REFERENCES


Tucker, M. S. (2003). Attracting non-traditional students to campus activities and leadership programs: Providing links to academics, persistence are key. *Campus Activities Programming, 35*(8), 38-40.


Appendix A:
E-mail to NACA Members Asking for Nominations
Hello!

My name is Megan Page and I am a second year master’s student in the Higher Education and Student Affairs program at Virginia Tech. I am currently conducting a research project to investigate the characteristics of successful programming boards and I need your help. Based on the information provided in the NACA Member Guide, I have determined that you are in the [insert region] NACA region. This means that the states in your region include [insert states]. I would like to ask what you believe are the colleges and universities that host the four most successful programming boards in your region. If you would be willing to help me, please reply to this email indicating the four programming boards that you would describe as successful from your region in rank order. Note that you are welcome to nominate your own institution if you feel it falls into the top four in your region.

1. 
2. 
3. 
4. 

Additionally, please indicate the criteria you used to identify top programming boards (i.e. word of mouth, reputation, quality of programs).

1. 
2. 
3. 

In order for me to proceed with the study, I would appreciate a response from you by no later than [insert date]. Thank you for your time and help with this research project.

Sincerely,
Megan A. Page
Appendix B:
E-mail Reminder to NACA Members Asking for Nominations
Hello,

One week ago I sent a message requesting your help with my current research project. I am conducting a study to investigate the characteristics of successful programming boards and I need your help. According to my records, I have not yet received your response. Based on the information provided in the NACA Member Guide, I have determined that you are in the [insert region] NACA region. This means that the states in your region include [insert states]. I would like to ask what you believe are the colleges and universities that host the four most successful programming boards in your region. If you would be willing to help me, please respond to this email indicating the four institutions that you would describe as successful from your region in rank order. Note that you are welcome to nominate your own institution if you feel it falls into the top four in your region.
1.
2.
3.
4.

Additionally, please indicate the criteria you used to identify top programming boards (i.e. word of mouth, reputation, quality of programs).
1.
2.
3.

In order for your opinion to be included in the study, please respond to this email indicating the four programming boards that you would describe as successful from your region in rank order by no later than [insert date]. Thank you for your time and help with this research project.
Sincerely,
Megan A. Page
Appendix C:
E-mail to Programming Board Advisors to Solicit Participation
Dear Programming Board Advisor,

   I am contacting you regarding a research project that I am conducting as a part of my graduate study. The purpose of my research project is to examine the characteristics of successful programming boards. The Institutional Review Board at my home institution has approved this research project. NACA members identified your programming board as one of the most successful boards in your region. Because of this distinction, I am writing to ask if you would be interested in participating in my study.

   Participation in this study involves two steps. First, you will be asked to provide copies of the following documents:

   (a) the Annual Report for the office or department where the programming board is housed for 2000/01, 2001/02, and 2002/03
   (b) an organizational chart of the Division of Student Affairs
   (c) an organizational chart of the office or department where the programming board is housed
   (d) the resumes of each of the professional staff whose job responsibilities include working with the programming board
   (e) the mission statement of the programming board
   (f) the institutional mission statement

Once data from these documents have been analyzed to answer as many of the research questions posed in this study as possible, you will be contacted and asked to participate in a short (15-20 minute) phone interview so that I may obtain data regarding the rest of my research questions. To entice you to participate, please know that I will be happy to provide you with the results of the study if you so desire.

   If you are willing to participate in my study, please reply to this email to let me know. Please feel free to contact me with any questions that you have before you commit to participating. Thank you for your time and I look forward to learning more about your programming board.

   Sincerely,

Megan A. Page
Appendix D:
Institutional Profile Form
Institutional Profile

I. Section One: Institution and Contact Information

Institution name: __________________________________________________________

Institution type:  □  Public  □  Private

FTE Undergraduate Enrollment: __________________________

Contact Name: __________________________ Contact Email: _________________

Contact Title: ___________________________ Contact Phone Number: ________________

Interview Date: __________________________ Interview Time: ______________________

II. Section Two: Organizational and Management Characteristics

How many students hold leadership positions for the programming board? ________________________

Is there an executive board?  □  Yes  □  No

If yes, how many executive positions are there and what are their titles?

1. ______________________________  4. ______________________________

2. ______________________________  5. ______________________________

3. ______________________________  6. ______________________________

Are there committees, sub-committees, or ad hoc committees?  □  Yes  □  No

If yes, how many committees are there and what are their titles?

1. ______________________________  7. ______________________________

2. ______________________________  8. ______________________________

3. ______________________________  9. ______________________________

4. ______________________________ 10. ______________________________

5. ______________________________ 11. ______________________________

6. ______________________________ 12. ______________________________

How is the President of the organization selected?
By Default □  Selected by University committee □  
General Student Body Election □  Elected by CUPB representatives □  
Tenured in □  Other: ____________________________ □  

Are there restrictions or requirement to run for President? □  Yes □  No  
If yes, what are they? 

□  GPA: __________ □  Experience in Organization: ____________________________

□  Other: ____________________________ □  Other: ____________________________

What is the process for students to obtain leadership positions in the organization? 

□  Selected by organization President □  Selected by University committee □  
General Student Body Election □  Elected by CUPB representatives □  
Tenured in □  Other: ____________________________

Where is the programming board housed within the institution? 

□  Student Union □  Student Activities □  Independently □  
Other: ____________________________

Are there other programming boards on campus? □  Yes □  No  
If yes, what are they? 

1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________
4. ______________________________________________________________
5. ______________________________________________________________

What types of training are available for students in leadership positions with the organization? 

□  Beginning of the year retreat □  Mid-year retreat
Regional Conferences (i.e. NACA, APCA) ☐ Leadership workshops
☐ National Conferences (i.e. NACA, APCA) ☐ In-house Training
☐ Other: __________________________  ☐ Other: __________________________

III. Section Three: Human, Financial, and Facility Characteristics

Human Resource Characteristics

How many professional staff members have job responsibilities that include working with the programming board? _______________________

What is the highest degree held by each professional staff member who works with the programming board, what field is it in, and what is their current title?

1. Degree _________________________  Field _________________________
   Title: _____________________________________________________________

2. Degree _________________________  Field _________________________
   Title: _____________________________________________________________

3. Degree _________________________  Field _________________________
   Title: _____________________________________________________________

4. Degree _________________________  Field _________________________
   Title: _____________________________________________________________

5. Degree _________________________  Field _________________________
   Title: _____________________________________________________________

How many support staff members have job responsibilities that include working with the programming board? _______________________

What are their titles and in what capacity does each of these staff members work with the board?

1. Title: _____________________________________________________________
Financial Resource Characteristics

What is the average amount of annual funding the programming board received over the last three years?

2000/01 __________ Average: __________
2001/02 __________
2002/03 __________ Per Student Expenditure: __________

How does the programming board obtain its funding?

☐ Annual cut/percentage of activity fees ☐ SGA allocation
☐ Annual cut/percentage of SGA budget ☐ Student fee allocation
☐ Other: __________

Who regulates the distribution of the programming board’s funds?

☐ SGA ☐ Institution ☐ Programming Board ☐ Funding Board
Facility Resource Characteristics

What are the capacity and setup of the venues available for the programming board’s use?

1. Name: _________________________________________ Capacity ___________
   Setup: ____________________________________________________________

2. Name: _________________________________________ Capacity ___________
   Setup: ____________________________________________________________

3. Name: _________________________________________ Capacity ___________
   Setup: ____________________________________________________________

4. Name: _________________________________________ Capacity ___________
   Setup: ____________________________________________________________

5. Name: _________________________________________ Capacity ___________
   Setup: ____________________________________________________________

6. Name: _________________________________________ Capacity ___________
   Setup: ____________________________________________________________

7. Name: _________________________________________ Capacity ___________
   Setup: ____________________________________________________________

8. Name: _________________________________________ Capacity ___________
   Setup: ____________________________________________________________

Is there a cost associated with use of each of these venues?

1. Name: _________________________________________
   □ Yes, always  □ Yes if there is a charge for attendance at the event
   □ No, never    □ Other: ___________________________________
2. Name: ____________________________________________________________
   ☐ Yes, always ☐ Yes if there is a charge for attendance at the event
   ☐ No, never   ☐ Other: _______________________________________

3. Name: ____________________________________________________________
   ☐ Yes, always ☐ Yes if there is a charge for attendance at the event
   ☐ No, never   ☐ Other: _______________________________________

4. Name: ____________________________________________________________
   ☐ Yes, always ☐ Yes if there is a charge for attendance at the event
   ☐ No, never   ☐ Other: _______________________________________

5. Name: ____________________________________________________________
   ☐ Yes, always ☐ Yes if there is a charge for attendance at the event
   ☐ No, never   ☐ Other: _______________________________________

6. Name: ____________________________________________________________
   ☐ Yes, always ☐ Yes if there is a charge for attendance at the event
   ☐ No, never   ☐ Other: _______________________________________

7. Name: ____________________________________________________________
   ☐ Yes, always ☐ Yes if there is a charge for attendance at the event
   ☐ No, never   ☐ Other: _______________________________________

8. Name: ____________________________________________________________
   ☐ Yes, always ☐ Yes if there is a charge for attendance at the event
   ☐ No, never   ☐ Other: _______________________________________

How does the programming board obtain access to these venues?

   ☐ Self-regulated   ☐ Outside-regulated   ☐ Other: ________________________
IV. Section Four: Campus and Community Relationships

What methods does the programming board use to advertise their events both on and off-campus and is there a cost associated with the method?

- [ ] Flyers
- [ ] Posters
- [ ] On-campus newspaper
- [ ] On-campus mailing
- [ ] Semester/Yearly Calendar of events
- [ ] Display Case(s)
- [ ] Website
- [ ] Other _________________________
- [ ] Other _________________________

How are the marketing materials created?

- [ ] In-house
- [ ] Intern
- [ ] Unpaid Outside Source
- [ ] Paid Outside Source
- [ ] Other: _________________________
- [ ] Other: _________________________

How does the programming board fund these marketing efforts?

- [ ] Allocated Funds
- [ ] Generated Funds
- [ ] Does not have to pay
- [ ] Other: _________________________
- [ ] Other: _________________________

V. Section Five: Program Characteristics

What types of programs are sponsored by the programming board?

- [ ] Blockbuster Concerts
- [ ] Concerts
- [ ] Films
- [ ] Performing Arts
- [ ] Speakers
- [ ] Novelty
- [ ] Other: _________________________
- [ ] Other: _________________________
- [ ] Other: _________________________
- [ ] Other: _________________________

Are there any annual programs or program series? [ ] Yes [ ] No

If yes, what are they?

1. __________________________________________
2. __________________________________________
3. __________________________________________
How many programs has the board sponsored in each of the last three years?

<table>
<thead>
<tr>
<th>Year</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000/01</td>
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<tr>
<td>2001/02</td>
<td>________</td>
</tr>
<tr>
<td>2002/03</td>
<td>________</td>
</tr>
</tbody>
</table>

Average ________ Per Student Programs ________

VI. Section Six: Mission Characteristics

What is the mission statement of the programming board?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

VII. Section Seven: Assessment and Self-evaluation

What assessment and/or self-evaluation techniques are used by the programming board?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Who is responsible for implementing those assessments and evaluations?

☐ Students ☐ Programming Board Advisor ☐ Department/Office Director

☐ On-campus Representative ☐ Outside Source ☐ Other: ___________________

VIII. Leadership
Who is responsible for each of the following programming tasks?

Initial Agent Contact:
- Advisor
- Student
- Other: ____________________

Negotiation with Agent:
- Advisor
- Student
- Other: ____________________

Making Offer:
- Advisor
- Student
- Other: ____________________

Execute Contracts:
- Advisor
- Student
- Other: ____________________

Event Promotion:
- Advisor
- Student
- Other: ____________________

Advancing the Show:
- Advisor
- Student
- Other: ____________________

What is your advising style?
- Program Director (Telling)
- Program Teacher/Director (Selling)
- Program Advisor/Teacher (Participating)
- Program Consultant (Delegating)
Appendix E:
E-mail to Programming Board Advisors to Request Documents
Dear [Insert Name],

Thank you for your willingness to participate in my study. To complete the document analysis stage of my research, I ask that you please send the following documents via email or standard mail:

(a) the Annual Report for the office or department where the programming board is housed for 2000/01, 2001/02, and 2002/03
(b) an organizational chart of the Division of Student Affairs
(c) an organizational chart of the office or department where the programming board is housed
(d) the resumes of each of the professional staff whose job responsibilities include working with the programming board
(e) the mission statement of the programming board
(f) the institutional mission statement

You can send materials by attaching them to an email at the above address or you can send them in hard copy form. If you are mailing the documents, they can be mailed to the following address:

Megan A. Page
Department of Student Activities
325 Squires Student Center (0138)
Blacksburg, VA 24061-0138

Also, if you are sending the documents by mail, please reply to this message and let me know once you have sent them so I will know that you are still interested in participating in the study. Once I have analyzed the documents, I will contact you to set up an interview. Thank you for your participation.

Sincerely,

Megan A. Page
Appendix F:

E-mail Reminder to Programming Boards Advisors to Request Documents
Dear [Insert Name],

One week ago, I sent you an email asking you to send me documents for the first stage of my research project. I am sending this reminder because I have not yet received a response to my inquiry that suggests you are submitting materials to me. I had asked that you please send the following documents via email or standard mail:

(a) the Annual Report for the office or department where the programming board is housed for 2000/01, 2001/02, and 2002/03
(b) an organizational chart of the Division of Student Affairs
(c) an organizational chart of the office or department where the programming board is housed
(d) the resumes of each of the professional staff whose job responsibilities include working with the programming board
(e) the mission statement of the programming board
(f) the institutional mission statement

You can send materials by attaching them to an email to me at the above address or you can mail them in hard copy form. If you are mailing the documents, they can be mailed to the following address:

Megan A. Page
Department of Student Activities
325 Squires Student Center (0138)
Blacksburg, VA 24061-0138

To participate in the study, I ask that you please respond to this message in the next week letting me your method for sending the documents. Once I have analyzed the documents you sent, I contact you to set up an interview. If you are no longer interested in participating in the study, I would appreciate it if you would let me know so that I can proceed with the study. I really would like to include your board in my research, however. So I would appreciate your letting me know if you plan to participate. Thank you.

Sincerely,
Megan A. Page
Appendix G:

E-mail to Thank Programming Board Advisors for Sending Documents
Dear [Insert Name],

I just received the materials that I requested for participation in my study. Thank you very much for your help in providing these documents. Once I have fully analyzed them, I will send you an email to set up an interview time. Additionally, if you are interested in receiving a copy of the results of this study, please reply to this message and let me know. Thank you again. Your support of my research project is most appreciated.

Sincerely,

Megan A. Page
Appendix H:
E-mail to Programming Board Advisors to Request Interview
Dear [Insert Name],

I have completed the data analysis on the documents that you sent in regard to my study. I am now writing to request a short phone interview with you to answer a few additional questions that I have about the programming board you advise. I expect that it will take no more than 15-20 minutes to accomplish this. Below is a list of three dates. Please review the dates and let me know what day would work best for you and a time on that date when you would be available to participate in this interview.

[Insert dates]

Additionally, please provide me with the appropriate phone number to contact you for the interview. If none of these dates will work for you, please let me know so we can arrange an alternate time. Thank you and I look forward to speaking with you soon.

Sincerely,

Megan
Appendix I:
E-mail to Programming Board Advisors to Confirm Interview
Dear [Insert Name],

I am writing to confirm your interview time. Based on the choices that you provided me, I have scheduled our interview for [insert date and time] and will plan to call you at [insert phone number]. If a conflict arises with this interview time, please let me know. Otherwise, I will call you at our scheduled time. Thank you and I look forward to speaking with you soon.

Sincerely,

Megan
Appendix J:
Nomination Response Rate Results
### Nomination Response Rate Results

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<tr>
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<td>15</td>
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</tbody>
</table>

#### Northern Plains Region
- Number of Institutional Members: 119
- Number of Institutional Members without Email: 19
- Number of Schools Asked to Nominate: 100
- Number of Returned Messages: 17
- Number of Received Messages: 83
- Number of Responses: 27
  - Nominations: 16
  - Declined to Nominate: 11

#### South Region
- Number of Institutional Members: 136
- Number of Institutional Members without Email: 13
- Number of Schools Asked to Nominate: 123
- Number of Returned Messages: 29
- Number of Received Messages: 94
- Number of Responses: 34
  - Nominations: 21
  - Declined to Nominate: 13

#### West Region
- Number of Institutional Members: 72
- Number of Institutional Members without Email: 13
- Number of Schools Asked to Nominate: 59
- Number of Returned Messages: 6
- Number of Received Messages: 53
- Number of Responses: 18
  - Nominations: 10
  - Declined to Nominate: 8
Appendix K:
Nomination Results
## Nomination Results

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<th>Institution</th>
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Mid Atlantic Region
- Bucknell University                             | 8  |
- Villanova University                             | 6  |
- Lafayette College                                | 5  |
- Cornell University                               | 4  |
- Essex County College                             | 4  |
- Gettysburg College                               | 4  |
- Marist College                                   | 4  |
- Richard Stackton College                         | 4  |
- Rutgers College                                  | 4  |
- SUNY Morrisville                                 | 4  |
- Union College                                    | 4  |
- University of Pennsylvania                       | 4  |
- The University of Scranton                       | 4  |
### Nomination Results (continued)

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#### Northeast Region

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Northern Plains Region
- University of Wisconsin-Stevens Point               | 19 |
- University of Wisconsin-Eau Claire                  | 17 |
- St. Cloud State University                          | 15 |
- University of Wisconsin-Oshkosh                      | 15 |
- Carroll College                                     | 9  |
- Milwaukee School of Engineering                      | 8  |
- St. Olaf College                                    | 5  |
- Gustavus Aldophus College                            | 4  |
- Mankato State University                            | 4  |
- University of Wisconsin-Green Bay                    | 4  |
- Beloit College                                       | 3  |
- Lawrence University                                 | 3  |
- Marian College                                       | 3  |
- Minnesota State University-Mankato                   | 3  |
- University of Minnesota                              | 3  |
- Luther College                                       | 2  |
- Marquette University                                 | 2  |
- North Dakota State University                        | 2  |
- University of St. Thomas                             | 2  |
- University of Wisconsin-River Falls                  | 2  |
- University of Wisconsin-Stout                        | 2  |
- Wartburg College                                    | 2  |
- Fox Valley Technical College                         | 1  |
- Lakeland College                                     | 1  |
- Minot State University                               | 1  |
- Saint Catherines College                             | 1  |

108
Nomination Results (continued)

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South Region

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West Region

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Appendix L:
Nomination Criteria
### Nomination Criteria

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<td>Presence and Involvement at NACA Conferences</td>
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<td>Tradition/Reputation of Board</td>
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<td>Word of Mouth</td>
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<td>Strong/Unified Student Leaders</td>
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<tr>
<td>Variety and Diversity of Programming</td>
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<td>Strength of Programming Board Advising</td>
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<td>Contact with the Programming Board</td>
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<td>Level of Student Involvement with Programming Board</td>
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<tr>
<td>No Criteria Provided</td>
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<tr>
<td>Quality and Creativity of Publicity</td>
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<td>Awards Received</td>
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<td>Strong Institutional Relationships/Collaboration</td>
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<td>Commitment to Student Body</td>
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<td>Program Attendance</td>
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<td>Peer Review</td>
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<td>Quality of Student Training</td>
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Appendix M:
Participation Request Protocol
I. Introduce myself
   A. Explain my credentials
   B. Explain the purpose of my research project
II. Describe nomination process
III. Congratulate advisor on programming board nomination
IV. Describe participation
   A. Provide documents
   B. Phone interview
V. Invite advisor to participate
VI. Inform advisor that a follow-up email will be sent with a detailed description of participation
VII. Thank advisor for their time
Appendix N:

Participation Request Follow-up Email
Dear [insert name],

I enjoyed speaking with you on [insert day]. During our conversation, I informed you about my research project, which seeks to examine the characteristics of successful college and university programming boards. The Institutional Review Board at my home institution has approved this research project. You indicated that you would be willing to participate in my research project and I would like to thank you for your participation.

Participation in this study involves two steps. The first step entails providing documents for document analysis and the second involves a short phone interview. To complete the document analysis stage of my research, I ask that you please send the following documents via email or standard mail:

(a) the Annual Report for the office or department where the programming board is housed for 2000/01, 2001/02, and 2002/03  
(b) an organizational chart of the Division of Student Affairs  
(c) an organizational chart of the office or department where the programming board is housed  
(d) the resumes of each of the professional staff whose job responsibilities include working with the programming board  
(e) the mission statement of the programming board

You can send the materials by attaching them to an email at the above address or you can send them in hard copy form. If you are mailing the documents, they can be mailed to the following address:

Megan A. Page  
Department of Student Activities  
325 Squires Student Center (0138)  
Blacksburg, VA 24061-0138

Also, if you are sending the documents by mail, please reply to this message and let me know once you have sent them so I will know that you are still interested in participating in the study. In order for me to proceed with my study, I request that all documents be received no later than Friday, January 30, 2004.

Once data from these documents have been analyzed to answer as many of the research questions posed in this study as possible, you will be contacted and asked to participate in a short
(15-20 minute) phone interview so that I may obtain data regarding the rest of my research questions. Please know that I will be happy to provide you with the results of the study if you so desire. Thank you for your participation. If you have any questions about the study or your participation, please feel free to contact me. I look forward to learning more about your programming board.

Sincerely,

Megan A. Page
EDUCATION
Masters of Arts in Education - Higher Education and Student Affairs, Anticipated May 2004
Virginia Polytechnic Institute and State University (Virginia Tech), Blacksburg, VA
Bachelor of Arts - Psychology, Peace and Conflict Studies, and Political Science, May 2002
Guilford College, Greensboro, NC
Student Abroad - London, England, Fall 2000
Internship: counseled, mentored, and tutored refugee students with psychological trauma

STUDENT AFFAIRS EXPERIENCE
Graduate Advisor, Office of Student Programming, August 2002-Present
Virginia Polytechnic Institute and State University
- Advise and direct the Virginia Tech Union and support committees in regards to securing, promoting, and producing campus entertainment and cultural and educational programming for 26,000+ students
- Assist the Virginia Tech Union with general organizational membership, advertising, and marketing strategies and committee development
- Advise student leaders in the development and implementation of annual programs Winterfest and Soundfest
- Advise student leaders in the design, development, and implementation of open mic night and coffeehouse series and emerging leaders program
- Facilitate team building and conflict management
- Negotiate, review, and process contracts with agents
- Assist in the management of funds and budgets allocated for programs totaling $651,348
- Assist in designing, planning, and conducting leadership development workshops for student leaders

PRACTICUM AND INTERNSHIP EXPERIENCE
National Orientation Directors Association Intern, Office of New Student Programs, May 2003-August 2003
University of North Carolina at Chapel Hill
- Live-in supervisor for 17 Orientation Leaders
- Assigned work duties for Orientation Leaders over the course of 16 orientation sessions
- Created an Orientation Leader evaluation to measure learning outcomes
- Researched Week of Welcome programming and program evaluation at peer institutions
- Designed an evaluation for Week of Welcome programs
- Developed and implemented staff training sessions
- Managed Orientation Leader conflicts and facilitated team building
- Responded to and resolved concerns and issues for orientation participants
Graduate Intern, National Association of Campus Activities
2004 National Convention in Cincinnati, OH
- Participated in discussions with NACA volunteer leadership and Board of Directors members
- Assisted in the areas of CO-OP buying and volunteer coordination
Graduate Intern, National Association of Campus Activities
2003 South Region Conference in Chattanooga, TN
- Member of the conference planning team
- Served as secretary for the NACA South Region Showcase Selection Committee
- Assisted in the areas of CO-OP buying, associate member relations, entertainment production, and volunteer coordination
**Practicum**, Office of Fraternity and Sorority Life, January 2003-May 2003
Virginia Polytechnic Institute and State University
- Researched new member education programs at peer institutions
- Developed a new member education program incorporating research results, on-campus and off-campus resources.
- Designed and created a manual for implementation of the new member education program
- Analyzed data and reported results from Panhellenic Sorority Formal Recruitment participant evaluations
- Assisted with the planning and implementation of Greek leadership programming

**PROFESSIONAL DEVELOPMENT**

**Conference Chair**, Association for Student Development, December 2002-December 2003
Virginia Polytechnic Institute and State University
- Served as coordinator for the planning, implementation, and evaluation of a regional conference for student affairs professionals, faculty, and students
- Delegated tasks associated with the conference to other leaders within the organization
- Communicated with conference keynote speaker, presenters, and conference attendees
- Developed and created conference publications and website

**Presenter**, National Association of Campus Activities 2004 National Convention, February 2004
- Getting Them and Keeping Them: Recruitment and Retention of Student Volunteers

**Presenter**, National Orientation Directors Association 2003 NODAC Conference, October 2003
- Once Upon a Week of Welcome

**Presenter**, National Association of Campus Activities 2003 South Conference, October 2003
- The Psychic Shop: Visionary Leadership

**Presenter**, SAIL Leadership Conference, Virginia Tech, September 2003
- The Psychic Shop: Visionary Leadership

**Trainer**, Virginia Tech Union Student Leadership Retreat, Virginia Tech, August 2003
- Working with Agents: Professionalism

**Trainer**, Orientation Leader preparation, University of North Carolina at Chapel Hill, May 2003
- Managing Conflict and Providing Constructive Feedback

**President**, Student Government Association, Guilford College, April 2001-April 2002
- Managed and supported the student government and its committees

**Resident Advisor**, Guilford College, January 2001-May 2002
- Interpreted and enforced college policies and regulations, managed 25 residents, provided programming

**Student Loan Fund Auction Chair**, Guilford College, August 2000-May 2001
- Organized auction that raised $10,000 for low-interest student loans

**Independent Study**-Leadership: from Theory to Practice, Guilford College, August 2001-Decmber 2001
- Applied leadership theory in my position as President of the Student Government Association

**Intern**, Conflict Resolution Resource Center, Guilford College, August 2001-December 2001
- Served as an assistant mediator trainer, planned outreach programs, served on coordinating team

**Member**, Leadership Seminar, Guilford College, January 2000-May 2000
- Trained for a Resident Advisor’s responsibilities
REFERENCES

Jennifer Corrigan MacDonald  • Current Supervisor
Assistant Director of Student Programming
University Unions and Student Activities
Virginia Polytechnic Institute and State University
325 Squires Student Center
Blacksburg, VA 24061-0138
(540) 231-4059
jmacdona@vt.edu

Dr. Joan B. Hirt  • Graduate Professor
Professor
Higher Education and Student Affairs
Virginia Polytechnic Institute and State University
307 East Eggleston
Blacksburg, VA 24061
(540) 231-9700
jbhirt@vt.edu

Dawn Watkins  • Undergraduate Advisor and Mentor
Dean of Students
Washington and Lee University
Lexington, Virginia 24450-0303
(540) 458-8752
dwatkins@wlu.edu

Carrie Gilmore  • NODA Internship Supervisor
Assistant Director of New Student Programs
University of North Carolina at Chapel Hill
CB 5490, Nash Hall
Chapel Hill, NC 27599
(919) 962-8521
holderma@email.unc.edu