

CareerWatch

Spring/Summer 2005

CareerWatch

Inside this issue:

<i>Notes from the Chair</i>	1
<i>Professional Development</i>	2
<i>Emotional Intelligence and Success in the Workplace</i>	2-3
<i>Commission for Career Development Sponsored Programs</i>	3-4
<i>Making the Most of Your Internship</i>	4-5
<i>Portfolio Development for Career and Job Search Success</i>	6
<i>Commission Involvement Opportunities</i>	7
<i>Commission IV Grant Report</i>	8
<i>Job & Life Rules to Follow</i>	8

Notes from the Chair

Where has the time gone? It seems like just yesterday we were ringing in the New Year. Now we are ready to say goodbye to February. My how time flies when you are having fun. Having fun reminds me of my involvement with the Commission for Career Development. I value my participation with the Commission as both a source for professional growth and encouragement.

I urge you to consider increasing your involvement with the Commission. We are actively looking for Commission members interested in volunteering to work with a Commission Committee before, during, and after the National Convention. Recently, Frankie Kidd sent out a call for volunteers for the Convention Carnival. Shortly, Greg Iaccarino will be asking members to sign-up for the Career Questions Booth in Placement. In addition to these opportunities, there are many other ways in which you can become more involved with the Commission. A complete list of Commission Committees can be found later on in the Newsletter. I encourage you to contact the Committee Chair directly

and begin your professional journey today.

The National Convention is just around the corner in Nashville, TN, April 2nd – 6th. Libby Westley and Margo Sassaman report a full slate of exciting sponsored programs will be available for our membership. For a complete list of Commission sponsored programs please check out the announcement further on in the newsletter. We can also look forward to a wonderful new program called Professional Development (PD) Snapshot. Professional Development (PD) Snapshots is a pilot program to be held in the Career Placement Services Center during the 2005 National Convention in Nashville, TN. PD Snapshots will be 30-minute long programs that would allow busy candidates and other association guests the opportunity to attend professional development programs during the Convention. Topics covered will include: Current Trends in Higher Education, the Art of Networking, Interviewing, and more. The Commission for Career Development's Convention Placement & Career Services Committee is hard at work on developing

the modules for each program (see full schedule on page 2).

As you may have read on the listserv, we recently filled some important leadership positions in the Directorate. Congratulations to Michael Cronk, Farouk Dey, Andrea Dine, Kevin Gaw, and Amy Iles for the Directorate positions, and to Libby Westley for the Chair Elect position. Bryan Kempton, past chair of the Commission, did a wonderful job coordinating the elections. Thank you to everyone who took the time to vote.

As I close out these notes from the Chair, I would like to send out a personal message to all of our members to find a personal outlet for professional growth within the Commission. Consider getting more involved. 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 wonderful Spring Semester. See you in Nashville!

By Mark A. Kenyon

Professional Development Snapshots

Professional Development (PD) Snapshots is a pilot program to be held in the Career Placement Services Center during the 2005 National Convention in Nashville, TN.

PD Snapshots will be 30-minute long programs to allow busy candidates and other association guests the opportunity to attend professional development programs during the Convention. Topics covered will include: Current Trends in Higher Education, the Art of Networking, Interviewing, and more (see full schedule at right).

PD Snapshot Schedule:

Sunday, April 3rd: Theme "Getting Your Feet Wet"

10:00 AM - Interviewing

11:00 AM - Current Trends in Higher Education

1:00 PM - Interviewing

2:00 PM - Current Trends in Higher Education

Monday, April 4th: Theme "Nuts and Bolts"

10:00 AM - The Art of Networking

11:00 AM - The Campus Visit

1:00 PM - The Art of Networking

2:00 PM - The Campus Visit

Tuesday, April 5th: Theme "Post Placement"

10:00 AM - Evaluating the Job Offer (managing multiple offers)

11:00 AM - Salary Negotiation (personal financial management)

1:00 PM - Evaluating the Job Offer

2:00 PM - Salary Negotiation

Emotional Intelligence and Success in the Workplace

Research related to the characteristics sought by recruiters and prospective employers in students graduating and looking for employment suggests that emotional intelligence skills are as important, if not more important, than job-related skills. Career counselors working with graduating college students, however, usually focus on career management and job search skills and neglect the development of emotional intelligence skills. The theory of emotional intelligence can provide a valuable framework for career counselors in higher education settings to use to help their students be more successful in the workplace upon graduation. The career counseling literature, however, has greatly ignored the connection between emotional intelligence and success for new college graduates.

College graduates, 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 college students to master in order to be successful in the workplace. Research (i.e., Goleman, 1998; LaPlante, 1991; Shivpuri & Kim, 2004) suggests that many students finish college only to find that they are ill-prepared for dealing with many aspects of their personal and working lives.

Many colleges and universities are now communicating a clear desire to begin educating students using a broad, holistic approach that combines "hard" job related knowledge and skills with "soft" social skills (Shivpuri & Kim, 2004; Wolf-Wendel & Ruel, 1999). Colleges and universities 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 dimen-

sions currently being sought in prospective employers. In this study, the employers rated interpersonal skills as the most important skill set they desired in recent college graduates, followed by ethics and integrity, leadership, perseverance, and then knowledge (Shivpuri & Kim, 2004). The interesting discovery of this survey

was that the first four most sought after dimensions were "soft" career skills.

Goleman (1995) described emotional intelligence as a set of key skills, abilities and competencies that, unlike traditional Intelligence Quotient (IQ),

"...Career counselors working in higher education must begin to help students develop emotional intelligence skills if they are to be successful in their careers and lives."

which is primarily innate, can be learned by anyone. He writes that emotional intelligence includes such skills as being able to motivate oneself, being persistent in facing obstacles and achieving goals, controlling impulses and delaying gratification, controlling one's moods, thinking rationally, empathizing with others and hoping. Similarly, Mayer and Cobb (2000) defined emotional intelligence as the ability to accurately process emotional information such as perception, assimilation, understanding, and the management of one's emotions.

Therefore, career counselors working in higher education must begin to

help students develop emotional intelligence skills if they are to be successful in their careers and lives. These emotional intelligence skills can help students interview more effectively, solve problems in the workplace, and cope with environmental demands and pressures.

By John Liptak, Radford University

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

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Commission for Career Development Sponsored Programs

The Committee for Convention Programs is pleased to announce the 2005 Commission for Career Development Sponsored Programs.

1. Identity and Career Development for Muslim Students in the US

Monday, April 4, 2005, 11:45 AM - 1:00 PM, Gaylord Opryland Hotel, Canal D

Presenters: Farouk Dey & Brian J. Mistler - University of Florida

Join us for a discussion of self-awareness and person-environment interaction in identity development and exploration of career development concerns and interventions with Muslim students in the US. Concerns and interventions will be highlighted in five respects: (1) career development models, (2) identity development theory, (3) counseling theory, (4) unique concerns of (male/female) Muslim clients, and (5) practical techniques for counseling & interventions. Results from a qualitative research study

conducted with Muslim students from the University of Florida will be discussed.

2. Engaging Faculty in the Internship and Senior Career Transition Process

Monday, April 4, 2005, 1:15 PM - 2:30 PM, Gaylord Opryland Hotel, Canal A

Presenters: Kathryn Jordan, William B. Zuti, Radford University

Faculty members are key players with students during their academic careers and ultimate transition into the world of work. A university's experiential learning and career development center has partnered with faculty to assist in their internship/career advising needs through the development of an in-house software and virtual career management site. Students, faculty, staff, and employers interact in a virtual community to locate internship and full time employment opportunities in a fast, efficient, and cost effective site.

3. Getting Past Fluffy: Career Development Outreach Strategies

Monday, April 4, 2005, 2:45 PM - 4:00 PM, Gaylord Opryland Hotel, Canal E

Presenters: Andrea Dine - Macalester College, Assistant Director Career Development Center

Creating allies for your career center across departmental and divisional lines may feel like trying to get past a three-headed dog. Learning the right tune to play could be the key that unlocks formidable resistance. Join colleagues at this lively and interactive program to explore diverse strategies that have brought career centers and new friends together across traditional academic boundaries.



4. Implementing and Assessing a Multicultural Career Institute on Your Campus

Tuesday, April 5, 2005, 10:15 AM - 11:30 AM, Gaylord Opryland Hotel, Canal A

Presenters: Jessica Turos, Celeste Roberston, & Virginia Gregg - Bowling Green State University, Assistant Director

The Multicultural Career Institute (MCI) has been successfully exposing undergraduates to career planning and development with the goal of sensitizing students to multicultural issues in the workplace for more than twelve years. This program will present the learning outcomes and assessment findings of MCI. Participants in this presentation will discuss the effectiveness of MCI and how to implement a modified MCI at their institutions.

OTHER COMMISSION FOR CAREER DEVELOPMENT 2005 CONVENTION EVENTS

Early Arrivals Meeting

Saturday, April 2, 6:00 PM - 7:00 PM, Gaylord Opryland Hotel, Lincoln B

Convention Carnival

Monday, April 4, 6:30 PM to 8:00 PM, Gaylord Opryland Hotel, Delta Ballroom

Open Business Meeting

Tuesday, April 5, 2:30 PM to 4:00 PM, Gaylord Opryland Hotel, Canal C

See you in Nashville!

Libby Westley and
Margo Sassaman
Commission for Career Development Convention Programs Chairs



Making the Most of Your Internship

Many of us "borrow" information and resources in our profession. For those of you seeking material to provide your students that are seeking internship or co-op experiences, the following may work for you. For the full article, please contact the author at JMCDonald@admin.fsu.edu.

You've heard the old cliché, "you only get out of it what you put into it". To that end, the following information is designed to provide students with meaningful and practical tips, strategies, general codes of conduct, do's and don'ts and other information that will assist you in making the most of your internship or co-op work experience.

Practical Tips to Set the Stage to Succeed In an Internship or Co-op

Before Starting

- Contact your supervisor to confirm the starting date, hours, and where to report.

- Ask for directions if necessary.

- Confirm the office dress code and whether you will need proper identification for security purposes.

First Two Weeks on the Job

- Establish a habit of arriving a few minutes early daily.

- Observe your new environment. Make mental notes on the office culture in terms of how people address each other, how they dress, the interactions between co-workers, and between supervisors and employees.

- Discuss details.

For instance, meeting with your supervisor within the first two weeks to confirm when your workday begins and ends, lunch break, and the number of workdays per week, etc., may be helpful.

- Define or clarify job expectations. Meet with your supervisor to review your job description or what type of

projects and responsibilities you will undertake and his/her general expectations of you during this experience. Also talk to your supervisor about what you hope to learn.

Top Seven Strategies to Getting the Most out of Your Experience

Be professional.

Arrive at work on time (preferably a few minutes early) and resist the temptation to leave early. Respect the employer's dress code. If you have doubt or hesitation about an outfit, then it is probably inappropriate for the workplace. Be mindful of your place as an intern.

Attitude!

It has been said, "attitude determines your altitude". Interns and co-ops are highly valued by the work team when they are upbeat, enthusiastic, courteous, flexible, willing to pitch in, and willing to learn new things. Be aware that the emphasis on attitude differs in the work and academic settings. In a work setting, attitude plays a

greater role in how you are judged. If you do good work, but you have a negative attitude, you will not succeed.

Immerse yourself.

Learn as much as you can about the industry or organization. Read training manuals, contracts, letters, memos, press releases, trade publications, business newspapers; interact with people in different departments, as time permits.

Always do your best work.

During those occasions when you are asked to do clerical or repetitive tasks, do so without murmuring or complaining. Keep in mind that supervisors need to know that you are capable of small things before they can trust you with more important tasks. Your performance on the menial tasks will be noted, and can earn you more responsibility down the road. This is especially true for co-op positions, as you will return for a second work experience.

Take initiative!

Seek out opportunities to learn. Volunteer to help with a project that interests you. Ask questions and try to sit in on department meetings. Look for a mentor who is willing to show you the ropes. However, if you are not finding enough guidance or direction, discuss your concerns with your supervisor.

-Network! Network! Network!

This is an excellent opportunity to develop a professional network. You are in a prime position to meet people at all levels of your organization and to learn about their experiences and career paths. Focus on quality rather than the quantity of people you meet. A relatively non-threatening way to network is to ask a few selective people to grant you a brief (no more than 20 minutes) informational interview.

-Build your portfolio.

As you progress through your internship or co-op, begin gathering "portfolio fillers". Your internship or co-op can be more than just a new entry for your resume. Get permission from your supervisor to collect any

relevant projects, papers, presentations or any other supportive tasks/ assignments you were involved in to become part of your career portfolio. You may also want to include any positive performance reviews, supervisor feedback, new skills acquired, and letters of recommendation.

Top Seven Strategies to Getting the Most out of Your Experience

1. BE PROFESSIONAL
2. ATTITUDE
3. IMMERSE YOURSELF
4. ALWAYS DO YOUR BEST WORK
5. TAKE INITIATIVE
6. NETWORK! NETWORK! NETWORK!
7. BUILD YOUR PORTFOLIO

General Codes of Conduct While At Work

DO:

- Dress professionally and appropriately for the position.
- Be on time.
- Be friendly.
- Fully understand tasks. Ask questions!
- Pay attention to detail. Follow through on all projects and assignments.
- Work hard and efficiently.
- Take initiative!
- Be positive, enthusiastic, and supportive.
- Be considerate and respect others.
- Exercise basic office etiquette.

DON'T:

- Dress like a casually-dressed college student (e.g., caps, shorts, faded jeans, flip-flops, etc.).
- Be late. If you must be late or not able to come for any reason, please call in, prior to your reporting time.
- Be afraid to ask questions or get clarification when you are unsure or unclear about anything.
- Sit idle. Seek out opportunities to learn.

- Gripe about "grunt" work. There's always something to learn.
- Be overly assertive or try to be a know it all.
- Gossip. Keep personal information to yourself.
- Be lazy in your work.
- Take extended lunches or breaks.
- Terminate your position without officially notifying your work supervisor and your university's Career Center.

Leaving Your Internship or Co-op on a Positive Note

- A week or so before you leave, meet with your supervisor to personally thank him/her for the opportunity to be part of the organization and how much you learned from the experience. Discuss any pending projects you were assigned or assisted with that need additional attention. Complete any paperwork required by the employer.
- Return any company/agency property, e.g., as keys, security identification, laptops, cell phones, etc.
- Leave contact information.
- Don't slack off or skip out early just because your time is coming to an end.
- Send a formal thank you letter reiterating your appreciation of the experience.

By Juliette McDonald
The Florida State University

Comments to the author can be directed to JMcDonald@admin.fsu.edu

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Portfolio Development for Career & Job Search Success

Research conducted in the Experiential Learning and Career Development Center at Radford University suggests that portfolios are the most critical product to a student's career maturity and search for employment. The research supports the idea that a student's self esteem and self knowledge are enhanced by the development of the portfolio. In addition, portfolios are now used as evidence of an individual's knowledge and skills. Mobile, contemporary workers must be able to collect their experiences and present them at a moment's notice.

Most experts in the field of career counseling (i.e., Borgen & Amundson, 2001; Borgen, Amundson, & Reuter, 2004; Krumboltz, 1998) believe that portfolios are critical in helping people explore their personal characteristics and in managing their careers. Mandell and Michelson (1990) write that portfolios are effective with college students in that they go far beyond a narrative of experiences. They advocate that portfolios help students "distinguish between learning and experience, articulate their knowledge and its utilization, and establish interconnections between theory and practice in their field" (p. 2). Borgen and Amundson (2001) concluded that portfolio development facilitates a kind of self-reflection and thinking that leads to greater self and career awareness.

Portfolio development is an increasingly critical topic for college students and is rapidly becoming a standard feature of their search for employment. Pearsall (1999) described a portfolio as "a set of pieces of creative work intended to demonstrate a person's ability to a potential employer" (p. 115). Portfolios are a portable collection of documents that one can carry from one place to another. The collection of documents for port-

folios can be useful in helping students to learn more about themselves, support their employment and educational experiences in an employment interview, demonstrate the quality of their work, and highlight their achievements (JIST, 1998). The documents that go in a portfolio vary from person to person but always represent visual representation of their accomplishments. Most career development experts suggest that portfolios should contain documents such as a sample resume, list of references, awards and honors, certificates of mastery, transcripts, assessment results, licenses, a list of clubs and organizations, and projects completed.

Williams and Hall (2001) suggest that in our highly competitive job market, employers are looking for new methods to use in the selection of employees. They report that employers are increasingly looking at career portfolios to distinguish excellent people from average people and believe that "having a degree is no longer considered proof of your knowledge, skills, and abilities. Employers are beginning to ask to see results" (p. 1). Similarly, Mandell and Michelson (1990) write portfolios are effective with college students in that they go far beyond a narrative of experiences, and add that portfolios help students "distinguish between learning and experience, articulate their knowledge and its utilization, and establish interconnections between theory and practice in their field" (p. 2). Borgen and Amundson (2001) conclude that portfolio development facilitates a kind of self-reflection and thinking that leads to greater self and career awareness.

In conclusion, portfolios can help students to enhance their career resilience and career maturity. Portfolios can help college students to see a

greater breadth and depth of their accomplishments and use this information for both career development and job search success.

By Kathy Jordan and John Liptak, Radford University

Comments to the authors can be directed to John Liptak at jjliptak@radford.edu

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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/year. We are in particular need of desktop/web publishing skills!

Kelli Kapustka Smith, University of Nebraska-Lincoln
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ksmith4@unl.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.

Libby Westley, Davidson College
Phone: (704) 894-2524
liwestley@davidson.edu

Margo J. Sassaman, Millersville University
(717) 872-3313
msassaman@millersville.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

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.

Jean McLaughlin, School of Business, The George Washington University
(202) 994-7278
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WEB SITE COMMITTEE

The purpose of the Web Site 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.

Mark A. Kenyon, University of Maryland
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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>

Commission for Career Development Research Grant Report

Tisha McCoy was awarded the 2004 Commission VI Research Grant during the ACPA National Convention in Philadelphia, PA. At that time, Tisha was pursuing her Master of Arts degree in College Student Personnel at University of Maryland, College Park. We are pleased to announce that she has since completed her degree and her thesis entitled "Vocational Identity Among Transfer Students: A Descriptive Study Using the My Vocational Situation Instrument".

Tisha's study tested seven hypotheses to determine whether transfer students differed in vocational identity when measured by various demographics, including gender, race/ethnicity, academic classification, age, number of credits transferred, number of times transferred, and the type of institution from which one transferred. There were no statistically significant differences revealed from testing these hypotheses. An eighth hypothesis was tested to de-

termine whether the normative data of transfer students significantly differed from normative data of college students used in the My Vocational Situation (MVS) norming population. Statistical analyses revealed that:

- 1) Female transfer students sampled have a stronger sense of vocational identity than college students in the MVS normative sample;
- 2) Male transfer students in the study had more need for occupational information than did the MVS normative male college sample; and
- 3) Female transfer students perceived fewer barriers to attaining their career goals than did female college students in the MVS normative sample.

Although the results of the study did not reveal many significant differences, the research topic underscores the need to be more aware of

the transfer student population and their issues. Given the projected increases in the number of students graduating from high school and seeking educational opportunities at four-year colleges and universities by 2008, the transfer function will become increasingly important. Developing effective transition programs for transfer students will require administrators to have a better understanding of the transfer student populations on their respective campus. Additionally, understanding the effect that the transition process has on the individual transfer student's success at the four-year institution will help to inform strategic plans and actions to ensure that transfer students matriculate to graduation and achieve their educational goals.

Tisha McCoy is the Assistant Director of Orientation and Transfer Experience at James Madison University. She can be contacted at mccoyta@jmu.edu

Job & Life Rules to Follow

Decide which game to play. Is winning that important all of the time?

2. Jump in, ready or not. Take risks, you may not be able to tomorrow.
3. Keep on truckin'. You know the highway, keep up with the flow.
4. Grab opportunities. Can you recognize one or are you always thinking about it?

5. No excuses allowed. Of course, don't whine either.

6. Ignore naysayers. They don't know any more than you do.
7. Never personalize. It's just a game; your next boss may be around the corner.
8. Whistle while you work!

9. Don't yell fire when you're downsized.

10. Smiling helps a lot.

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