

INTEGRITY TRACK - How do we integrate ethical behavior?

IMPORTANT DATES

September 12—Program Submission Deadline

October 19—Ancillary Program Submission Deadline

November—Program Acceptance Emails sent to coordinating Presenters

November 15—Convention Registration, Placement Registration & Hotel Registrations open

January 26—Early Bird Deadline

January 31—Program Date/Time/Space Assignments sent out via email

February—Registration Deadline

Commission for Career Development 2006 Convention Themes

At its open meeting during the Nashville convention, the Commission for Career Development identified these areas as being of particular interest to the Commission membership. The Commission encourages you to consider and encourage others to submit programs relating to these topical areas.

ASSESSMENT

- Effective tracking use of Career Services
- Current trends in assessment (Career Lift Off, Strength Finder, Strong Interest developments)
- Collection of assessment results and subsequent application to program development
- Assessment of student population (millennials) and subsequent program design
- Multicultural population assessments
- Career pathing for career professionals-career mapping
- Student learning outcomes-documenting and linking it to career services

COMPETENCY

- Effective work with specific populations (grad students, international students, adult students, freshmen, sophomores, disabled students, GLBT, parents, etc.)
- Working with and utilizing alumni
- Examining how masters programs are educating new professionals-what are they being taught and how can we help?
- Program on the 12 career counseling competencies outlined by NCDA
- Role of Career Services in addressing retention

- Placement vs. development functions of Career Services
- Understanding ethical issues in the job search
- Application of career development theory to practice

INNOVATION

- Diversity initiatives in networking and career mentoring
- Millennium students and short-term career adventures

- How to work with and collaborate with other career offices and academic offices
- Addressing organizational change at the departmental and institutional levels

WHOLENESS

- Cross training within office, within university, and between universities
- Ways to rejuvenate personally/professionally
- Encouraging student use of Career Services throughout students college careers

INTEGRITY

- Ethical development in career development, academic honesty, GPA rounding etc.
- Identifying top students for job search without breaching confidentiality
- Faculty referrals in the recruiting process
- Career peer consultants-help or hinder?
- Delivery of services: appointments, webpage, workshops

All program proposals must be submitted to ACPA by Monday, September 12, 2005 at 11:59pm EDT. Complete instructions for program submission will be available on the ACPA website at

<http://cdms.hbp.com/submit_program.cfm> -- it is not ready yet! Check back!

For questions about submitting a proposal for sponsorship or co-sponsorship by the Commission for Career Development, please contact the Program Committee Chair for 2005-2006: Kevin Gaw, 775 784-4678, kevingaw@unr.edu

Commission for Career Development 2006 ACPA Convention Themes

1. ASSESSMENT
2. COMPETENCY
3. INNOVATION
4. WHOLENESS
5. INTEGRITY

- Technology usage (including Instant Messenger)
- Career peer advising programs
- Alternative forms of funding Career Services
- Integrating customer service and student development models
- What to call career professionals-coach, counselor, consultant, advisor
- How to centralize services campus wide

- [Amy Ites](#), Chair, Newsletter Committee, Georgetown University
- [Betsy Reed](#), Chair, Professional Development Committee, Vanderbilt University

They are joined by some of our veteran Directorate members:

- [Libby K. Westley](#), Chair Elect, Davidson College
- [Greg Iaccarino](#), Co-Chair, Convention Placement & Career Services Committee, University of Wisconsin – Madison
- [Frankie Kidd](#), Co-Chair, Member Services Committee, University of Northern Illinois
- [Margo Sassaman](#), Core Council Representative, Millersville University

I would like to take this opportunity to recognize the work and service of our Directorate Members old and new. You represent the finest values of service to the association. Through your dedication and hard work the Commission is strategically positioned to move forward into the new year.

The Commission is preparing for next year's National Convention in Indianapolis, IN. We are doing this by staying true to the Commission Mission, to examine and address the changing and diverse roles of career services in higher education

within a student development framework. One way in which we strive to put this into action is by sponsoring programs during the ACPA National Convention. During the Open Business Meeting at the ACPA National Convention in Nashville, TN the membership met to identify the Commission Themes for 2006. You can contribute to this process by submitting a program proposal for the 2006 ACPA National Convention in Indianapolis, IN. The deadline for submitting a sponsored program is September 12th. If you have any questions about this process feel free to contact Kevin Gaw by e-mail at kevingaw@unr.edu

The Commission is contributing to the ACPA body of knowledge by providing financial support for a \$300.00 Research Grant. If you are conducting research in the area of Career Development through your graduate program or functional area, then consider submitting a research proposal. For more detailed information on how to submit a research proposal please contact Betsy Reed at betsy.reed@vanderbilt.edu.

I am excited to announce that the Commission will be taking the lead in providing career information to new ACPA professionals. The Professional Development Committee is the process of designing the new Student Affairs Career Planning Manual. The Student Affairs Career Planning Man-

ual will cover topics including the higher education job search process, resume writing, interviewing, salary negotiation, and deciding if it is time for a doctorate. We hope to provide this information for candidates preparing for Placement. Stay tuned for more information.

Finally, I would like you all to take a personal journey with me and examine your participation within the Commission. I encourage you to seek out ways to get more involved such as: Submitting a program proposal, working on a committee, running for the Directorate, or sending out a message to the listserv. The Commission is only as strong as our membership. George Eliot said it best, "The reward of duty is the promise to fulfill another". You have the power to make a difference within the Commission. As chair I would be honored to assist you through this process. If you are interested or would like some suggestions on how to be more involved, please feel free to contact me directly at mkenyon1@umd.edu.

Best wishes for a safe and productive fall semester.

Mark A. Kenyon
Chair, Commission for Career Development

CareerWatch Committee

Amy Ites
Newsletter Editor
Georgetown University
Phone: (202) 687-7394
ami22@georgetown.edu

Kacee Ferrell
Newsletter Layout Design
Indiana—Purdue University Fort Wayne
Phone: (260) 481-6595
ferrellk@ipfw.edu

Amanda Cox
Committee Member
University of Nevada, Las Vegas

Kristen Buchmann
Committee Member
Florida Gulf Coast University

J. Scott Puleo
Committee Member
Nova Southeastern University

Jennifer Williams
Committee Member
University of Connecticut