Newsletter - Winter 2007

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PRESIDENT'S MESSAGE

Happy New Year! I hope you all enjoyed a wonderful holiday season.
By Sheri Papay, Midwest ACE President and Assistant Vice President, University Relations, National City Corporation

As we begin looking forward to a great 2007, I would to take a moment to look back in time and thank Ellen Barkowiak, Lake Forest College, and Amy Maxwell, Enterprise Rent-a-Car, our co-chairs for the recent Trends Conference held in November 2006. These two individuals, along with their conference committee, spent a tremendous amount of time to ensure this event was a success. Phil Gardner, Michigan State University once again did a phenomenal job sharing the *Trends in Recruiting* information. This year we also added a question and answer session for Phil which allowed all our attendees to ask any questions they may have had with regards to his presentation. For those of you who were unable to join us, there are a number of articles in this newsletter sharing highlights from the conference.

I had the pleasure this past October to spend a few days in our Midwest ACE headquarters in Des Moines, Iowa with Teresa Alewel, Ellen Anderson, Ray Angle and Herb Harmison looking through boxes of our Midwest ACE history. It was so fascinating to take a walk back through the past 50 years. At first, we thought what a daunting task, but I have to admit it was time well spent – viewing the first board reports, photos, etc. The history on how we came to be such a great association was truly the result of a very dedicated group of individuals.

As we continue on into 2007, one of our on-going initiatives is to maintain and increase our membership. We are always looking at ways to add value for our members and ensure they feel their membership is valuable. As you are networking, please keep in mind our association and recommend it to others. We are always eager to add new members.

Just around the corner, we have our annual conference being held in Indianapolis, on July 30th – August 2nd and the conference committee has some great things planned for us. I am excited to share that Jean Paterson, S. Illinois University-Edwardsville and Anne Voller, Federated Department Stores, have agreed to be our Co-Chairs for the St. Louis Conference in 2008. If you are interested in becoming part of their conference committee, I would encourage you to reach out to them. Becoming involved in Midwest ACE is one of the best ways to gain the most value out of your membership. If a conference committee role is a little more time than you would like to commit, please consider joining one of our committees – Diversity Advancement, Experiential Education, Honors and Recognition, New Member/First Timer, Professional Development, Publications Advisory, Research, Evaluation and Trends. You can learn more about our committees or join one through our website (www.mwace.org). The committees meet twice per year – at the annual conference and at the trends conference.

Please keep your eyes open for our election ballot to arrive. We have a great group of members who have offered to run for positions on the Executive Board and Assembly. I would encourage you to take a few minutes to review their bios and make your selection.

I wish you all a very happy and healthy 2007!!

TRENDS HIGHLIGHTS

Recruiting Trends 2006-2007 - Executive Summary

By Dr. Phil Gardner, Research Director, Collegiate Employment Research Institute, Michigan State University

College students who plan on entering the labor market can expect to see more job opportunities in the spring of 2007, according to information supplied by 864 companies and organizations to this year's Recruiting Trends Report. After two years of double digit growth, the expansion will slow to a modest 4% to 6%. Two opposing factors appear to be colliding in this market.

- **Employers who are aggressively hiring in anticipation of pending retirements.** This employer base is comprised mainly of large organizations in the manufacturing, utilities, retail, and professional services sectors of the economy. Joining them are small (less than 60 employees) entrepreneurial firms focused on engineering design, computer applications, and research.

- **Employers who are cutting back on hiring as the economy slows.** Two power houses in adding jobs over the past three years are sharply reducing their hiring – construction and retail. As a result, other industries associated with these sectors are also cutting back. Job losses in the manufacturing sector, while still declining, appear to have bottomed out.

MBA's will witness a much brighter year. After two year of sluggish growth, MBA hiring is expected to expand by 8% to 10%.

This year marks a return to a traditional, professional major base in recruiting. Many employers are seeking professionally trained graduates from business, engineering, and computer science. Plenty of opportunities exist for other academic majors as well. Some employers continue to seek graduates from any academic major, while others are specifically seeking communication, environmental science, social services, psychology and chemistry majors, to list a few.

Interesting factoids from this year's report:

- Companies that have definite plans to hire this year are poised to expand opportunities by 8%.
- Companies that currently have preliminary hiring objectives or are still uncertain will likely reduce hiring by 6% and 35% respectively.
- Among the 281 employers that indicated an intention to increase hiring, a 43% expansion is projected. Companies that are likely to reduce hiring (285) are projected to decrease opportunities by 26%.
- Sales and marketing continue to be the key positions employers plan to fill. Other demanded functions include:
    - Accounting
    - Management Training
    - Administration Services
    - Business Services
    - Design Engineers

- These economic sectors will be expanding their hiring:
    - Defense Related Industries
    - Utilities
    - Transportation; railroad, freight & delivery services.
    - Electronics
    - Food Manufacturing
    - Medical Devices
    - Food & Lodging

- Academic majors in highest demand:
    - All Business Majors
    - Accounting
    - Marketing
    - Finance
    - Electrical Engineering
    - Mechanical Engineering
    - Civil Engineering
    - Computer Services
    - Nursing

- Salary increases will be relatively modest. Approximately 45% of respondents do not expect to increase salaries this year. Overall salaries are expected to increase 2% to 3%.

- A major factor determining whether a recent college hire will be promoted or given new assignment is **"Showing Initiative."**
- Some employers indicated a **preference for more experienced hires** to fill staffing needs over new college graduates **due to generational factors**.
- **Parental involvement** is an emerging trend in the job search and hiring processes.

Feel free contact us with any questions regarding this report. Media requests can be made either to MSU's Public Relations staff or contact Jennifer Leedy at *leedyj@msu.edu.*

Interpreting & Sharing the Numbers

I Have My Recruiting Trends Report, Now What Do I Do With It?

By John Scanlan, Assistant Director, Career Services Center, Cleveland State University

When you return from the Trends Conference, does your Trends Report start off as a top priority but is soon buried under the detritus of your everyday job? Do you unearth it some months later and then stick it on a shelf?

Steve Kravinski, Director of the College of Liberal Arts and Sciences Office of Career Services at Iowa State University and Kelly Bishop, Executive Director of The Career Services Network at Michigan State University offered some ideas on putting this new found data to work for both employers and career services offices. After all, you return from the conference with data that no one else has on your campus or in your company. You are now the expert on recruiting trends.

You can use the information found in the report in:

- your web pages
- staff training
- your counseling sessions with students
- email marketing campaigns

Enterprising people may also issue press releases about the report, and call various media outlets to serve as the local expert for radio, TV and newspapers. Remember to include student media, trade papers and the local Rotary Club or Chamber of Commerce.

Use the report to provide relevant data for publication in newsletters published by student affairs or campus-wide papers. Enhance your own annual report by using the information for comparative purposes.

Kravinski reported that Iowa State University surveys local employers by means of a short email or fax survey to gauge hiring trends in the regional market. This data is then presented to a group of faculty and academic advisors at a luncheon provided by the career services office. He takes this opportunity to showcase his services to the people who have the most frequent contact with students.

Bishop discussed the value of the report for employers, including discovering best practices and learning what their peers are seeing in recruiting. Another important piece of information to be gleaned from the report is that of salary data. This is very useful for employers for benchmarking their own salary schedules. The numbers presented in the report are invaluable for data-driven organizations.

According to Bishop, career services offices should use the report to demonstrate to employers the value of working with campus offices. They should be proactive in using the data in their programming, showing that career services knows what is going on in the wider world. In addition, Employer Advisory Boards could be interested in the report's findings.

The audience chipped in several excellent ideas, including using the report:

- at Society of Human Resources (SHRM) meeting
- in career services classes where students can learn about employers' perceptions of new graduates
- in presentations to prospective students, as a marketing tool for the college
- for high school guidance counselors in advising college bound graduates, thus heightening the "expert" reputation of career services in the community.

Thus, the Trends Report can enhance the credibility of career services offices on campus and in the wider community, and at the same time, provide invaluable information on hiring practices and salaries to employers. So be sure to put yours to work and don't let the demands of your job push it to the background.

FEATURED ARTICLES

NACE Reports at Midwest ACE

Experiential Education 2006: NACE Benchmarks & Trends

By Sharon Jennings, Career Development Coordinator, Office of Career Services, Central Missouri State University

During the August 2006 Midwest ACE annual conference, NACE's executive director Marilyn Mackes reviewed the latest benchmarks and trends in experiential education resulting from their annual survey (dated May 2006). Extracted from the report are the following highlights and trends from their pool of responding employers:

- 83.8 % reported having internship programs available for students; 41.9% have co-op programs.
- 75.9 % of employers with internship programs report that the focus of their internship program is to feed their college recruiting program (lesser focus primarily by government/nonprofit employers); 73.4 % of the co-op program focus is to feed college recruiting.
- Employers with internships and co-ops measure the success of the efforts based on conversion rates, management satisfaction, student satisfaction and retention rates.
- Only 17.8 % of respondents offer internships in other countries with manufacturers most likely to do so.
- Only 15.5% of employers target international students studying in the U.S. to take part in their internship programs.
- The accounting industry offers the most internships per employer and it is projected to increase over the next year.
- Respondents cited attending career fairs and building relationships with faculty contacts as the most effective methods used for recruiting interns and co-ops.
- Employers report an average of 20.8 days elapse between the interview and when offers/declines are made to candidates although responses ranged from 1 day to 120 days.

- Employers provide candidates an average of 13.8 days to accept or decline offers although responses ranged from 1 day to 90 days.
- Employers extended offers to 72.6 % of their interns this year (only 52.3% the previous year); the increase is linked to increased hiring needs.
- Internship and co-ops provided 30% of the new college hires (25% is considered an effective recruiting tool).
- Employers report that 84.4% of the college hires from the internship/co-op programs are retained—much higher than other new college hires. In addition, 82.9% of their new college hires that did an internship/co-op with another organization are retained at a higher rate than those that lack that experience.
- Employers report 80% of student interns were paid but did not receive academic credit for their experience while 86% of co-op students get paid as well as receive academic credit.
- Overall, salaries to interns and co-op students were up taking advantage of the good job market. Salaries are determined in part by the student's year of study and whether or not the student is a "returning" student.
- Employers (32.8% of them) reported that higher salaries are offered to interns and co-ops they convert from their programs than they offer to other new college hires. Overall, 46.2% offer higher salaries to incoming college hires with internship/co-op experience gained anywhere than they offer to new college hires who lack such experience.
- Regarding benefits, 77.9% of intern students and 82.8% of co-op students have some sort of benefits provided by the employer. The manufacturing industry was most likely to provide such benefits. The most common benefits included planned activities, paid holidays, and relocation assistance.

In Summary:

- Employers are identifying the appropriate candidates for internships and co-ops and are able to convert and retain those candidates.
- Employers have responded to the competitive job market by offering higher salaries and more benefits to internship and co-op candidates.
- The "high touch" method of recruiting is the best method for effectively recruiting interns and co-op students. The top three methods for recruiting these candidates are career fairs, faculty contacts, and offering information sessions.

Connecting with Gen W

Podcasting: A Cutting-Edge Recruiting Tool to Catch Job-Hunting Students

By Jill Wesley, Director of Career Services, Distance Education, Indiana Business College

Recruiters and career services professionals alike are always searching for new, preferably easy and inexpensive, ways to reach students. When visiting campuses around the country Steven Rothberg, President and Founder of CollegeRecruiter.com, noticed that almost every student he encountered seemed to have sprouted a set of white earphones, indicative of a very close relationship with their iPod or other mp3 player. Based on this observation he decided that podcasting, with its low –cost and ease of recording, would be an ideal vehicle for sharing information with the members of "Generation W" (wired). The truth in his predication has been supported by the popularity of the podcasts on the CollegeRecruiter.com website. During his Midwest ACE Cleveland conference presentation, Mr. Rothberg instructed the audience on how they too could become experts in the art of podcasting.

For those who are unfamiliar with podcasts, they are multimedia files, usually audio and/or video, that are distributed over the Internet. They can be viewed or listened to on a computer or downloaded to an iPod. For those who are interested in experiencing an actual podcast before attempting to create any of their own or would like to find existing content to share with students, stop by CollegeRecruiter.com or peruse the latest offerings the iTunes section of the Apple website *(www.apple.com/itunes/)*.

Given that the first podcast occurred only in 2001, it was a Grateful Dead song included in a blog by Dave Winer, a lack of familiarity with podcasts would not be surprising. However, the growth in the podcast audience has been significant – in the past four years, over six million people have listened to at least one, creating enough of a buzz that “podcast” was named American Oxford Dictionary’s word of the year.

Originally, many producers of podcasts had the idea to “broadcast” a 30 to 60 minute show that listeners could then download and listen to while exercising, driving, etc. The current trend is toward a short burst of information, around two minutes in length. For those interested in creating their own podcasts, they should think of their creations less as a radio-type show and more like a voicemail – short and detailed.

For those interested in being the stars of their own podcast creations, Mr. Rothberg told the audience that creating a podcast is simple. The only requirements are a unidirectional, dynamic-type microphone, which would cost around $25, and the ability to record and save to an .mp3 file. Developers should also know how to create an RSS file, which holds instructions for sending the file to a user when the software requests it and allows Google to know that the file exists. The next step is to upload the RSS “feed” (RSS will also be discussed further below) and .mp3 file. Mr. Rothberg assured the audience that the coding for all these steps is fairly straightforward and can be “borrowed” from another site, such as CollegeRecruiter.com. The last step is to validate that the file has written correctly. For technical resources, such as how far to be from the microphone when recording, the presenter suggested *www.podcasting.com*, *www.timescapemedia.com*, *www.worthingpathways.com*, *www.apple.com*, *http://audacity.sourceforge.net*, and “Podcasting and VODcasting: A Whitepaper,” IAS Services, U of Missouri, by P. Meng 2005.

In addition to his technical tips, Mr. Rothberg gave the audience members some practical advice. He shared that when podcasts were first being created, many employed professional voices to increase the perceived quality of the recording by the user. However, the trend today is toward a more conversational style of using one’s own voice to share more personal experiences and knowledge. To this end, Mr. Rothberg encouraged the audience to focus more on the quality of the message, make it insightful and timely, rather than on the quality of the sound. When recording your own podcasts, think more in terms of what you would share on a voicemail if a student were to ask “What should I put in my résumé’s objective statement” rather than on creating a radio show. Remember, listeners are more likely to return if you share great information at a lower quality than a podcast with great sound quality, but a boring message.

If you do take the leap and decide to create your own podcast, you may wonder “is there anybody out there?” At the moment, according to Mr. Rothberg, there are not many podcasts focused on career search topics, which would, hopefully, mean more attention to your effort on the subject. To increase the likelihood that your podcast will find its audience it is important to create high quality content frequently and regularly. Next, list your podcast on directories, (podcast.com); add it to search engines (Google, Google Video). Also, when you do post your .mp3 file for Google to find, make sure that it is on a publicly accessible area of the website. If it is in a password protected area, Google and other search engines will not be able to access the file. Other suggestions from Mr. Rothberg included asking listeners to refer their friends, request that they email the link or file out if possible, and promote it in newsletters and other forms of advertising.

As they share some similarities with podcasts, Mr. Rothberg touched on the subject of blogs as a means of distributing information to an audience. A blog is basically a “weblog” or on online, frequently updated journal. In it the writer attempts to share something about his or her life or an observation on a particular topic. According to Mr. Rothberg, blogs have evolved from “this is what happened to me today” to “this is what I learned today.” Often there is an opportunity at the end of blog for readers to share their thoughts on what has been discussed. Examples of blogs can be found on the CollegeRecruiter.com website (under the podcast section) or try Googling “blog” and your favorite subject - “career,” “engineering,” or “kitties” – whatever strikes your fancy!

Podcasts and blogs have both experienced exploding popularity, making it more and more time-consuming to keep up with new entries on your subjects of interest. However, as Mr. Rothberg shared, there is another tool, RSS Readers, that will help to make this process easier. An RSS (Really Simple Syndication) Reader allows the user to set up a personalized webpage that includes the headlines from the RSS enabled webpages that s/he has selected. These days, many are and you can find the RSS link for your favorite website by looking for an RSS button on the homepage. To keep track of your RSS feeds Google allows a “personalized home” (link on the upper right side) that is an RSS Reader. MyYahoo is another example of an easy to configure RSS Reader. Once revolutionary, RSS technology is now becoming mainstream technology. Mr. Rothberg encouraged all in the audience who had not yet set-up their own account to experiment with a reader.

Given the popularity of iPod’s with today’s students and the ease of creating a podcast, the medium represents a whole new, exciting frontier for interacting with students. If you decide to dive into the podcast pool, remember keep it short and put it on Google to share with the rest of the Midwest ACE membership!

Millennial Manpower

Best Practices for Recruiting Today’s Students

By Nell Madigan, Assistant Director, Institute of Labor and Industrial Relations, University of Illinois at Urbana-Champaign

The Millennial Generation (or Generation Y) has been the topic of conversation in countless conference workshops for recruiting and placement professionals recently. At the Midwest ACE Trends conference in November, Jeff Beavers, Manager of Campus Relations, GE Corporate, presented ways to use your knowledge and understanding of Millennials to effectively recruit them as top new hires for your organization. There are numerous ways that you can tailor your new hire assignments and recruiting strategies to attract this young and talented group.

With respect to job assignments, the key is to convey to candidates that your organization offers rich experiences that allow them to immediately have an impact in the workplace. Showcase past new hire projects, demonstrating the immediate responsibility that they are given on the job. Start assignments with short attainable goals and project ownership. Highlight professional development opportunities that are available in addition to the workplace projects. This would include everything from tuition reimbursement programs, continuing education opportunities and quarterly evaluations that allow new employees to develop their workplace competencies. Finally, the opportunity for global assignments and exposure will put you over the top.

Special attention should be given to the flexibility and location of roles within your organization. College students are making career decisions that will allow them to be close to their support networks, so show the transportation options to and from your locations that will allow them to reach their support networks with ease. Showing career roadmaps with possible future locations of progressing jobs and giving clear policies on accruing and using flex time and technology for remote work are also necessities.

Demonstrating that your organization is a great place to become part of a community and build productive relationships should be your goal, and that should start right from the time that you begin your recruiting. Having responsive and personal communications with each candidate you approach will start you on this path. Examples of how your assignments promote teamwork and collaboration with the opportunity for mentoring at every level should put the final pieces of the puzzle in place.

Beyond your assignments, put a lot of thought into tailoring your recruiting process. Your recruiting program should make the experience …

Experiential – let your candidates sample your products, see your technology and participate in on-site visits that give them hands-on exposure to your products or clients.

Interactive – provide trivia or polls on your Web site, have games or contests in your information sessions and sponsor case competitions in the classroom.

Informal – host open houses and receptions on campus with only very short formal presentations, encourage business casual dress wherever possible, and look into hosting virtual information sessions to provide another information source.

Personal – at interviews, provide greeters from Generation Y to answer candidate questions and put them at ease. Sending personal emails and care packages on campus, and providing detailed information on your recruiting process helps to ease candidate anxiety. Personalizing candidate site visits by providing a nameplate for their potential office is an outstanding extra touch.

Techno-savvy – more and more organizations are catching students' eyes by placing advertisements on popular internet sites such as Facebook. Instant messaging services provide an excellent way for candidates to chat real-time with current employees within your organization about your culture and assignments.

Finally, for recruiters who are recruiting undergraduates, parents are a growing concern. Rather than worry about the famous "helicopter parents," why not provide them with detailed information about what your company can offer their children as new hires? More and more organizations have started information sessions for parents to sell their company as an employment option. It may be that the more information and involvement the parents have up-front, the more they will feel comfortable stepping back and allowing their student to make career decisions with your organization!

Legal and Service Issues

Assisting Returning Veterans

By Jill Wesley, Director of Career Services, Distance Education, Indiana Business College

The ongoing conflicts in Iraq and Afghanistan have meant an increase in the number of veterans seeking assistance with the transition from military service back to life as a civilian. To help employers and career services personnel understand more of the legal issues surrounding this transition as well as what career development resources are available to those in the military, Michael Holub, Public Affairs Representative for the Illinois Committee for Employer Support of the Guard and Reserve, and Donn Merritt, Life Skills Educator Master Sergeant United States Air Force (Retired) presented “Returning Veterans: Rights and Responsibilities a Perspective for Employers and Career Centers” during this year’s Trends in Recruiting Conference.

In his role as a Public Affairs Representative, Michael A. Holub works with employers to help them understand how they can support employees who choose to participate in the guard and reserve as well as their legal obligations when one of these employees is called for active duty. According to Mr. Holub, over half of those currently serving overseas are from the Guard and Reserve (in contrast to 11% during Vietnam) and that, thankfully, most employers today seem to understand how to support leaving and returning soldiers.

He shared that there were 4,200 volunteers, such as himself, working with the 55 Employer Support of the Guard and Reserve (ESGR) committees around the county. Headquartered in Arlington, VA, the ESGR is a Department of Defense organization and is supervised by the Assistant Secretary of Defense for Reserve Affairs. The 4,200 volunteers provide support for the 1.2M Guard and Reserve personnel, including the 1,562 individuals from Illinois who have been mobilized.

In his role with ESGR, Mr. Holub takes part in a variety of activities including: conducting “briefings with the boss” during which he will explain the processes, duties and laws related to employee military services to managers; participating in “boss-lifts” or trips for employers to the Pentagon; holding employer outreach events, such as picnics; providing fact sheets and brochures; and creating award and recognition programs. For these, he will visit an organization, in any industry, to recognize the leadership for their exemplary support of the active duty service members in their employ. He has also hosted a four-hour open house for a recently returned veteran who had served in Iraq. Mr. Holub found that there was a lot of interest among local organizations in speaking to the veteran and decided to hold the open house to make it easier for the veteran to speak with members of the community. Mr. Holub added that additional information regarding ESGR resources in available on its website at *www.esgr.mil*.

When speaking with employers, Mr. Holub is often called upon to explain the Uniformed Service Employment and Reemployment Rights Act (USERRA). The protections available to Guard and Reserve members under the law include:

- Prohibiting discrimination again employees because of Guard/Reserve service
- Continuing access to company benefits, including participation in company retirement or profit sharing plan
- Granting leave of absence to soldier whether duty is voluntary or involuntary
- Ensuring return to same or similar job, including granting seniority, same pay, rate, and benefits.

However, not all of the responsibility lies with the employer. The National Guard or reserve member must be sure to notify his or her employer of the pending activation, provide all related documentation, and return to the employer in a timely manner after the conclusion of his or her activation.

Mr. Holub also touched on the new “Helmets to Hardhats” *(http://helmetstohardhats.org/)* program, which is designed to open a pipeline between military services and America’s building and construction trades. He noted this program was initiated because veterans are attractive recruiting targets for employers because of the reasons listed below:

- 60% of those leaving military are married with children and don’t want fanfare, instead they want jobs to help them build a future
- 99% graduated from high school
- They are already skilled and have been trained in how to learn
- They are dependable, trained in leadership – especially how to work in diverse teams
- They understand a chain of command

Donn Merritt, a Life Skills Educator, began his part of the presentation by listing the “Top 10 fears that Service Members Have About Transition.” He shared that moving from the military, an environment in which many decisions, such as housing and medical care, have already been made for the enlisted individual to the relative chaos of civilian life can be overwhelming for many. Some soldiers will choose to re-enlist rather than face the difficult transition. According to Mr. Merritt, the top fears of transitioning service members include:

1. That there is only one chance to get it right and confirm to employer that they did not make a mistake selecting you.
2. Of coming on too strong in the workplace by being too structured and militaristic. Military folks have a tendency to come in and take charge, which can be perceived as aggressive and arrogant.
3. Of taking too long to get back to their level of comfort. While they were in the military they were respected for knowledge and expertise
4. Of falling too far – from senior management to middle management to entry level. Some feel that they can’t come right out of the service and go into equivalent level. They also aren’t worried that no one knows them in their chosen civilian field.
5. Of rejection, which occurs when they are not selected at the first interview or for the job that they really want.
6. Of age. Having internalized a societal message that younger is better, many wonder “How can I compete with a 22 year old with a degree?” They often have to be assured that they have the skills and can hit ground running.
7. Of correct decision making – which healthcare plan, school, neighborhood, etc. is the right one? Many of these types of decisions are made for them when they are in the service.
8. Of financial discomfort – They are often are concerned that they won’t have the income to afford the lifestyle to which they have become accustomed. They have concentrated on their serving country and didn’t get degree. They worry if they have skills necessary to earn an adequate income.
9. Of lack of association. Once they leave the military they fear that they will lose touch with their support network and familiar peers.
10. Of retirement/separation – Many separating service members wonder “where to I go from here?” or “Who do I hang around with?”

When advising transiting service members who voice the above fears, Mr. Merritt tells the service member "if you aren't ready to go, don't go!" However, if they do feel that they are ready to make the transition, he wants to make sure that they are aware of the resources, such as Fleet and Family Support Centers, that will help them with the transition. Mr. Merritt shared that the mission of the Centers are to support fleet operational readiness by providing programs which respond to personal and/or family needs within the military lifestyle. The goal of the Centers is to help take care of families so that service members can concentrate on their jobs. Related services are available 24/7 and include help with relocation, counseling, healthy families.

Mr. Merritt also discussed the Transition Assistance Program (TAP), which provides individual career counseling to those making the transition from military to civilian life. The TAP workshops consist of 4 ½ days class and include:

- Resume writing
- Dress for success
- Job search strategies and techniques
- Training/career guidance
- Veteran benefits
- Job Fairs
- Resources for research
- Employment preparation skills

It is mandatory for marines to attend TAP, but other branches of the service need to be told of the program and encouraged to attend. Many service people don't know about the TAP – Mr. Merritt stated that he often sees people 10 days before leave military because they were unaware of the services that his office provides. All military personnel are eligible to attend the TAP two years before their retirement from the military and, ideally, will attend six to nine months ahead of their transition. Mr. Merritt noted that spouses, who are also considered to be in transition, are eligible to attend as well. Further information on career related resources geared at those separating from the military can be found at *www.dodtransportal.org*.

Research, Attitude and The Ask

Job Negotiation for Women

By Kathleen Brinkmann, University of Illinois, Urbana, Biotechnology Career Services Director

What is the result of accepting a job offer without negotiating? Plenty! Not bargaining can result in a life long pay gap. The U.S. Department of Labor reports that in 2005, women were paid $0.81 to every $1.00 that men earned. According to presenters Amanda Nell of University of Missouri-Columbia and Anne Skinner of Rockhurst University, only 7% of women ask for more money before accepting a job in contrast to 57 % of men in similar circumstances resulting in an average of $4,000 difference in starting pay.

Nell and Skinner addressed the issues of understanding the importance of and the basics of job offer negotiations for women as well as methods for encouraging and teaching students to negotiate. They started the workshop off with break-out discussion groups that addressed a list of questions about negotiating, approaches to negotiating, and feelings toward the process.

The presenters outlined three steps in the process; evaluation, negotiation, and acceptance. In the evaluation process, one must research to determine one's worth on the job market and figure out one's financial needs. It is important to know as much as possible about the job, the salary and benefits including non-monetary items. To find out about the local job forecast, one can search online by typing your state name together with LMI. For example, google "IllinoisLMI" to learn about specific area job projections.

The next step is negotiating. Nell and Skinner recommend that the job candidate base their requests on their research and facts, be aware of their needs and the employer's, understand the dynamics of negotiating, use positive specific language and to be creative in finding a solution. The negotiating conversation requires careful consideration of one's body language and choice of words. The successful negotiator will express a positive attitude toward the company and the offer as well as a willingness to work with the employer towards a mutually-beneficial solution. Tips for employers included preparing fair offers based on market research, preparing for potential negotiations, and providing the candidate with as much accurate information as possible.

The final step in the process is accepting the job offer. The presenters recommend that the job candidate get the offer in writing, accept it when you are sure that this is the job you want, do not renege on an offer, tell other potential employers of your decision, and always be polite. Nell and Skinner advised Career Services counselors to educate students on the process thus empowering them to negotiate. They said, "Women who negotiate their salary earn $1 million more during their careers than women who don't."

Panel Discussion

Employer Advisory Boards

By Jill Wesley, Indiana Business College, Director of Career Services – Distance Learning

Employer advisory boards can be a great tool for helping both employers and career services personnel to improve the level of service that they provide to their individual stakeholders groups. However, figuring out how many members your board should have, which industries should be represented, how often to meet, and deciding what to talk about can be time consuming. To help employer and career services members decide if joining or establishing an advisory board was the right thing for them and to help them navigate the challenges of setting up a board, the Fall 2006 Trends in Recruiting conference featured a panel of employer advisory board members and career services personnel with experience in establishing boards. Panel participants included: Ryan Brechbill, Denison University; Drew Butts, Enterprise Rent-A-Car; Aisha Ghori, DePaul University; Jane Linnenburger, Bradley University; and Brian Zemach, LaSalle Bank Corporation.

The panel fielded questions from moderator Dianne Siekmann, Associate Director for Employer Services, Northwestern University, as well as from the audience.

How long have you had an advisory board, when was it created, what lead to its creation?

Jane: Bradley's employer board was established in 1983. It consists of 18-22 members, representing various employer groups, including education, government, accounting, and manufacturing. It is important to have a purpose statement for the board – to gain feedback from employer constituents about the quality of services, to identify new services, and to remain cutting edge

Aisha: DePaul's is about 3 years old. We created it because we wanted feedback and insight from recruiting employers. Our board consists of 25-30 members, some in corporate, non-profit, education, and government.

Ryan: Denison's started with 4 employer members and has grown to 9. It was created as a link to enhance our relationship with employers and to share how to better connect them with students.

How many boards/panels have you participated in, why did you serve, what are expectations of university?

Drew: At Enterprise, we have a decentralized recruiting structure, which is centered on major metropolitan areas. We want ROI and prefer to spend time where we are going to get students. Advisory boards are a great way to share ideas and the best way to get in front of the best students and see if they match with our needs. In Chicago, I looked at different boards, if it made sense to join and I did. I have served on three boards and there are eight other Enterprise recruiters in Chicago.

Brian: I serve on 3 boards and have been on Bradley's for seven or eight years. I joined the DePaul and Illinois Small College Placement boards more recently. I decided to join because Jane called and invited me, and I had a desire to learn more about some of our external clients that I hadn't had an opportunity to recruit with for a while. Once I understood that the board process it was easy to step into additional boards. The expectations are fairly complex and there is a lot that you get involved with. I expect a symbiotic relationship, a give and a get, the school benefits from participation, but good information flows from both sides.

Our school no longer has an advisory board – there were problems finding a time to meeting. What time works best?

B: It depends on the environment of that the school is in. Is it a city school or a commuter school? Where are the board members located? All boards are different and go about deciding on a meeting time in different ways. At Bradley the meeting is arranged around other on-campus activities and board members are coming from a distance so it is a whole-day event. I come from Chicago, but it is a full-day commitment. DePaul is in Chicagoland area and DePaul attaches the advisory board meeting to large spring presentation for broad range of recruiters. However, the fact of the matter is that you are not going to get everyone at every meeting, but try for a critical mass, at least 50% membership attending consistently, and you will still get value from the meeting.

How often are your meetings?

J: At Bradley we meet twice a year. Try to plan a year out to get on calendars, ask the company to send another representative from their area if the main contact can't come. Some members have never missed a meeting. Sheri Papay flies in from Cleveland. We start at 10:30 to allow for travel. The board members liked Fridays for awhile, but the rush hour traffic was tough so we switched to Thursdays. We are going to partner with the business school for our next meeting. Their advisory board comes in on Sunday for dinner and then meets on Monday.

D: If the board members are local and it is a commuter campus, let the employers pick date, time, and location. It may often be held at employer site, which can become a competition to see who will host next.

R: We meet once a year, a full day in August; all but one of the board members are local.

A: We meet twice a year. In December it is a two hour luncheon meeting and in June we ask for a half-day commitment.

Are faculty members on your boards as well?
R: Yes, business faculty because they conduct organizational case studies throughout the summer

A: We invite faculty but they are not an official part of the meeting. At the December meeting there are usually a small number of faculty members, in June there are more and we also invite members of student organizations

Comment from the audience -
We have an advisory board at Iowa state. We scheduled our meeting for the morning of career fair and that seemed to work. However, we started moving the dates of the career fair around and another office had an advisory board meeting that conflicted for some of the employers. We also held it on homecoming because many of our board members are alumni. We held a tailgate and provided free tickets to the football game. It became a festive event, no one felt stressed out, and most had never been to one of the games.

Do you have themes for meetings?
D: As an employer, topics are usually set by the college and we get an agenda ahead of time.

J: We talk about the job outlook – share hiring plans, including what the employers are willing to offer to interns. Sometimes the Associate Provost or other university official will present. Perhaps the advancement office will talk about the building campaign, and the future of Bradley. Staff will put hot topics in a folder and they will be pulled later for use in creating the agenda.

A: We will create an agenda based on topic areas or current events – what we are facing in terms of a challenge or struggle so that we can use what is discussed at the advisory board meeting to implement a policy or procedure.

R: We will create half of an agenda and leave the other half open. We have had students in to the meeting to talk about Facebook.

Do any of you use employer input on internal career services issues?
A: We were able to return to the board to talk about on-campus recruiting and have also had the board members deliver workshops, offer timelines, and guidelines.

R: We let them destroy our handouts on resume preparation and interviewing skills.

J: That is one of the main goals of the meeting, to help us evaluate what we do. We were thinking about holding a separate sales job fair and we discussed it with our board. They responded that they already had enough fairs to attend and would rather do something with a current fair. We got feedback on tents at career fairs and are not using them anymore.

B: One advantage for the school is the leverage that you can get from your board. In addition to recruiting at your school, I am going to 100 campuses around the country. I can bring the experience of what I am seeing around the country and how offices around the country are coping with things.

J: Try to have half of the agenda items be things that will be helpful to employer members in doing own work. That will add more value to their participation.

Are there any advantages or disadvantages to having alumni on the board?
A: We do track alumni participation, but haven't seen an advantage or disadvantage. They might have more of a connection to the school, but there is not much of a distinction

D: Business advisory boards tend to lean more toward alumni.

J: I can't say that alumni are more committed, but they do bring enthusiasm. They are a target but not a goal.

As an employer member of the panel, what are your expectations of special privileges? Fee waived for career fair?
D: Make sure that participation helps with the recruiter's own work with students. The ROI is in getting feedback on what we can do better, creative and innovative ideas on how to get in touch with students, a better idea of who the employer is, and create a recognizable brand for students that will help to get folks to come on board. The advisory board is a team, we share successes, talk about where are we, where we want to go, and what the steps are to get there. We look for tools to help us drive performance – I just attended board meeting here is what we should implement.

B: I think there are expectations, not expectations of privileges. I find myself writing more checks not fewer. We are in the relationship building business and the advantage, privilege, is a lot of in-depth information on students, curriculum, what going on in the school, and access. If we are well known to the career office, when they are looking for a speaker or a sponsor, we have the first opportunity to step up. We also have more access to students because the career offices have a better understanding of our business. We have the opportunity to deliver information on hiring profiles, but we don't ask for anything to be waived.

D: We look for access – being notified of interview dates, preferred partner opportunities, and better visibility at career fair (close to door). We are looking for little things that we can do to highlight or showcase our opportunities. We definitely appreciate that as employers.

Any expectation of financial support?
A and R: No

B: No quid pro quo.

J: No expectation, but opportunities are presented to the board. Only board members can sponsor an interview room. We partnered with the employer advisory board to plan the etiquette dinner and only the advisory board the opportunity to sponsor.

How do you go about deciding who will be on board? How to grow board? Balance of industries?

R: Our board was created through a survey of employers who had participated in recruiting. We sent them information if they indicated that they were interested. By chance we have a diverse group

J: We collect names throughout the year and at Midwest ACE events. We also share information about Midwest ACE with the board members. Every two years, we nominate new members. The high turnover in HR/recruiting can make consistency difficult. If there is turnover we try to have a replacement from the same organization come on board. We give our list of nominees to the President, noting if there are any alumni. He approves the list and the Associate Provost for Student Affairs makes the calls to extend the invitation. We have already heard from the nominee that they are interested. The President will then send a formal invitation letter out. I will let the new members know the date for a training session.

A: We sent invitations to those organizations that were active on campus. We are also exploring setting goals for board composition, such as trying to have one person from an organization rather than multiple. We also might try to have managers in key areas.

Do you have a wish list of companies?
A: Yes, have just done that

Has the list proven successful?
A: Yes, target organizations have accepted invitations for the December meeting.

D: During the selection process, remember that you are choosing a person, not company.

J: You might get someone on the board that you don't want. That person may then dominate the discussion and you won't be able to get him or her off. It is good to know a potential board member in advance and have worked with him or her in one way or another. Then it is easier to tell if he or she will fit in. If you couldn't get return call from the individual you are considering, it is a clue as to what type of board member the person may be. We don't have a term limit, but after difficult board members have stopped attending meeting, have stopped notifying of future dates.

B: There are three sets of relationships on a board – employer to school, school to employer, and employer to employer. Over the years, we have formed our own Bradley career center club. If the relationships are working well, it is a boon for individuals and it also pays dividends to school.

R: We don't have a term limit.

I would like to revisit the question of having alumni members serve on advisory boards. Try to get as many alumni engaged as possible. If you can find appropriate alumni, I would encourage you to do that. Every alumni association is trying to get as many alumni engaged as possible.

J: It isn't always a human resources professional or recruiter representative who serves on the board. We just added someone with an MBA and undergraduate degree from Bradley. He had been a hall director and understood the campus. He brought a lot to the meeting.

I am interested if you have used alumni associations to build boards?
A: We have an alumni program that is run out of the career center office. It is under the umbrella of the career office, so we have some access. The alumni association doesn't supply names. University-wide

there is a preference for alumni if possible, but we don't want someone to feel that if they are not alumni that they are not part of the group.

How do you handle cost involved to bring in employers? Or do employers pay?
B: We have breakfast and lunch provided, but we don't expect to have travel costs covered and took that into account upfront. In any case, the time commitment involved is more expensive than the travel costs.

J: We give a gift each time, such as fleece stadium blankets. Our board members always leave with something. However, some members have corporate policies that prevent them from accepting gifts. Sherri has carried briefcase from Bradley all over country and has been asked if attended the college.

What about the cost for non-profits? Are they not able to come because can't afford the travel costs?
A: All of our members are from local organizations. They have only have asked to have parking provided.

R: We haven't had a problem. Our board members all drive-in, usually the drive is 40 miles or less each way.

Any surprises?
R: We invited a student panel in 2005 to the meeting for one hour. It ended up taking 2 ½ and we were delighted. We have also invited students to spend the day with the board. It has been helpful to learn about what students think of the office, but also students learn more about available opportunities. We have asked non-users to the meetings and have seen them in office after they attended the meeting.

A: We have had good attendance at the meetings. We want to keep the collegiality, want participants have the opportunity to be able to get to know each other, and let board network with each other.

B: What surprised me was the depth and richness of the relationships that have built between the school and firms.

From your perspective what can we do to keep employers on board?
D: The biggest thing for us, when making the commitment, it is flattering to be asked, are the relationships that are built. Doing things that we can't do for selves, if we continue to show up, you have something that we want. I expected the opportunity to build relationship, but didn't realize how far it went. When I walk in to the office to see students, sometimes I think they are an employee. I like to see how have been mentored by the office. Be passionate about getting students into positions after graduation.

B: The sense of being able to make a difference at schools over time. We don't want to just be an audience that is being marketed to.

Do you give recognition to the employers that looked over hand-outs?
R: No

Our college would like to have three panels. How much time does it take to start a board?

R: I manage our committee. When employers visit campus, I make the arrangements. It takes between ½ and 1 day to create surveys, follow-up with respondents, and create agenda for the meeting. It isn't overwhelming, maybe because of the smaller number of employers that we work with.

J: I find it helpful to keep a folder of potential nominees and agenda items. I adapt old agendas. Calling the candidates can take time. I try to organize all of the information in the summer before school starts. Meeting minutes take time, so try to find an administrative assistant who takes good minutes. I get the minutes out to the members and let them know about upcoming meetings. I also send out holiday cards. I try to communicate with the board members on a quarterly basis. I will sometimes write to a few members individually if they need special assistance.

A: Primarily my time is spent running the board; others help with food and logistics. It can be difficult to secure adequate space on-campus. I don't spend a ton of time. The communication manager will take notes. Creating the agenda takes time. Ideally, I want it to be dynamic.

Have students been involved other than by attending?
A: I have struggled with this. There is interest, but there is some information that we don't want to share with students. We had a student panel at a luncheon. We had a conversation and moderated questions. We couldn't have permanent students because every individual college and student group might want representation, which could create a board of unwieldy size.

B: From an employer standpoint there are some logistical issues. Sample size is an issue. I have seen groups of students be presented and make presentations, but I haven't seen students as a permanent part of the boards.

J: We have kept the focus on employers. We will invite administrators and co-op of the year winners. The students will present on assignment and then stay for lunch.

D: As an employer, we realize that the students that are invited to the board meeting are the best of the best. We expect that they have been groomed and are ready to be presented. It is a chance to network with them at lunch or at a scheduled event. Let us know ahead of time that there will be student representation from a specific group.

R: Part of reason to have students at the board meetings was because of employer requests.

Do you post employer membership externally?
B/D: great idea.

Is there anything else anyone would like to discuss?
D: For me, when my company hires, it doesn't hire recruiters specifically, it helps individuals to develop into the role of recruiter. Being a board member helps to generate better idea processes and to become better at what we do. Mention some of these things to board candidates. It is prestigious to be on boards, which can also generate interest.

AWARDS AND RECOGNITION

2006 Midwest ACE Awardees

We recognized several members that had not been able to join us at the 2006 Annual Conference held in Cleveland

J. W. Paquette Superior Leadership Award

David S. Bechtel, University of Illinois at Urbana - Champaign (retired)

Dr. Philip D. Gardner, Michigan State University,

Honorary Membership

Donald R. Katz, Employers' Recruiting Center, Inc.

New Member Profile

A potential connection may be a click away. Review these member profiles to learn more about a member's business focus, office efforts and/or interests.

Julie Kotlarz

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Member Profile

As the campus recruiter for The LaSalle Network, I am responsible for recruiting recent graduates for our growing list of more than 800 clients. The LaSalle Network is a professional services firm specializing in staffing and recruiting in the areas of in Accounting/Finance, Office Service, Human Resources and Executive Search. I partner with career service and alumni offices, attend career fairs, conduct mock interviews and make presentations on what and how to work with a staffing and recruiting firm.

I graduated from Lake Forest College with a bachelor's degree in Politics and minors in Communications and Classical Studies. After working in non-profit for two years, I came to The LaSalle Network as a campus recruiter to help people find jobs!

I am interested in ALL areas of Career Services. The LaSalle Network can help with resumes, cover letters, mock interviews, career workshops, career fairs, guest speakers, job resources, and networking.

Best Practice/Accomplishments:

35% of our placements are fresh grads with 0-4 years of work experience

We have developed a career search workbook for students called "Gradworks!" It is a guide for recent graduates to find employment.

A key factor to the success in placing graduates is the fact that we meet with each candidate and give them a career consultation during their interview.

To help new and existing members connect with each other, we are inviting all members to submit a short profile that will be included in future e-newsletters.
www.mwace.org/contentmanager/uploads/PDFs/Homepage/MemberProfileBestPractice.pdf

BEST PRACTICES

The New Age Success
Entrepreneurial Skills and Competencies
By Julie Hays Bartimus, Associate Director, Alumni Career Center, University of Illinois

What are the statistics telling us about today's students? What should we be doing about this information?

During the August 2006 Midwest ACE annual conference, Peter Hackbert and Gail Rooney from the University of Illinois at Urbana-Champaign reported that:

- 1 in 10 Freshmen have owned a business or worked as a creative artist or inventor
- 1 in 10 Freshmen plan to own their own business
- Over 50 percent of students plan to work independently as an artist, writer or inventor or start their own business at some time

Hackbert also referred to Dr. Phil Gardner's presentation last winter when he showed that the largest positive hiring change for the coming year was expected by small companies.

If students are already engaging in entrepreneurial activities and the employment outlook for these activities is stronger than others, then campuses need to find ways to support and encourage the efforts of students and alumni to be their own bosses, explore their own ideas and start their own companies.

The Academy for Entrepreneurial Leadership (AEL) at the University of Illinois at Urbana-Champaign was developed not just to meet the needs of students but to infuse business ideas and spirit throughout the campus.

AEL developed the Entrepreneurial Mindset and Career Launch Model that combines coursework and career center services or non-course activities. "The undergraduate curriculum embraces an entrepreneurial mindset to instill creativity, inventiveness and innovation within liberal arts … The four core foundations upon which the curriculum is designed are:

- Communications competence (both written and oral)
- Global emersion in a social entrepreneurship venture
- Science and technology competence
- Commitment to creating social, civic (and) aesthetic innovation and value."

The Academy also includes: a faculty fellows program, faculty affiliates, graduate scholars, a lecture series, student group support, research services and internships.

The University of Illinois at Urbana-Champaign's Academy of Entrepreneurship Leadership is funded by a generous grant from the Kauffman Foundation. Other Kauffman Campus recipients include:

- Florida International University
- Howard University
- University of North Carolina at Chapel Hill
- University of Rochester
- University of Texas-El Paso
- Wake Forest University
- Washington University in St. Louis

Entrepreneurship Resources:

Academy for Entrepreneurial Leadership, *www.ael.uiuc.edu*
Entrepreneurship Score Card from the Edward Lowe Foundation, *www.edwardlowe.org*
Kauffman Foundation, *www.kauffman.org*
Recruiting Trends Report, 2005 *www.ceri.msu.edu/recruiting/recruiting.html*

Entrepreneurship Reading List:

De Blij, Harm (2005) <u>Why Geography Matters: Three Challenges Facing America</u>

Florida, Richard (2003) <u>The Rise of the Creative Class: How It's Transforming Work, Leisure, Community and Everyday Life</u>

Florida, Richard (2005) <u>The Flight of the Creative Class</u>

Friedman, Thomas L. (2005) <u>The World is Flat: A Brief History of the Twenty-First Century</u>

Pink, Daniel H. (2005) <u>A Whole New Mind: Moving from the Information Age to the Conceptual Age</u>

Build It and They Will Come

Building Your Workplace Brand

By Julie Hays Bartimus, Associate Director, Alumni Career Center, University of Illinois

The brands you know weren't always so well known. Target's concentric red circles may mean affordable style now, but they made us think cheap merchandise before. The little green alligator made us think Izod in the 1980's, but Lacoste is the name of the brand now. Even within Business Week's list of 100 Top Brands for 2006, some well know brands are increasing in value while others are decreasing in value (*bwnt.businessweek.com/brand/2006*).

Recently, Amy Maxwell from Enterprise Rent-A-Car and Anita Rees from the University of Notre Dame shared the experiences of building their respective brands. Regardless of the fact that these organizations are looking at recruiting from opposite sides of the table, the branding process is very similar. Before developing a logo and a tagline, an organization needs to look at the following:

- Who is the candidate/customer?
  Besides considering their target candidate or customer, an organization can profile their current employers and customers.

- What does the candidate/customer want from an employer/product/service?
  In view of what your target candidates want or need in an employer or service, organizations should also reflect on why their employees and customers stay and are successful.
- What do candidates/customers know, think and feel about us?
- What do they think of employment/our competitors in general?
  The organization should perform an analysis of alternative employers or service providers.
- What is our value proposition?
  Based on the candidate's or client's needs, what unique value can the organization offer them?

Using this information, the organization then outlines a brand marketing plan and builds their brand platform.

Maxwell described the process Enterprise engaged in to develop their My Personal Experience brand platform. In the company's initial analysis, they realized that candidates saw Enterprise as a car rental company where the jobs were more retail in nature and not professional. Enterprise as a company realized that it was their people that made them successful and that their most successful employees were dynamic and flexible and were motivated by building their own career and enjoying their work. Similarly, the candidates of interest to the company were looking for opportunities where they could make a difference and have fun on the job. The My Personal Enterprise brand highlights a candidate's ability to build their own career, learn on the job and have fun while they are doing it thus attracting more viable applicants to Enterprise.

Rees next described the process that the University of Notre Dame participated in to build their brand and the challenges of branding career services.

Career services office are not:

- A household brand
- "Cool"
- Academic
- "Fun" (In fact, they may be very "scary".)

Students, as the primary career services customer:

- Change every three years
- May be pressured to use our services by parents or faculty
- May not be seeking a "job"
- Are tight on time
- Focus more on their social and academic life

Based on this analysis the University of Notre Dame Career Center's judged their value proposition to be:

- Save time for students
- Networked with identity groups
- Provide a sense of security
- Consider the total experience

Rees suggested that career services offices enhance their brand by driving their message everywhere, telling their stories, using consistent messages, branding internally and evaluating the brand continuously.

Share your successes and best practices by filling out a new online form. This information will be highlighted in future e-newsletters.
www.mwace.org/contentmanager/uploads/PDFs/Homepage/MemberProfileBestPractice.pdf

COMMITTEE HIGHLIGHTS

Diversity Advancement Committee Scholarship Winner:
Bernadette So, Allied Health Career Coordinator, Lake Land College

It has been a little over a year that I left science to pursue a new career path in student affairs. At the heart of this decision was my desire to find a career where I could pursue my passion of student interaction. Discovering how to translate my passion into a career took some time, and I used many of the methods in my own career exploration that I now suggest to students: informational interviews, networking, and volunteering. Several opportunities led me to career services, and I know that it is the area of student affairs where I belong. Initially, I chose to develop my skills through work experience, workshops, and coursework, but I knew that conferences would be one of the best ways to grow as a new professional. When I heard about the Diversity Advancement Committee Scholarship, it was the opportunity for professional development I had been seeking, and I was excited when I heard that I was the scholarship recipient.

Attendance at the Midwest ACE conference was a tremendous experience. The Workshop for New Professionals prepared me to navigate the conference and I found all the comments about the friendliness of Midwest ACE members to be absolutely true through the remainder of the conference. The information I gained in the workshops, in the committee and small group meetings, and from employers will contribute to how I deliver career services to the students I help. Although I primarily spend my time in a community college setting, I also assist with career services at a four-year research university. On a weekly basis, I have the ability to compare the differences in career services between these institutions. Working to develop my skills in these two settings can be a challenge, so finding sessions and meetings that matched my needs was another benefit of Midwest ACE conference attendance.

Above all, the chance to meet other career services professionals was the most valuable aspect of the conference. I enjoyed speaking with colleagues who share my passion for being a resource and support for students; meeting other professionals was a great way to share ideas and understand the different challenges and solutions that we all have at our respective institutions. Since I am new to the Midwest, having the opportunity to develop a network of contacts across the region was a definite perk. I could not have asked for a more welcoming group of individuals as those I met at the conference! I hope to maintain those connections well into the future, as I know they will be a constant source of information and support for me as a professional.

The conference reinforced my passion for career services, and gave me plenty of ideas that I hope to incorporate into my new career. I returned from the conference motivated to seek additional opportunities for my professional development and I plan to continue my involvement in Midwest ACE as one of those opportunities. Thanks to the Diversity Advancement Committee for the scholarship and thanks to everyone at the Midwest ACE conference for such a great experience!

Research Committee Accepting Steele and Shingleton Applications

Do you know someone who has put research into action? Or maybe it's you. The John D. Shingleton Award recognizes applications of research that strengthen or enhance career services and recruitment practices.

Want to conduct research? Consider applying for the John Steel Grant. This award seeks to support and encourage research in career planning and college recruiting.
www.mwace.org/core/contentmanager/uploads/PDFs/Newsletter_Winter07/RETCommittee_grantawardinfo.pdf

Ongoing Professional Development

Midwest ACE has many opportunities for you to contribute to the success of our professional association. Review the different committee descriptions online. >
www.mwace.org/web/2005/10/join_a_committee.aspx

To volunteer for a committee, email your preference to *e-mail@mwace.org*

Check your service points

Volunteers and leadership receives services points when they contribute their time to Midwest ACE. Login to your Midwest ACE account and check your involvement record. *https://www.mwace.org/core/login.aspx*

The Honors and Recognition Committee uses these points as eligibility requirements for different service awards. *www.mwace.org/web/2005/09/honors_and_recognition.aspx*

UPCOMING MEETINGS

Myers-Briggs Type Indicator ® Qualifying Workshop

June 25-29, 2007
Saint Xavier University, Chicago, IL
www.mwace.org/core/contentmanager/uploads/PDFs/News_Events/MBTI_2007_General_Information.pdf

2007 Annual Conference, Indianapolis, IN

Monday, July 30 – Thursday, August 2, 2007
Hyatt Regency Indianapolis at State Capitol, Indianapolis, IN
www.mwace.org/annualconference.aspx

2007 Trends in Recruiting Conference

Holiday Inn Chicago Mart Plaza, Chicago, IL
November 15-16, 2007