

NAFA Regional Conference July 2008

Dessert & Discussion

Who designs/teaches/facilitates courses to prepare potential applicants?

How successful are you with faculty “buy-in” and writing letters of recommendation?

How do you recruit and prepare first-year students?

How do you prepare applicants for interviews?

How do you conduct writing workshops?

What programs do you have for mentoring students?

How do part-time advisors prioritize work goals?

How do you recruit faculty for committees?

How do you celebrate students?

How do you deal with students who do not receive an award?

What do you do if your supervisor is not supportive of your work?

Do you have any program that orient new faculty to fellowships?

How early do you begin to recruit students and how do you keep them engaged?

What is the greatest challenge you face coordinating your office/program?

Who/What is your greatest resource on campus?

Additional questions for discussion:

--The topic of 1) honesty in relation to applications and 2) appropriate boundaries in giving advice to applicants about their essays, etc., so that the application is truly the applicant's.

Regarding #1, does anyone use a specific mechanism to assure that what applicants put on their CVs is the unwavering truth? Some people aggrandize, modest people need to be encouraged to see what they've done as more significant than they think it is. But whether the person tends to exaggerate her experience or make it sound like no big deal, the final result should meet a commonly held standard of truthfulness.

Regarding #2, how do you know the difference between helping to draw out the best from the applicant and crossing a (perhaps vague) line where the application is headed toward reflecting more "you" than the applicant?

--How do we get adjunct faculty to support our work? For some schools the issue is that undergraduate Boren and Critical Language Scholarship applicants need to turn to their language faculty for references, but the instructors for the non-Western languages are almost exclusively adjuncts. They are never on campus as a group to address, they aren't at language department meetings, and so on, yet their cooperation is crucial.

We know there are many other questions of interest to all of us, and hope you will feel comfortable raising them in the group.
