

the CIVSA WELCOMER

Collegiate Information and Visitor Services Association



Beautiful downtown Denver, Colorado!

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Letter from our President

By Jen McGowan, CIVSA President
University of Michigan

Welcome to a new CIVSA year! As you know, our new fiscal year began on July 1, and this is a season of renewal for our entire organization. We're in the midst of membership dues renewals, our new officers have all begun their terms, we've just switched to a new association management company, and hopefully as individuals we're feeling refreshed and energized after a fabulous conference in San Antonio.

I would once again like to extend my thanks to everyone who attended the 18th annual CIVSA conference and to those who spent an entire year planning for our largest conference ever (208 attendees!). It was truly a remarkable display of teamwork and the resulting conference, with its balance of educational sessions, campus tours, networking time, and social events, was a testament to the dedication and creativity of our conference committee. I hope that you are all making plans to join us in Denver, Colorado June 4-8, 2012 for next year's conference!

I also want to recognize our officers who were elected during this year's annual meeting: Stephen Barnett, University of Kentucky (President-Elect), Kim Schon,

Bucknell University (Treasurer), Jenn McKenzie, Hendrix College (Secretary), Brittany Preston, University of Colorado at Boulder (Region I Director), Marisol Scheer, University of Texas at San Antonio (Region II Director), Maribeth Carskadon, Northern Kentucky University (Region III Director), and Dorie Ain Ravick, The George Washington University (Region IV Director). Brittney Joyce will be continuing in her role as Director of Communications, and Julian Olivas is moving into his position as Immediate Past President. The Board is always interested in hearing from our members with your feedback about the organization. Especially now that the organization is in a period of tremendous growth, we'd love to hear from you about ways we can enhance your year-round CIVSA experience. Contact information for individual board members can be found on the CIVSA website, or you can reach us all at once by e-mailing civsaboard@civsa.org.

For those not at the conference, I want to make sure you're aware of a huge milestone in the growth of CIVSA – we've hired a professional association management company to run our day-to-day and financial affairs.



2011 CIVSA Award Recipients

Congratulations to our 2011 CIVSA Award Recipients! Each recipient was given a plaque at our annual conference in San Antonio and recognized for their efforts to help grow, support and impact our organization.

Nick Kovalakides Outstanding Member Award

Lea Hanson

Director of Marketing and Communications,
 Association for Fraternal Leadership and Values
 (formerly of Colorado State University)

Foot Awards

Evelyn Betancourt-Martinez

University of Texas at San Antonio

Eric Johnson

University of Georgia

Marisol Mandujano

University of Texas at San Antonio

Andrew Parrish

University of North Carolina, Chapel Hill

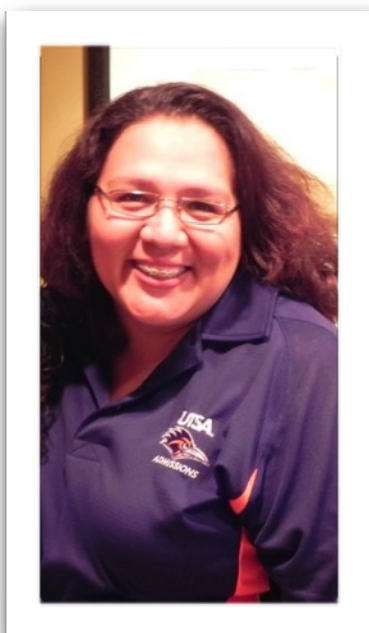
Cindy Singley

Auburn University

Drew Steding

University of Michigan





Member Profile

Marisol Scheer, University of Texas at San Antonio

In the CIVSA Communications survey, several members suggested a "get-to-know-other-members" or "get-to-know-the-Board" feature for the Welcomer. This is the ninth; look for more profiles of other members in the future issues.

Job Title: Associate Director of Admissions

What are your major job responsibilities? I oversee the freshmen recruiting team at UT San Antonio, which include the Main Campus Visitor Center and two regional offices (Houston and the Rio Grande Valley). It is my responsibility to create and facilitate the recruitment plan for the University. I have a team of 7 admissions officers and three assistant directors. I find it a great privilege that the Visitor Center is part of the freshmen team, as the visit experience is paramount in securing our freshmen class.

How long have you been in the information/visitor services world? Just over three years, though I have over 10 years in admissions.

When did you join CIVSA? In 2009. I had just hired a new person (Evelyn Betancourt-Martinez) as our Visitor Center Coordinator. Evelyn served as the interim coordinator during the previous fall semester while I was on maternity leave. Having no previous Visitor Services experience and the fact that CIVSA allows for three individuals from one institution to be on a membership, I decided to investigate the organization along with our two Visitor Center Coordinators.

How many CIVSA Conferences have you attended? 3 - Boston, Kentucky and San Antonio!

What is your favorite part of working in visitor/information services? I love seeing our tour guides turn from young college students to professionals who will have major impacts on others. It is great to hear about the great tours they give and their representation of our institution. Right now, we are in the planning stages of a new visitor center on the main campus. I have enjoyed working together with Evelyn, our Assistant VP, and the architects to plan this future space.

What is the most fun thing that your office does? We like to celebrate! We have established the tradition of taking out the newest member of our team to a restaurant of their choice within the first week in the office. I generally like to do it on their first or second date. I do this because, as people leave, they get a party! But, we like to throw a party too when we have new people on the team. In addition, we celebrate all life events - since I have been at UTSA, we have had four wedding showers, two baby showers and a graduation party too!

How many items are on your current to-do list? I'm about to start a two-week vacation, but I have (1) a freshmen recruitment plan for the 2011-2012 year to write, (2) program planning for the upcoming year, (3) setting a budget to include the Visitor Center move, travel and professional development for the entire freshmen team, (4) working with IT to implement a counselor events planning page, (5) call our newest Region 2 CIVSA members and (6) countless other things once I get back to the office!

What is a typical day like at your job? I generally get in around 8:30AM and make my first stop in the Visitor Center to chat with the team and see what they expect for the day. Then, I head across the breezeway to admissions, and the fun begins! We have our staff meetings on Monday mornings during the fall and spring semesters, Wednesdays during the summer. I'll have a variety of meetings with staff and/or my leadership team and also participate in cross-division, university-wide committees. I travel occasionally, more in the fall than spring. I am lucky that I get to interact with my staff frequently, and you will almost never find me at my desk. Generally, follow the loud laughter or noise, and you will find me. :)

What is your best piece of advice for other CIVSA members (about student training, customer service, unique traditions, your website, or anything!)? To keep the student experience central to all the work you do. The most important thing we do is shape a student's understanding of the values of our institutions. A prospective student in a Visitor Center will use their time with us to determine whether we are a good place for them to be. An enrolled student coming to ask a question will walk away with a feeling of how the University feels about the values of your institution, so that they will be successful, graduate and continue to be advocates for your institution. We all do our job in a variety of environments - positive or negative, many resources or almost no resources at all. If we keep the students' experience central, we will make impacts through our campuses.

Peer Leadership and Campus Visit Programming: Promoting a Culture that Grows Leaders

*Authors: Denise Wellman, Ph.D., Karla Harper, Janie Kerzan, Cassandra Pope, Samantha Rosser
University of South Carolina*

The field of collegiate information and visitor services is unique in many ways but possibly the most significant is our mission to deliver exceptional service to a variety of customers and/or prospective families, while at the same time helping our current students (campus tour guides and/or other student workers who support our mission) make the most of their education by integrating their classroom learning with first-hand learning experiences outside of the classroom. From this perspective, the University of South Carolina engaged in a research project to understand more fully the perceptions of learning experienced by University Ambassadors, the group of undergraduate students who provide campus tours to a variety of campus visitors. A brief summary of the study and the results are outlined below. For a complete copy of this publication including a list of references, please contact Denise Wellman at denisew@sc.edu

Theoretical Framework

The purpose of this study was to investigate why University Ambassadors, a recognized group of peer leaders at the University of South Carolina, report significantly higher levels of learning than other peer leaders on a number of outcomes measured on The Peer Leader Survey. The benefits of using peer leaders to support the learning of younger and less experienced students have been documented throughout the ages (see Blimling, Jacobs, & Ward, 2007; Cuseo, 2006). Not only do students benefit from the guidance shared by more experienced peers, but research has shown that the personal development of college students could be enhanced when programs expect and encourage them to take responsibility for the growth of others (Heath, 1980).

Campus tour guides are a relatively new category of peer leaders who have been recognized for their ability to share perspectives about a host of topics that are important to helping prospective students make sound choices about college, getting ready for the college experience, and experiencing a successful first-year at their chosen institution (Hosler & Anderson, 2005), suggesting a rationale for their inclusion in the important study of peer leadership.

Organizational culture is defined as the basic assumptions and beliefs shared by members of the group or organization (Schein, 1992). The underlying assumption and beliefs of a culture are learned responses to the core mission of the organization, concrete objectives based on that mission, strategies for attaining these objectives, and ways to measure success toward stated objectives (Yukl, 1994). A core function of organizational culture is to help followers understand the environment and how best to respond to it, therefore helping them gain confidence as well as competence in accomplishing objectives while at the same time reducing anxiety, uncertainty, and confusion. Over time and shared experiences, core organizational assumptions and beliefs may become so familiar that members are no longer consciously aware of them however, are still internalized by current members and transmitted to new members.

Schein (1992) believes that leaders have significant impact on shaping organizational culture through a variety of mechanisms, including: their ability to communicate priorities, values and concerns; their reaction to crises which can increase potential for learning about values and assumptions of the organization; role modeling, especially those actions that show loyalty, self-sacrifice, and service beyond the call of duty; allocation of rewards which communicate what is valued by the

leader and the organization; and the criteria used for the recruitment, selection, and dismissal of followers. Schein (1992) also suggests various secondary mechanisms that may be useful for embedding and reinforcing an organizational culture, such as design of organizational structures and facilities as well as shared stories about important events and people in the organization. Despite the efforts of leaders to formulate a vision and develop strategies to build commitment to it among followers, the culture of an organization cannot be maintained by the efforts of leaders alone. Stakeholders across the organization are viewed as important to both the modeling and teaching the key values and assumptions that are embedded into the fabric of an organization.

Methods

The purpose of this study was to investigate why University Ambassadors, a recognized group of peer leaders at the University of South Carolina, report significantly higher levels of learning than other peer leaders on a number of outcomes measured on The Peer Leader Survey. The research reported here represents a second level of analysis of a larger study that explored the perceptions of learning among all peer leaders groups at the University of South Carolina. Created in 2008, The Office of Student Engagement annually invites all peer leaders at the University of South Carolina to participate in the Peer Leader Survey. This 59 question survey includes a mix of multiple choice and open response questions and over the past four years has incorporated a number of changes based on recommendations from stakeholders and groups have been eliminated or invited to participate in the survey based on their formal status as a peer leader group on campus.

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As a trusted source of information with their peer group (Eduventures, 2007), University Ambassadors are considered peer leaders at the University of South Carolina and therefore have participated in the Peer Leader Survey since 2008. The 2009 and 2010 administrations are the only results included in this study due to the consistency among the survey questions and peer groups involved across both years. The respondents include 190 peer leaders in 2009 and 165 in 2010, representing a response rate of 24% and a 43% respectively across the nearly 25 peer leader groups invited to participate in the study. In 2009, 26, or 42% of all Ambassadors responded to the survey and 35 (67%) responded in 2010. A review of the quantitative findings from both years illuminated differences in the responses from University Ambassadors and suggested the need for further study. Namely, across both years, University Ambassadors reported significantly higher levels of learning on 9 of 40 learning outcomes measured in the survey. A chart of the findings, across both years, can be found in the appendix.

In an effort to gain a greater understanding of the results reported by University Ambassadors on the 2009 and 2010 survey, a focus group was conducted in the spring of 2011 with 10 of the 61 University Ambassador peer leaders who participated in at least one administration of The Peer Leader Survey. Demographic information about these 10 Ambassadors can be found in the appendix.

The 10 University Ambassadors who volunteered to participate in the focus group understood that they would be asked to share their opinions about some of the results from The Peer Leader Survey. Specifically, the focus group was directed towards gaining an understanding of why University Ambassadors reported higher levels of learning on 9 outcomes assessed through The Peer Leader Survey, namely:

3 levels of communication skills to include oral communication skills, presentation skills, and confidence speaking in front of a group; making more careful decisions; confidence in interactions with faculty; appreciation for USC; knowledge of services offered at USC; understanding of the Carolinian Creed, and willingness to recommend peer leadership to other students. For the purpose of this research, the students participating in the focus group were given a definition by Ender which defines peer leaders as: "...students who have been selected and trained to offer educational services to their peers. These services are intentionally designed to assist in the adjustment, satisfaction, and persistence of students toward attainment of their educational goals (Ender & Kay, 2001, p. 1). They were further instructed that the University of South Carolina considers them to be peer leaders in that the information they share with college-bound students plays a role in their adjustment, satisfaction, and persistence toward educational goals.

Findings & Discussion

An analysis of the focus group data revealed 9 features which when evaluated collectively, suggest the presence of a structured environment around which the University Ambassadors work. Furthermore, this environment seems to be constantly reinforced through the dedication of the full-time staff and the student leaders themselves and furthermore, helps to reinforce it and propel it forward. Myers describes her work environment when she says, "Here we know it is going to get done and it is going to get done in the best way possible...that's just the culture of the Visitor Center ... a great feeling." In addition to shaping a culture around the Ambassador experience, these 9 features appear to support two important outcomes. The first, according to feedback from campus visit participants, is that the Visitor Center functions at a high level of effectiveness and provides high quality visit experiences to prospective families and students (99.7% campus visit participants in '09 and '10 reported that their overall campus visit either met or

exceeded their expectations). The second important outcome is that the University Ambassadors are able to benefit from their experience, more significantly so than other peer leaders, by gaining effective communication and decision making skills, confidence in their interactions with faculty, increasing knowledge of and appreciation for their university as well as dedication to carrying out the Carolinian Creed and acting ethically, and finally, they report that they are more likely to recommend peer leadership to other students.

Mutually Shared Expectations

Expectations seem to be set from the very beginning, and not just through the full-time staff. The returning Ambassadors are involved in the selection process and they help in communicating expectations right away. Aaron states, "...this selection process and who applies for this organization are people who care, people who really want to be here and have that strong passion for what they do. I think that the people who are willing to go through the rigorous selection process are the ones who are passionate and willing to put the extra step forward which carries on through into everything else we do."

Additionally, the students seem to be willing and able to hold themselves and each other accountable because they know up front what is expected of them and expressed that in general, they govern themselves. Emily stated that "This position attracts those with high levels of achievement... (this) is expected year after year. Laura agreed when she stated that "...here it's everyday that you are being held accountable for your actions...so I think that it holds us at a higher level..."

Repetition of Practice

University Ambassadors volunteer three hours a week, often giving a tour every time they work. They also have the opportunity to pick up extra shifts, apply to work over the summer, or take on a leadership role which requires them to

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be at the Visitor Center for as many as 10 to 12 hours a week. The amount of time they are present in addition to the constant practice they have both giving tours and working with visiting families as well as each other appears to make a great difference. Jade states "... (the practice) helps a lot because we do everything constantly...that consistency and repetition helps." The respondents report that this repetition helps them become more confident in their abilities, more familiar with their duties, and more effective in giving their tours. Georgia states that by "...giving a tour so many times, I was able to hammer out the best way to say things."

Evaluation & Feedback

In addition to the constant practice, these students are receiving constant feedback from a variety of sources that appears to support their continued improvement. After the tour, all prospective parents and students provide feedback both in the form of a comment card and through conversation during the visit. Some visitors even follow up with emails, phone calls, or hand written notes providing further reflection on their visit experience. The Ambassadors become very skilled at reading their audience, and learning from their reactions as they improve their conversations and tours for the future. Kaleb found that being able to read people not only enhanced his ability to give tours but also his in-class performance and stated that, "... giving a presentation in front of a class...you have to do it spur of the moment, being able to read people and the situation...and when they look disinterested...you realize you have to get to the point...I get that on my tours too and...I'll wrap it up and tie it into something more interesting so everyone stays engaged..." In talking about feedback from campus visit participants, Laura adds that learning among University Ambassadors is enhanced because of "... the amount of evaluation we receive and the fact that it's almost immediate feedback

with how we are doing and what we are doing... you have the immediate positive or negative feedback so you can recalibrate." Feedback also comes from their peers. The students explained that they shadow one another constantly and work together within a community that expects excellence, so they appear to be very comfortable providing suggestions for the future and learning from each others' successes. Georgia describes this aspect by saying, "... we're always talking like "oh I loved how you (referring to other Ambassadors) said that, that was really cool". Another type of evaluation and feedback is in the form of requiring students to pass a test proving that they know all of the necessary information to be shared on a tour. They are also required to become "tour certified" where mentors conduct coaching sessions on everything from answering difficult questions to effective presentation and tour skills and then staff shadow their tours and immediately evaluate their performance. The students recognize that from the beginning they are expected to pass these certifications, and so they are constantly working to learn more and improve their skills. The students expressed that these activities help them to be more open to feedback from others, because they know that it is both for their benefit and the benefit of the organization. Aaron explains this dual process by saying, "I think that there's as much ingredient of self-improvement as organizational improvement..."

Mentoring

To help the younger students prepare for these certification processes, Ambassadors are paired up through a mentorship program. These partnerships are one of the ways that students are introduced to the organization and become trained to serve as an Ambassador. This mentoring seems to inspire the returning students to be truly responsible for the success of another Ambassador and appears to

create a vested interest by everyone involved, enabling the new create a vested interest by everyone involved, enabling the new Ambassadors to gain a greater sense of the expectations and importance of mutual accountability. Nick shared his perspective on two older Ambassadors and the impact that they had on him as, "I know when ... we came in, (they) expected us to be good and they didn't expect anything less than excellence ... from the moment I walked in here, and if I wasn't (excellent), I knew I would be trained to be so...that was the end product... there wasn't any other option." Laura expanded on this idea and expressed, "(They) were SO good that you saw them and you thought 'I wanna be like them.'" The Ambassadors therefore serve not only as peer leaders to the prospective students, but to one another as well. These perceptions of mutually shared expectations suggest a sense of community among the Ambassadors, and pride in the hard work; they appear to have a vested interest in seeing each other succeed.

Continuous Training

Aligned with the mentoring process is an ongoing training program which involves a minimum of 25 additional training hours each year and appears to impact the Ambassador experience. In talking generally about the Ambassador experience but also about the training, Georgia states "...you care about it (being an Ambassador)...so you are putting in more effort but you are also receiving the training constantly and you are doing it over and over again." Kathryn believes that they take more advantage of university opportunities as a result of their training which increases their knowledge when she says, "Like 98% of the student populations don't even know about that (opportunity)... you find out about it and then you are more likely to do it..."

Meaningful Relationships

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The focus group respondents also suggest that strong and invested relationships are established through the process of joining and becoming actively engaged in their role as Ambassadors. The students feel connected to the staff, feeling very supported and valued. Rick explains, "...the cool thing about it is that we report to the staff and we see them on that supervisory level but it is a lot more..." These strong relationships with the full-time staff were also present when Aaron discussed being evaluated and said, "...out on our tours when we are being evaluated, we want to impress you (the staff)...we want to do well, there's that relationship there...I think that makes a huge difference."

The students form deep-rooted relationships with one another as well. Rick's view of these relationships is that, "...this is where you kinda find your niche and find your friends and things like that so we hold that closer to us." These relationships appear to enable Ambassadors to work together effectively, and they feel empowered to strive toward excellence in a collaborative manner. Their experiences as University Ambassadors also help them to establish contacts and connections with other people on campus, such as faculty members. Myers explains, "Before... I actually didn't even really know that faculty had any hand in recruiting potential students but learning they did really opened up my eyes that they really do care about who is coming here. Now I feel like I can relate to them more because of it." Kaleb expressed how faculty involvement in Ambassador training sessions impacted his relationships with faculty when he stated that, "It empowers us to go to our own professors during office hours... so coming here (for the training) really helps..."

Ownership & Accountability

A sense of ownership and autonomy was also evident in the University Ambassadors experience. Nick explains "...it's really a creative process

for us. The fact that we are given a structure for the tour but then (the full time staff) say make it yours, do what you wanna do, as long as you do it within the confines of what we need you to cover...it's kind of like you paint a painting versus someone telling you what to paint, you're gonna care more about what people think of the one you did on your own versus, what someone told you to do." In referring to the long term process of improvement, Aaron states, "because this is a long-term situation...you need to live with it or change something. Put your input into it...I think that's something huge in this organization that I haven't seen in any other organization I've been involved in where your input here actually matters." Myers expands on this idea by saying, "...I've never felt so empowered, because I feel like even though we do have a lot of guidelines and things we have to take care of or do, no one is watching every word that we say on our tours, or every phone call that we have, but that just makes we want to make it that much better... that's the culture...and that is a great feeling." These expressions of empowerment help the students take charge of their actions and they appear to take ownership of their tours and their interactions with visiting families. The culture appears to expect students to take responsibility for doing a great job and continually inspires them to improve.

Sense of Pride

Another feature that was expressed in the focus group was a sense of purpose and pride in working together to be successful in that purpose. Aaron explains that, "We all know that we all work together for a purpose of recruiting graduates... It is really important that we feel that what we do is important." Because of the feedback that the students receive, the expectations that they set for themselves, and the interactions that they have, each Ambassador appears to feel like they have the ability to make a difference in the lives of the

the students who are searching for the right university, the parents and families who have countless questions to ensure their child will have a great experience, and for the university in their recruitment and retention efforts. Georgia explains that "...Ambassadors have a strong understanding of the roles that they must play and the reason behind each of those functions." Aaron says, "...every single person in this organization has a purpose..." and possibly this helps them to better understand their responsibility to the organization and the university, and empowers them to fulfill their job duties while holding themselves and each other accountable for doing their best."

Appreciation for their University

The final factor that surfaced was the expression of love and appreciation for the university and its programs, faculty, services, and dedication to the success of students. Clearly the respondents recognize all that the University has to offer is a crucial aspect of their training. Just the understanding and knowledge of what the university does for students helps the Ambassadors to appreciate it more. Rick explains this by saying, "We appreciate what this University does for us and the fact that we have to constantly advertise it...I think that makes it (our appreciation) grow more and more...when you see how the school grows and offers more and more...even with budget cuts, they are still doing all kinds of stuff for the student experience...we should be very appreciative for it." In addition, to the Ambassadors knowing this information, they are constantly sharing it which appears to enhance that appreciation. Georgia states that, "We are always reflecting on how much we love it here and why we love it..." Myers explains how interacting with visiting students plays a role in understanding the value of their own education and states, "... every person who comes here wants to be at USC and have the experience that we're having so for me it is really eye-opening to see how valuable it is and makes me appreciate it so much

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more..." Their knowledge of services appears to do more than instill a sense of appreciation; it seems to inspire students to embrace the Carolinian Creed, the University's social honor code, and act in ethical and responsible ways, understanding that they are role models to the incoming students and their peers, and that their actions reflect on the university. Georgia highlights this by saying, "When you love a place so much, you want to represent it well...I don't want to make anyone think poorly of the school by my actions..."

Conclusion

These 9 features characterize a culture within the Visitor Center and University Ambassador organization, and each play a crucial role in the knowledge, experiences, and skills that the students are able to benefit from throughout their time at the university. The apparent collaborative and

complementary culture around which the Ambassador experience exists is constantly renewed by dedication from the staff as well as the students themselves. They each find themselves within an environment that expects not only excellence but the leadership to sustain the culture and propel it forward. It is not uncommon for University Ambassadors to serve four years, often amassing more than 400 volunteer hours. The long term dedication and commitment of the older ambassadors permeates through to each incoming cohort and the students take ownership and pride in what they do, realizing that they have a vested interest in building a culture which not only supports their own learning but advances the university that they love. The constancy of training, practice, and feedback, within a strong community of vested relationships, enable each and every University Ambassador to not only grow

and develop but to take pride in what they do. Possibly, their investment in the features which appear to define this organizational culture, in turn, drives the long term commitment, dedication, and engagement needed for their own learning and that of their peers to include prospective students. Nick states that, "...the ability of the organization to grow leaders ...we have the environment and the atmosphere that people, whether or not they are leaders when they come in, we have the atmosphere here we grow and foster that in each other...we all bring each other up and continue to do so... as Ambassadors we continuously grow each other and we all reap the benefits from that." This research suggests that creating an organizational culture of leadership has strong and exceptional benefits for all stakeholders in a learning environment, including the peer leaders themselves.

MEET YOUR BOARD

We are honored and humbled to serve you, our members, during the upcoming 2011 - 2012 year. Please contact us with any ideas, suggestions, concerns, or if you to become more involved in CIVSA!



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University of Michigan



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University of Colorado Denver

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University of Northern Colorado

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Boise State University

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Martha Moreno
New College of Florida

Merideth Ray
Georgia Institute of Technology

Laretta Williams
Clayton State University

Robert Pampel
Webster University

Brooke Villigram
University of Central Missouri

Liz Vinson
Southeast Missouri State University

Lilo Whitener-Fey
Webster University

Camille Mathews
UNC Charlotte

Michelle Cook
Oklahoma City University

Jessica Freed
University of South Carolina

Amy McCoy
University of South Carolina

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Freida Sage
Belmont University

Meghan Westbury
Belmont University

Mallory Berchelmann
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Kathleen Curp
Trinity University

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Kilgore College

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Indiana University

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Jessica Dongre
Philadelphia Biblical University

Michael Harp
Penn State Mont Alto

Lisa Homan
Penn State University

Lynn Koehler
Penn State University

Neema Ndiba
Philadelphia Biblical University

Amy Gray
University of Richmond

Region V

Dustin Edwards
University of Alberta

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