

The Welcomer

Collegiate Information and Visitor Services Association

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In This Issue

2010 Conference!

page 1

Call for Proposals

page 2

Betty's Winter Briefing

page 3

My First CIVSA
Conference

page 4

CIVSA Best Practices

page 5

From the Research and
Assessment Committee

page 6

New CIVSA Members

page 9

CIVSA Member Profile

page 10

Website Updates

page 11

CIVSA Officers

page 12



2010 Conference!

The countdown is on for the 2010 CIVSA Annual Conference in Lexington, Kentucky. Over 15 members on the 2010 CIVSA Conference Committee continue to work to make this year's conference an exciting mix of educational programming, a great keynote speaker, time to network and a variety of activities in the Bluegrass. Full conference details, including the schedule and registration, can be found online at www.civsa.org/conference.

CIVSA is also working to make this year's conference as affordable as possible. Don't forget to register and pay the conference fee by February 15 to receive the \$295 rate. Rates will continue to go up through the May 15 registration deadline.

You can also save money on this year's conference by presenting a session or leading a facilitated discussion. I encourage you to think about the great things happening at your visitor or information center and share that with your colleagues from around the country. I presented a session at the Notre Dame conference and led a facilitated discussion at the Boston University conference. I found both times to be a great opportunity to really explore what we do here at the University of Kentucky and share that with others as well as learning from what other institutions were doing and incorporating those experiences into our visit process. Take a moment to read more about the Call for Proposals on the next page and then go online to submit your proposal. All of us have experiences and processes that can be shared, even if you're a first-time attendee, so don't let this opportunity pass you by.

Now is the time to book your spot at the 2010 CIVSA Annual Conference! Go online to register for the conference and make your reservations at the [Hilton Lexington/Downtown](#). I hope to see you June 2 – 6 in Lexington – the “Horse Capital of the World” – for the 2010 CIVSA Annual Conference – “The Gateway to Excellence in Collegiate Information and Visitor Services Programs.”

For more conference updates follow us on Twitter @CIVSALex2010 or join the CIVSA Lexington 2010 group on Facebook.

Stephen Barnett
University of Kentucky

Presenting at Conference: Not Just for Veteran Members

The year was 2002 and I was asked to develop a campus visit program for Oklahoma City University. "Where do I begin?" was the driving question! My vice president introduced me to Leslie Baumert who was the director of campus visits at the University of Oklahoma. After meeting with her it was clear that joining the Collegiate Information and Visitor Services Association would be an invaluable resource for the work that lay ahead.

I joined CIVSA and in early 2003 began seeing emails about the upcoming conference at the University of Nebraska and **registered early!** I was a bit hesitant to submit a proposal as a session presenter as a new CIVSA member and very new in the information and visitor services industry. Still, I felt it important to begin my CIVSA relationship in ways that benefited my university and visit program as well as the association. In the previous 6 months I had learned a lot...mostly the hard way, about what it takes to build a visit program and felt I had something to share about that experience...but would the committee accept a proposal from an "unknown"...from a brand new member?

I took a chance, submitted a proposal and was accepted to present. The following June at the University of Nebraska I did my first CIVSA session entitled, "Networking: Our Most Valuable Resource." What an incredible experience! What a wonderful way to connect quickly with other members at my very first CIVSA conference! It helped me and my program grow in ways that I could not have imagined at the time.

Whether you are a **brand new or a veteran CIVSA member**, you have a great opportunity any time you make a decision to present or facilitate at our conferences. The experience will stretch you and promote professional growth as well as put you in front of your CIVSA colleagues in ways that open the door to conversation and networking long after the conference has ended.

The Good News is that 7 years later there are additional incentives to submit a proposal.

#1 Reason: **REBATES** (\$60 for session presenters and \$30 for discussion facilitators). Combined with graduated registration fees this is a great way to justify attendance!

#2 Reason: **ASSISTANCE** in preparing your proposal, **CLARIFICATION** about expectations - both of which help make your job easier...just follow the guidelines provided!

Go to www.civsa.org/conference/proposals.html to learn more!

The Program Committee looks forward to hearing from you,

Janey Wheeler, *Chair*
Oklahoma City University

Rebecca Fortier, *Assistant Chair*
Illinois Institute of Technology

Angela Hicks, *Sessions Manager*
University of Texas at San Antonio

Jenn McKenzie, *Discussions Manager*
Hendrix College



Betty's Winter Briefing...

By the time you read this it will be less than four months until we meet in Lexington, Kentucky for the 17th Annual CIVSA conference. It is hard to believe, but this will be my 11th consecutive CIVSA conference! I have been so fortunate over the years to work for people both at Anne Arundel Community College and here at the University of Maryland who understand the value of attending this conference that is so specific to what I do. Even more fortunate is that they continue to understand that this professional development opportunity energizes and engages me, helping me learn new ways to look at things, especially in fiscally lean years.

It seems you can't turn on a radio, television, or your computer and not hear about the state of our economy. Many of our colleagues have reported budget cuts and less access to professional development and travel. The board engaged in serious discussion during our midyear meeting in December and all agreed the CIVSA Annual Conference should be the most affordable and best investment possible for your financial resources. To accomplish this we are stepping up our sponsorship efforts and tightening our proverbial belt. The affordability of the geographic location of this year's conference also lends itself to cost containment. I hope by now you have visited the [conference website](#) and know about the tiered registration fee structure. We are seeing brisk activity since registration opened January 15 and are encouraged that what I like to call the "Super Early Bird Savings Plan" seems to be helping members to secure early approval to attend. I hope you are able to take advantage of these super savings.

You can expect many opportunities to network with colleagues from a variety of institutions – universities, community colleges, big, small, public and private. The conference registration includes a Welcome Reception, social events, Regional Meetings, and a wide array of speakers, presentations, and educational sessions.

If by chance you are wondering why I have turned down other professional development opportunities to ensure I can attend the CIVSA conference year after year, give me a call or shoot me an email. I would love to chat with you about my conference experiences and how I continue to benefit personally and professionally. But wait until after February 8th because until then I will be in Florida wearing my flip flops and trading Visitor Services tales with my friend and our Past President Tami Tassler at Florida Gulf Coast University!

I hope to see you soon,

Betty

*Betty Spengler, CIVSA President
University of Maryland*



Tami and Betty at the 2005 BYU Conference

My First CIVSA Conference Experience

Greetings CIVSA Friends & Colleagues!

Please indulge me as I tell you the beginning of my CIVSA story and why I feel it is an important one to share with you today.

My boss first heard about a conference for an organization that was all about collegiate information & visitor services and thought it might be a good one for me to attend. I'm the manager for all recruitment events on-campus and locally off-campus for the Office of Undergraduate Admission here at Illinois Institute of Technology (IIT) in Chicago, and she thought this conference might be of interest to me, to us as an office, and to us as an institution.

I attended the 2008 conference at Cal Poly Pomona in California, but was terribly sick and missed many activities and sessions. Though I missed quite a bit of the networking and activities, I still thought there was something rather interesting about this organization – its mission and its members - so we gave it another try with the most recent 2009 conference in Boston. Attending this conference was the deciding factor in registering our institution for membership with CIVSA.

While attending the conference, I was very excited to find myself in an environment with other collegiate staff members who spoke the language of “campus visitors” that I do and who strive to not only establish

their own best practices, but to assist other campuses in finding what can work for them. If I hadn't attended, I might think the listserv is nice to reach out to other members if you're looking for new methods or practices and the website is quite helpful, but I really wouldn't have received the full effect of “the membership” without being completely submerged in it. The sessions, the roundtables, the networking lunches, and even the fun times in the Hospitality Suite were outlets for creating new relationships and partners in our industry who very generously share their knowledge, thoughts, and enthusiasm for hosting campus visitors and all that encompasses. And on a non-professional note, but still a very important one, I felt this was a group of people I really liked to be around. They're fun, passionate, professional, and real, from the new members to the senior members.

I'm a planner by trade, so my next CIVSA chapter has come to be that of Assistant Programming Chair on the 2010 conference planning committee (Go Lexington!). I used my time well while at the conference, talked with those CIVSA veterans I could, and showed my interest in getting involved both in Boston and on the website's call for volunteers. Not only is CIVSA affecting how I contribute to my admission office and university, but it's helping me to develop and grow as a professional, as a volunteer, and as a person. Working with this four-member team to plan the educational program for the conference, as well as with the Executive Board and the Conference Committee, has been creatively invigorating and exciting.

I called this the “beginning” of my story with CIVSA, because it's just that, the beginning. Come to the 2010 conference and I'll let you know how this next chapter is going. Here's to you finding your story, however long or short it may be. I hope it can start or simply continue on for you in Lexington. Hope to see you there!



Rebecca Fortier and Angie Miller at Fenway Park

*Rebecca Fortier
Illinois Institute of Technology*

CIVSA Best Practices

The SCAD Experience

If you have ever vacationed in Savannah, GA, you have visited the Savannah College of Art and Design - Savannah campus. Located within Savannah's historic district, SCAD-Savannah is unique in that the campus is not centrally located. With 60 plus buildings located within a three square mile area, visitors have an opportunity to not only gain a better understanding of all that SCAD has to offer, but also take a trip back in time and experience a bit of U.S. history. Now, if you have been working in a college admission or visit department for at least a week, you know what kind of emphasis we all place on "The Experience." Allowing your visitors the opportunity to walk away from their visit with a feeling of "Wow!" is something we all strive for. Here in the SCAD Admission Department we try our very best to make sure we do just that, using a little bit of history and a little bit of SCAD.

Before each tour begins and as we register our guests, we showcase the work of our students with a Student Gallery video that captures the work of students from each program SCAD offers. Once the gallery has completed, we introduce ourselves and set the tone for what our guests are about to experience. We cap our introduction with a video about the types of careers you can find in the arts. Similar to a Quentin Tarantino film, we give our audience a glimpse of the final result and fill in the story later.

Once on the bus, our Student Representatives weave in and out of the Savannah squares, filling our guests in on what it is like to study in the city of Savannah, always emphasizing the relationship the city of Savannah and SCAD have built over the last 30 years. We have found that sharing the lore of our community

allows our guests to envision what else they may learn if they attended. "And over here is Savannah's very own Lucas Theater, which originally opened in 1921, and is currently used for multiple SCAD events, the Savannah Film Festival and countless theatrical performances. Two blocks over is Paula Dean's famous restaurant, *Lady and Son's*."



The outside of SCAD's student center

Off the bus and into a building (typical tours include the library, student center, a residence hall and the academic buildings of our guests' interests), we have an opportunity to share the lore of that particular building and all that space provides for our students. For instance, the Student Center, once a synagogue and a church, is now, after preservation and restoration, a student space used for special guest lecturers, a masquerade ball, numerous student involvement programs and gaming tournaments... to mention a few.

After the last building on the tour we make our way back to the Welcome Center. Off the bus, our guests are escorted into one of two main meeting spaces,



The inside of SCAD's student center

where we provide one-on-one meetings with an Admission Counselor (if applied) or an Admission Representative (if not applied). If a student has a portfolio and is seeking feedback before they submit it for final review, we have Portfolio Counseling sessions immediately following these meetings.

After all is said and done, questions have answers and we have done our very best to accommodate our guests, we let our awe-struck guests back out into that one-of-a-kind city they just travelled to seek out more of what they just witnessed. The best part: The Hostess City of the South never lets them down.

Sean P. McGee
Savannah College of Art & Design

From the Research and Assessment Committee

Documenting the Value of Your Program

The Visitor Center at the University of South Carolina opened in 1994 and has managed the university's campus visit program for the last 10 years. Previously managed by the Office of Undergraduate Admissions, increasing demand in the early 1990s required campus visits to be reorganized into the mission of the Visitor Center in 1999, which was already well established for providing exceptional customer service and a plethora of visitor information. The Center also had sufficient space to manage the growing crowds. Today, the center offers a wide variety of tours, from those focused principally on the needs of prospective students to ghost tours, group visits for all ages, special interest tours, and tours of our historic colonial campus. In addition to serving the needs of prospective students and parents, the staff of the Center assists well over 1.5 million visitors each year.

Similar to other campuses across the country, interest from college-bound students has been unprecedented at USC; we have experienced more than a 400% increase in activity over the 10 years since we took over the campus visit program. Ten years of customer satisfaction information (our survey is listed in the Research link - student evaluation project on the CIVSA website), surveys to our campus and community partners (from CAS Assessments), as well as evidence of how our campus visit program has impacted admission yield rates (the sharing of information between the Visitor Center and Undergraduate Admissions) has not gone unnoticed by the central administration. We have even conducted a study of how our visit program compares to other institutions within the SEC. Increasing demand as well as a documented track record of exceptional service led to the USC Visitor Center gaining prime real estate on the historic quad of the University with expanded free visitor parking in 2004, a custom-written database to manage the fast growing campus visit program in 2005, a custom-written database to help manage the demand for a more structured program to welcome new students to our campus each August in 2006, and additional resources and new full-time staff during many of those 10 years. For the last 3 years, the university has been in the final stages of preparation for our SACS accreditation, thus the campus is alive

with discussions about student learning outcomes, strategic goals, and assessment. While time consuming to track and publicize, the data that has been collected and utilized over the last 10 years has made our preparation for reaccreditation quite easy.

Not a surprise, assessment and the measurement of student learning outcomes is a common theme throughout higher education. The CIVSA Research & Assessment Committee and our recent annual conferences have tried to keep these topics on the forefront of our profession as well. The message is clear: assessment in higher education, especially as it relates to student learning, is here to stay. As recent as early January, *Time* magazine addresses this very topic at <http://www.time.com/time/nation/article/0,8599,1948175,00.html>

Whether embroiled in the preparation for reaccreditation or not, our profession can and must prove that it is supporting student learning and as a result of this effort, may position ourselves to be in line for precious resources if we continue to conduct research and assess our practices.

The purpose of this section in the *Welcomer* is to illuminate for our members some of the means by which CIVSA members are documenting how they justify the value of their programs and services. As for the USC Visitor Center, each year the staff establishes more than 50 strategic goals (which deal with a variety of topics, everything from the training program of our student guides and their satisfaction in their work to a variety of measures of satisfaction from our college-bound students and their parents), and then we gather information from a myriad of constituents to document our progress toward those goals throughout the year. This information is incorporated into our annual report, is presented to the entire Division of Student Affairs & Academic Support at least twice per year, is widely shared with our student workers and campus partners, and is a major document that we utilize every budget cycle. Our progress is monitored each month during a regular staff meeting so that

programs and services can be adjusted and/or eliminated as appropriate. The most recent example of how this 10-year comparative data has served the Center is through our very recent success in securing a portion of the federal stimulus money that was awarded to USC last fall. While time consuming and to be honest at times daunting, collecting data has helped to keep our staff (volunteer students and full-time staff) highly involved in reflecting on how we can work *smarter* because we know we can't be working any harder (sound familiar?). Staff members are also energized as they see our progress and gain a sense of ownership in developing systems to address our shortcomings. There are always shortcomings in every operation, always opportunities to address new challenges and utilize employees in new ways. Simply stated, assessment allows us to utilize staff and resources to the best of our ability and then document how we are supporting the overall mission of the institution.

Kate Steinbach: University of Wisconsin – Milwaukee

Like many, I often break out in a cold sweat when I think about research and assessment. I think I flashback to my graduate school statistics course. While I initially quake in my boots, I know that research and assessment doesn't have to cause dread and that it doesn't always mean elaborate statistical analysis. In reality, we are all doing assessment every day. I gladly leave the big data manipulation tasks for the campus to the staff of our Office of Assessment and Institutional Research, however, here is how I use assessment daily in its simplest, yet still effective, form. Each prospective UWM Panther who takes a campus tour through the Visitor Center is asked to complete a campus visit feedback survey (now online using Qualtrics). This helps me to evaluate our services. By monitoring responses I can learn, fairly quickly, if our reservation and confirmation process needs to be tweaked.

- Are we sending our confirmation packets out too close to the visit date, causing frustrated customers?

- Are the directions to the Visitor Center and parking clear?
- What impression does the tour guide make on the visitor?
- Is there information routinely not being covered that should be included in the pre-tour presentation or tour guide banter?
- Is there an area of campus our guests want to see that we are currently unable to show?

For example, we do not have a residence hall room/suite to show at this time. University Housing used to keep a "show suite" for us to use but has opted in the past few years to give five students living space instead. While I understand this decision given our limited on-campus housing, I receive the largest number of complaints related to not being able to see a "dorm room." My boss and I can use this information when lobbying University Housing and campus administration to get a suite back as part of our tour service.

We track the number of tours and the number of guests by month and year. This comparative data helps explain changes in work flow/project completion by our office staff because I am able to state that in a given month we served "X" more visitors than the previous month or the same month the year before. This also helps to justify changes in staffing levels, pay rates, needs for improved technology, etc.

In the increasingly competitive market for academically-strong high school seniors, tracking whether or not a visitor is more or less likely to apply and/or enroll at UWM as a result of their visit helps justify the existence of a Visitor Center at UW-Milwaukee, staff positions, and programming budgets.

We request feedback from the participants for all of our specialty programs, as well. As with our standard tours, this information helps us re-energize our programs to make sure they are meeting the needs of our customers—both on-campus partners and prospective students and their families. Our largest visit program held each fall is a two-day Open House. By learning how guests learn of the event, we are able to stream-

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line and target the marketing for the event from year to year. By being able to show how many students and guests attend, where they are from (especially as the focus for increasing the number of out-of-state students is gaining momentum), and the likelihood of applying as a result of attending the event has helped us gain the necessary buy-in from campus units to dedicate staff time and department resources to this program year after year.

Megan Schmeusser: Wilmington University

At Wilmington University, we opened our University Information Center just over three years ago. A phone system with both real time and historical statistics has allowed us to assess our performance and make critical staffing decisions to better support our student population. By assessing our busy times on a day-to-day basis and scheduling staff accordingly, we were able to cut our abandoned call rate in half. In 2009, the UIC handled 160,699 phone calls, assisted numerous walk-in students, chatted live over the internet with 1,866 students, and responded to thousands of student emails. Through ongoing assessment of walk-ins, live chats, phone calls and emails, we were able to structure our staff in such a way that approximately 85% of questions that come into the University Information Center are resolved at first point of contact.

Andrew Parrish: University of North Carolina-Chapel Hill

Two-and-a-half years ago, my boss gave me two clear goals. “Andrew, I want you to increase the quality of our student Ambassadors and secondly, increase the number of campus visitors.” Right, boss. Now.... How do I go about doing that?? Well, that’s for another article. I can tell you that I figured I needed to increase the quality of our student group first before I invested too much energy increasing the number of visitors who came to see a product that was not “Carolina-esque.” Two-and-a-half years later, how have I measured my efforts? And, in a broader sense, how am I using assessment to evaluate if what I am doing has any impact on our larger recruitment efforts in our Undergraduate Admissions office?

One way I have measured the quality of our last three incoming Ambassador classes is to measure the number of scholarship students we select. I was very pleased to see in this past year’s class that we had seven Morehead-Cain Scholars (our top scholarship program) when we had only had a total of two in the past three classes. I also tracked how many likely letter recipients I had in my incoming class (which are letters sent out in advance of the actual admit letter to our top admitted students). I noticed 30% of my new Ambassadors had received a likely letter, when the previous high had been 23%. Of course, there are many ways to assess quality, but these were two ways I chose. It’s important to pick a few ways and then be consistent over time.

I haven’t done as good a job with regular assessment of the number of campus visitors who have visited us the last two-and-a-half years. That’s a New Year’s resolution that I forgot to make. I did do a wonderful study in June of 2008 and found that our prospective students who went on a campus tour yielded at a rate of almost 10% more than those who did not. Of course, as our resident institutional researcher points out, those students could be more interested in Carolina to begin with. I wish she wouldn’t have said that. I was starting to feel pretty good about myself. Since we ask all of our visitors to register online and fill out a short questionnaire, we have great data to “mine” and then gauge trends like this. You may have questions you want to ask such as, “How many students that visit are in the top 10% of their high school graduating class?” “What’s the admit rate for students who visit vs. those who don’t visit?” “What percentage of those that visit end up applying?” These are all great questions. Or, a better starting point is just to track the number of visitors who come each year and compare trends. The important thing is that you find some way to assess your efforts. Otherwise, when your boss asks you how you’re doing with those goals he mentioned to you a few years back, you’re not left saying “trust me boss.... I’ve made progress.”

Back to Denise:

We know that many of you are also using assessment to inform current and future practice and to justify the need for additional resources. We invite you to join this dialogue and submit a similar article to the next *Welcomer*. The CIVSA Research & Assessment Com-

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mittee is committed to keeping the topic of assessment in front of the membership and stimulating your thinking on ways you can advance research within the field of information and visitor services.

If you are interested in conducting research or collaborating with a colleague and/or the CIVSA Research & Assessment Committee on a topic that would advance the field of information and visitor services, we offer these ideas to stimulate your thinking further. We also hope that you might consider submitting a research proposal for the 2011 Conference. Look in future editions of the *Welcomer* for proposal deadline information.

Possible Topics in Need of Research

1. Update the 2007 Campus Visit Program Survey
http://www.civsa.org/research/membership_survey.html
2. Conduct a similar survey for campus information programs
3. A study to compare the impact of the campus visit program on admissions yield, possibly by Carnegie Classification
4. A study of the large group visit programs across visitor centers and informational centers. Examples of questions on this topic are as follows: How are large groups accommodated? What is offered for large groups? How is parking handled? Are the groups charged for services rendered and if so, how much? How do you keep underserved populations engaged in the experiences on campus visits? What are the audiences that you cater to?
5. A study of the increasing involvement that visitor centers and informational centers play in collegiate athletic recruitment. Examples of questions on this topic are as follows: What are the demographics of your student workers? What role do they play in athletic recruitment? How are they trained on compliance issues? Does the Athletic Department provide financial assistance for services? What role does the athletic department play in the training?
6. What would you add?????

Denise Wellman
University of South Carolina

Welcome New Members!

Lori Atkinson
Southern Methodist University

Jody Crowe
University of Calgary

Jaime Englehart
Arizona State University

Carmen Hendricks
Case Western Reserve University

John Huegel
Concordia University Wisconsin

Joshua Jones
Murray State University

Mary King
Purdue University

Holly Kiser
Texas Wesleyan University

Barbara Loftus
Rutgers, The State University of New Jersey

Nicholas Missler
Oxford College of Emory University

Chris Payne
The University of British Columbia

Amanda Smith
Murray State University

Tiffany Smith
Texas Wesleyan University

Amy Tavidian
Concordia University Wisconsin

Nicole Wood
North Carolina State University

CIVSA Member Profile

Barb Dallinger, Illinois State University

In a CIVSA communication survey, several members suggested a “get-to-know-other-members” or “get-to-know-the-Board” feature for the newsletter. This is the sixth column in the series; look for more profiles of other members in future issues.

Job Title: Coordinator of Programming; Dean of Students Office

How long have you been in the information/visitor services world? 13 years

When did you join CIVSA? 1997

How many CIVSA conferences have you attended? 11 - (I missed DC and Boston)

What are your major job responsibilities? I'm the coordinator of a unit with three staff and three grad students that oversees Commencement, Welcome Week Activities and the University Program Board student events. I spend my day with a lot of logistical details. Since my early days in CIVSA, our Office of Admissions has taken over the tour guide operation and Shirley McCauley in the Student Center has taken over the InfoCentre (information desk and phone) operations.

What is a typical day like at your job? I seem to spend a great deal of time in meetings! That and working through details of the upcoming events including the necessary contracts and legal issues.

What is your best piece of advice for other CIVSA members (about student training, customer service, unique traditions, your

website, or anything!)? Do whatever you can to instill the love of learning and customer service into your staff. When my staff got excited about finding out the answers to questions they didn't know, the operation was at its best. That excitement transfers into incredible customer service for our guests. Which, in turn, feeds their excitement. Also do your best to make sure they have the tools and information they need to do their job at the highest level. I still tell stories of University history to my staff at staff meetings. Connecting them to our University is so important.

What is the most fun thing that your office does? Everything! My office specializes in fun! Fun is what we do, but I have to admit our annual Foam Party is one of the highlights.

What is your favorite part of working in visitor/information services? Finding that ONE piece of information that someone needed to make their day easier and being able to share it with them. I've carried so much of my visitor and information training and skills into my Commencement planning and Orientation position. Finding answers, helping people and customer service is universal.

How many items are on your current to-do list? It's in a binder - is that a bad thing?? :-)



Foam Party!

Website Updates!

Tools for Our Inquiring Minds

CIVSA members are re-invited to visit the Research tab on the CIVSA website. This tab holds the results of past research projects, information on how to submit scholarly publications to a variety of higher education publications, and a link to a list of valuable articles and research studies. These articles and research studies offer a historical perspective on a variety of topics as well as current research and perspectives.

Thanks to a suggestion from Andrew Parrish, a member of the Research & Assessment Committee, this list of references has just been reorganized into a more user friendly format by specific subject headings. The current headings include:

Ambassadors/Tour Guides

Campus Visits/Tours

College Choice

Enrollment Management/Higher Education

Peer Education/Paraprofessional Experience

Human Behavior/Motivation

Management/Organizational Behavior/Training

Volunteering/Volunteer Motivation

Statistical Methods

Please reintroduce yourself to the CIVSA website, especially the Research tab to take advantage of these valuable tools. If you have an article to add to this list, please email the citation and/or a copy of the article to Denise Wellman at denisew@sc.edu. We welcome involvement from the entire organization as we not only explore our profession but add to the research base.

Denise Wellman

University of South Carolina

And the Winner is...

Dan Seneker from the University of Calgary is the winner of the Membership Drive! Dan is entitled to free registration for the 2010 conference in Lexington, Kentucky. Congratulations, Dan!

A big thanks to the following members who recruited for CIVSA during the membership drive:

Joe Coen (MIT)

Ariadna Coffman (University of Colorado at Colorado Springs)

Elizabeth Downing (University of Maine)

Stacy Fair (North Carolina State University)

Nancy Franco (Yale University)

Thom Golden (Vanderbilt University)

John Huegel (Concordia University Wisconsin)

Holly Kiser (Texas Wesleyan)

Patrick Macaraeg (Saint Mary's College of California)

Jennifer McKenzie (Hendrix College)

Megan Nassau (American University)

Leslie Paulson (Drexel University)

Kate Steinbach (University of Wisconsin-Milwaukee)

Theresa Wiese (Illinois State University)

Linda Winkler Hazelwood (Virginia Tech)

Betty Spengler, CIVSA President

University of Maryland

CIVSA Officers for 2009-2010

President

Betty Spengler
University of Maryland
301 314-7968
spengler@umd.edu

President-Elect

Julian Olivas
Texas Tech University
806 742-1299
julian.olivas@ttu.edu

Secretary

Kevin Kirk
Howard Payne University
325 649-8022
KKirk@hputx.edu

Treasurer

Heather McFarland
Anne Arundel Community College
410 777-1155
Hmcmcfarland@aacc.edu

Director of Communications

Jennifer McGowan
University of Michigan
734 764-2526
mcjen@umich.edu

Past President

Janey Wheeler
Oklahoma City University
405 208-5837
jwheeler@okcu.edu

Region 1 Director

Lea Hanson
Colorado State University
970 491-7044
Lea.Hanson@ColoState.edu

Region 2 Director

Jennifer McLendon
University of North Texas
940 369-8504
jennifer.mclendon@unt.edu

Region 3 Director

Amber Campbell
University of Kentucky
859 257-3107
amber.campbell@uky.edu

Region 4 Director

Josh Fein
New York University
212 998-4535
joshua.fein@nyu.edu

Have a question for the Board?
E-mail us at exec@civsa.org