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

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

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

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

I am hoping to see you in Metro DC!
Top Ten Tips for New Professionals

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

Hereewith, our Top Ten Tips.

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

2. Maintain a learning orientation. Even though it’s not (just) about you anymore, keep the same hunger for learning that you had as a student. You were hired because your organization believed in you. You were hired because you bring skills and knowledge to the job. You don’t have to be a carbon copy — they probably hired you because you bring something new – but you do need to figure out how the organizational culture works so that you can work in it and with it.

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

4. Take responsibility for your own professional development. You may work in an organization that does a great job orienting new staff and helping them set goals for professional development. But many of you won’t. You must take the lead in seeking out job, career, and professional development opportunities — you won’t get a syllabus or an internship guide to help you do it. Think about what you want to do and then make a plan to do it. Your supervisor may be able to help and support you, but if he or she can’t, take it upon yourself to form a reading group, join a campus or organization committee, or propose a conference session. If your office travel budget can’t send you where you want to go, figure out how to save your own money for professional development. It’s worth the investment.

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

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

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

8. Don’t let your work become your whole life. It’s easy when you don’t have a social network to fall into staying at the office 12 hours a day. And new professionals often work long hours because you have to? (The answer is probably yes sometimes.) Or are you working long hours because you don’t want to be alone in your apartment? (The answer may also be yes sometimes.) Without the social and calendar structure of school you may struggle to figure out how to have a life on your own. Make it a priority to get out and join a gym or a faith community, a knitting circle or rock band. Read fiction. Visit a museum. Go camping. Have a weekly dinner group or get a dog. But get off the computer and out of the office if you don’t really need to be there.

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

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

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

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

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

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

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

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

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

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

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

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

For more information: www.summerinternships.com

-Carrie Martin
What’s This Thing They Call RELI?

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

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

Each participant was paired with a faculty mentor. The faculty mentors were at least mid-level professionals. After my co-workers returned home from the SEAHO RELI, they were energized and more excited than ever. I love professional development opportunities so their energy encouraged me to think about applying. I did not see my future in residence life/housing and so I wondered if this conference would truly be for me.

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

I truly enjoyed this experience and the opportunity to make connections with other professionals. Networking was easier as the group was much smaller than at a regular conference and we spent 50 intense hours together. In addition, there are some areas that I continue to struggle with in my job and having realized some of my weaknesses this year. The competencies were informational and engaging and I know that I will be able to apply the information presented on my job. That’s what professional development opportunities are all about – making you the best professional that you can be.

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

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

-Kelly Lough

October is Careers in Student Affairs Month!

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

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

• Host a dinner where students are able to ask student affairs professionals questions on a personal level
• Have a panel discussion where student affairs educators are able to share their experiences to an audience and answer questions.
• Create a Job Shadow program where students can shadow a student affairs professional to meetings and work on projects
• Create an on-campus internship program where students can gain leadership skills, work on larger-scale projects, and reflect on how their experiences as an undergraduate student relate to being a student affairs professional
• Help students think about options for graduate programs (Consult the online database of student affairs graduate programs on the ACPA website)
• Don’t forget to register students for the 2009 Next Generation conference (two day pre-conference for undergraduates focusing on students who are interested in student affairs) in DC!

Some other tips are:

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

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

-Jeff Grim
11 Rules for Program Proposals

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

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

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

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

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

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

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

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

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

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

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

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

- John P. Summerlot
Arriving at the Crossroads

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

The chosen path was not the easy one I had hoped for and it did not lead me closer to home, but it was one of the best decisions I’ve ever made. As I meandered through unknown streets, a sudden surge of energy flowed through me as the challenge of something unfamiliar and difficult became increasingly apparent. Arriving home two hours later, I sat on the porch and thought about what had transpired that afternoon and what I had accomplished. The new path had forced me to face change and the fear of failure, yet it produced a much greater sense of satisfaction and pride than the easier route would have. Could it be true that the most difficult paths yield the greatest rewards? Oddly enough, in this moment of sheer exhaustion, I began to think about my career and the path I was on. At that time I really enjoyed my position, it was familiar and stable, yet in the back of my mind I was a crossroads; it was time for me to redefine who I was as an educator and what I wanted out of my career. In that moment, the bike ride became a working metaphor for my life as I would soon have to decide between the familiar path and the unknown.

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

Last summer, shortly after the bike ride, I was at a personal and professional crossroads. After three years of post-Master’s experience, I had learned a great deal about the world of higher education and I had good sense of my professional identity; nevertheless, The Crossroads loomed on the horizon as the academic arena beckoned. It was time for me to decide whether to stay on the familiar path (i.e., stay in my current position) or take the road less traveled (i.e., begin a PhD program or look for a new position); I chose the latter and I will begin my PhD this fall.

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

-Brian Janssen


Resolutions Con’t.

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

New Professionals

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

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

Final Thoughts

What are each of you going to set for your goals for this academic year? How will you ensure you receive more education or establish yourself as a new professional? Is it to become more involved in professional associations, attend state or national conferences, present a session, conduct writings for publication, take on a practicum at your campus, or serve as a mentor to undergrads and grads interested in the field? These and many more opportunities exist to further you. You will gain perspectives of the various divisions of your campus. Whatever your next step you have chosen for yourself, know that there are many resources available that will help you to achieve these goals and resolutions.

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

Although many of us are in different positions and tracks at various universities and colleges, we all have goals and objectives set for ourselves and for the areas in which we breathe, work, live, and LOVE. Go out and set your goals and resolutions this “New Year.” Don’t be afraid to achieve great things for yourself, your campus, and most importantly the students.

10…9…8…7…6…5…4…3…2…1…0…HAPPY NEW YEAR!!!!

-Mike Baumhardt
Transitioning From Undergraduate Student to Graduate Professional

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

1. Graduate Professionals have increased administrative responsibility as well as responsibility in general. Suddenly you find that you are making final decisions for things you had questions about the previous month. This change in responsibility is more complicated when entering a new functional area of Student Affairs or working at a new institution. Asking questions, listening as much as possible, reading provided manuals, and participating actively in training may help you adjust to different responsibilities.

2. The Graduate Professional is a link between student leaders and the Department or Division. As an administrator, the Graduate Professional is part of the “system.” You will need to take the time to learn the system to help you prioritize responsibilities and explain processes and rationale to students. You are no longer the student leader who has direct involvement with community building or individual concerns or questions. The Graduate Professional exists to hear the individual issues and see how they fit into bigger picture concerns, and relay those concerns when appropriate.

3. Setting boundaries is a continual negotiation. In Student Affairs, where the 9-5 job rarely exists, each professional must create his/her own working definition of healthy boundaries. Boundaries that work for your supervisor or friend may or may not work for you, depending on your job, personality, privacy needs, and students. Your department or institution may have specific expectations about boundaries and relationships with students — for example: drinking with students. Additionally, you may want to review the ACPA Statement of Ethical Principles and Standards for guidance.

4. Creating lasting personal and professional relationships takes energy, thought, and intentionality. Awareness of the power dynamics throughout the institution comes through listening and observing. Students can no longer be your peers because of that dynamic. As an undergraduate student, every class or organization meeting potentially has a new “friend.” Yet as a Graduate Professional, your peers in class may be your future coworkers; it’s a small field and only gets smaller. Graduate Professionals often must learn to be intentional about how to make friends and interact with different populations (i.e. undergraduate students, coworkers, classmates, professors, and extracurricular advisors).

5. The Graduate Professional is an authority figure to both students and student staff. Learning to be comfortable with evaluating others while using it to develop students can be a difficult transition, especially if you are close in age to students you supervise or advise. Additionally, if you attend the same institution where you completed your undergraduate degree, you may have close relationships with students who you now supervise or advise in a different capacity than when you were simply friends or peer leaders. Being an authority figure means both being able to positively recognize the good work of your staff while also being able to give critical feedback. The most taxing part may be trying to understand where a student is developmentally and foreseeing how you can help them long-term. All students, whether they are the strongest or weakest member of the team, need this assistance along with a balanced personal and administrative relationship with you.

6. Graduate Professional frustrations can be vented to fewer people. As a professional staff member, you are privileged to certain information that you may or may not be able to share with student staff. Supervisors are a great resource when it comes to understanding your struggles, but there will be times you may not feel comfortable or it may not be appropriate to share with your supervisor. In those cases, having a friend outside of work or graduate school with whom you can share your frustrations can be very helpful – as long as you still maintain confidentiality!

7. A new institution has its own traditions, philosophy, and methods you must accept and learn – while always seeking to improve the student experience. Transitioning involves connecting your previous experiences to your new position. However, no one likes to hear “At College, this is how we did it” all the time. You’re no longer at that institution, so take the time to get to know your new College, why processes are in place, and what ideas would work there. Talk with your supervisor and peers about your transition, and let your students have their college experience!

8. The Graduate Professional has less extracurricular involvements, and often has to balance class assignments and the classroom experience with working full or part time. The Graduate Professional is a limbo position where you are not only a student but also given the responsibility of a professional staff member. Finding a balance between working, attending class, completing assignments, and taking care of yourself will require delegating and managing tasks with the help of others. Getting the knowledge and skills you need to be ready for your next professional position is critical, but so is your health and wellness.

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

-Kelli M. Raker

STAY CONNECTED TO SCGSNP ALL YEAR

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

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

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