



Everything you need to know about what's going on in NASPA Region I

0 notes &

March 10, 2017

[Wellness KC March Newsletter](#)

Shared Stories

March Edition

Presented by:
The Wellness and
Health Promotions
KC

Name a trend that you are seeing related to Wellness and Health?

2 Major Trends In Higher Ed Health and Wellness



Goldie Adele
Director, Disability Resource
Center, Southern Connecticut
State University

Two major issues I have noticed is high anxiety and a lack of social connections on-campus. In regards to high anxiety, I am not referring to anxiety levels which a student experiences and takes medication to address. I am referring to high anxiety, where medication, therapy, or both, does not control or eliminate the condition. I have seen a spike in students who cannot perform basic daily functions due to their high anxiety, which affects both their academic and social life. Some students cannot even get out of bed in the morning. This has led to substantial class absences and medical withdrawals by students each term. The second trend has to do with social connections on-campus. Colleges nationally recognize that one of the major factors that helps retain students is if the student "feels a sense of belonging on-campus". Trying to build social connections or provide opportunities to build these connections. I have experienced students, especially those with disabilities, struggle to build social connections on-campus. This struggle has led to the student either transferring or dropping out of college. Even in cases where the student is academically strong, the lack of social connections creates a high level of stress and puts the student in a depressive state.

As a solution, coordinated and targeted programs and services need to be created on campus. Academic and non-academic (student affairs) offices need to build a university wide approach to identify students who may fall within each category. Some colleges have behavioral intervention teams (BIT Teams) or something similar that may address this issue. But, coordination is key, so there is complete wrap-around support for these students. I do understand that a college is limited in building individual social connections, but they should create better and specialized opportunities for specific groups of students to build their social network. An enabling environment can be created through programs hosted by clubs and organizations, and student affairs. Some colleges have specialized support groups, which address the needs of some student populations. In addition, creating some flexibility in academic policies to deal with high anxiety cases is important. In cases where the student has legitimate reasons for substantial absences, coordination with the academic side is needed to explore other options without compromising the nature of the academic program.



Jennifer Forry
Interim Dean of Student Affairs
Newbury College
jennifer.forry@newbury.edu

Like clockwork It's easy to push exercise aside in the winter. The same old, "it's cold" "the weather is bad" "it's dark when I get up in the morning and when I come home from work" are common excuses we sell ourselves to be ok with putting health and wellness aside. I'm no stranger to these excuses and I often think 30 more minutes in my warm bed are far better served than 30 minutes on the elliptical. However, from my experience, I'm a much more productive person when I exercise. It starts my day off right and give me some necessary "me time".

This type of wellness nourishment is the same with our students. They also need to find time and motivation to invest in their own health and wellness. Newbury College recently had a beautiful park open across from our campus. Taking 30 minutes a day (or a few days a week) to "walk and talk" with a student is mutually beneficial from a wellness and personal standpoint. I'm able to get out of my office and do what I love to do. Connect with students. The students are also able to get outside, get some exercise, and connect in a less formal way with staff or faculty member. Consider the landscape of your campus. Do you have the ability to walk and talk? While the walking and talking certainly integrates health and wellness to my daily activity, it ends up providing so much more. The ability to get back to the core reason of why I chose to be a student affairs professional.



Erin Kaminski
Wellness Educator
Merrimack College
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When it comes to trends around the health and wellness of college students today, there are many things that come to mind... Increased anxiety and depression, body image and eating disorders, substance use and abuse, and so much more. A great way to capture trends for your specific institution is a needs assessment, which is exactly what Merrimack College did in 2015 using the [Healthy Minds Survey \(HMS\)](#). The data from HMS showed that many of the trends listed above were occurring at Merrimack. The most salient for me as Wellness Educator was the number of students diagnosed with an eating disorder, while also knowing that we, as a campus, have not focused on that area of mental health as much as we could- and apparently should.

The Office of Wellness Education has hosted Love Your Body Week for two years. Love Your Body Week is a week of programming dedicated to promoting healthy body image on the Merrimack College campus and provides a time for students to consider their relationships with their bodies. Given the data from the Healthy Minds Survey, it was clear we needed to make a more concerted effort to focus on eating disorders awareness and education in addition to positive body image. We decided to start small with an Eating Disorders Awareness campaign and [Active Minds speaker, Maggie Bertram](#), who told her story of overcoming an eating disorder. These events, plus the rest throughout the week, went very well and show that many institutions could adopt a "Love Your Body Week" type of event to support students dealing with body image challenges and/or eating disorders.

For more information on the Wellness and Health Promotion KC and how you can submit for our next newsletter please contact Jill Bassett at bassettj@franklinpierce.edu



Filed under [NASPA naspa region 1 health and wellness kc higher education Student Affairs](#)

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March 9, 2017

Mid-Senior Level Initiatives

by **Alison Black, Mid-Senior Level Chair**

After working closely with the Mid-Senior Level (MSL) Steering Committee as well as the MSL Colleague Network planning team, I am very excited to announce that we are offering our first programs! On Friday March 24th we are hosting the MSL Colleague Network lunch and then later that afternoon we are hosting a career advancement session. Both programs will occur at Babson College and we would like to thank Caitlin Capozzi for all of her help in being our on-site planner.

MSL Colleague Network

Thirty-three MSL professionals from the region signed up to participate in the MSL Colleague Network, and they will meet their matches at a kickoff lunch meeting from noon to 2:00pm on Friday, March 24th. This lunch is free for participants thanks to generous support from the Region I Advisory Board. For those MSL professionals who didn't respond to our survey in time to participate, we're hoping to open the program back up in the fall to new members. We are launching this Network as a pilot program and are excited that so many professionals are interested.

Career Advancement Session for the MSL Professional

This program will take place from 2:30pm to 4:30pm at Babson College on Friday, March 24th; there is no charge to participants but registration is required by clicking [here](#). An optional social will occur afterwards in the pub on campus. (Please note that the registration link also includes information about the lunchtime program for the MSL Colleague Network but this program is limited to those MSL professionals who completed the Colleague Network survey by the end of January.)

We'll be exploring what career advancement means for the MSL professional. As a mid-senior level professional, we'll explore topics such as:

What should your resume look like?

How do you handle a dual-career search?

Should you use a search firm?

How do you approach an internal position posting?

How can you maximize an Interim position?

Do you need a terminal degree?

Join us for a two-hour program that will feature **Ellen Heffernan** from the **Spelman & Johnson** search firm as well as colleagues from the region who have relevant stories to share: **Rae-Anne Butera** from Olin College of Engineering, **Rich DeCapua** from Boston College, Beth Devonshire from U Mass Boston, and **Ali Hicks** from New England Institute of Technology.

What is a Mid-Senior Level Professional?

If you are not sure if you are an MSL professional, we generally define it as someone who has been in the field for a minimum of 10 years post-graduate school, though many members of our cohort have been in the field for 20+ years. MSL professionals are not the SSAO or the "number two" but are usually somewhere in between the senior level and the newer mid-level professionals.

If you have any questions, please contact us! We hope to see fellow MSL professionals on March 24th.

Sincerely,

Alison Black, MSL Chair, Wellesley College, ablack3@wellesley.edu

MSL Steering Committee:

Linda Brown, Linda.brown@mcphs.edu

Rachel Lucking, rlucking@framingham.edu

Anthony Montalbano, amontalbano@une.edu

Kristin Biggins Ridge, kridge@bryant.edu

John Silveria, jsilveria@suffolk.edu

MSL Colleague Network Planning Team:

Melissa Boyd-Colvin, mboyd@uri.edu

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Filed under [NASPA naspa region 1 Professional Development Student Affairs higher education](#)

[0 notes](#) &

[February 9, 2017](#)

Hello Region I!

NASPA is committed to your professional development, and provides a multitude of valuable opportunities and ways to get involved through networking and talking with colleagues about different issues that affect the profession. Below is a list of the many opportunities-please check out our [website](#) for additional information and updates!

Filed under [NASPA naspa region 1](#)

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[February 9, 2017](#)

The Region I Conference may seem far away, but it will be here before you know it! Check out the timeline for program submissions.

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February 6, 2017

Now Hiring: Social Media Coordinator

Greetings NASPA Region I Members;

The NASPA Region I Advisory Board currently has a vacancy for the Social Media Coordinator. This position is part of the Communications Team. This is an immediate opening on the board and the term would end in March of 2018.

Here is more information on the Social Media Position:

Position Description:

As a member of the Regional Advisory Board, you will work under the direction of the Regional Director, or designee, to create programs and awareness about issues pertinent to advancing the goals of the Region. As Social Media Coordinator, you will provide reports as requested by the Region I Director, strive to increase membership in the Region, attend the Regional and Annual NASPA Conferences, and participate in all related activities, including business meetings. The Social Media Coordinator is in charge of the on-line "presence" of the Region, including Facebook and Twitter accounts. The Coordinator will work with the states and the provinces on their social media and will develop a consistent social media strategy for the Region. This position has tremendous overlap with other Advisory Board positions and functions.

Qualifications:

Must be a member of NASPA and currently work at an institution of higher education or in a related field.

Application Process: Interested candidates should apply on Volunteer Central and should also send a resume and brief statement of interest to Beth Moriarty, Region I Director, at bmoriarty@bridgew.edu by February 24, 2017.

If anyone would like more information on the position, please contact our Communications Director, Kelly Brouchu at kelly.brouchu@regiscollege.edu

Sincerely,

Beth Moriarty, Ed.D.

NASPA Region I - Regional Director

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January 29, 2017

Apply to be a Region I Graduate Intern!

Region I is looking for graduate interns!

The **Regional Advisory Board Graduate Intern** is a 1 year commitment (March 2017 – March 2018). There are two positions available.

Both graduate interns will work under the direction of the Regional Director working on projects and programs throughout the year. This will give them great insight on how the RAB works and give them experience on a board of a professional association during a one-year term. Qualified candidates must be a member of NASPA and enrolled in a graduate program focused on Student Affairs, Higher Education, Student Personnel, or Counseling. To apply, candidates should apply on Volunteer Central and also need to send a resume and a statement of interest to Beth Moriarty at bmoriarty@bridgew.edu by Friday, February 10, 2017.

The **Region I Conference Committee Graduate Intern** is an 8 month commitment (March 2017 – November 2017). There are four positions available.

These interns will work under the direction of the Interns & Conference Connectors chair and will help with projects and programs for the Regional Conference. Specific duties will vary because each intern will focus on a different area, which could include organizing and hosting entertainment events, supporting local arrangements, social media, planning the first-time attendees' session, supporting the Silent auction, and making themselves available. Qualified candidates must be a full-time graduate student at the time of application and during the conference (November 11- November 15, 2017). For more information, candidates should reach out to Matt Petersons, Interns & Conference Connectors chair at m.petersons@snhu.edu.

Becky Wintringer, who was an intern for the RAB this year, had this to say about her experience:

"Being a NASPA Region I Grad Intern has opened so many doors for me. As a new professional, especially new to Region I, the networking opportunities have been absolutely transformative. I have met and learned from so many well-established professionals in the field and I hope to continue building relationships with from here on out. I have been able to see the inner-workings of a professional organization and learned so much more about the wonderful opportunities NASPA provides for its membership. I am so thankful for these experiences and know that I've learned about myself as a professional as a result of them."

To apply, you must log on to Volunteer Central in the NASPA website. The deadline to apply for both positions is February 10, 2017, so don't delay!

Filed under [naspa region 1 naspa higher ed Student Affairs](#)

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[January 23, 2017](#)

What's Your #ClassIdentity Story?

by *Sonja Ardoin*

My story is meaningful.

Your story is meaningful.

Our collective stories are meaningful.

As the Region I [Socioeconomic and Class Identity in Higher Education \(SCIHE\) Knowledge Community](#) representative and a faculty member who studies class identity, I think about #ClassIdentity stories almost daily. They include how we get to work, the type of work we get to do, what we wear to work (uniforms or "professional wear"), our food options, if we own or rent a home (or have a home at all), and almost every other aspect of life.

I often look for books that speak to class identity that let me hear someone else's class story and reflect on what is different from or similar to my own. Sometimes I find books that give me an "ah ha" moment. I want to share two of those with you, both of which I read on planes (which speaks to my current middle class financial status).

I read [Lubrano's \(2004\) *Limbo: Blue Collar Roots, White Collar Dreams*](#) while in route to NASPA 2016 in New Orleans. It was a conference read and fitting timing for me since I was on the way to my home state, where I grew up blue collar/working class, to attend a white collar professional conference. Lubrano's book shed light for me on issues I was facing in my professional life—things I thought were gender identity challenges, which may have really been challenges at the intersection of gender and, mostly, class. Lubrano (2004) opens the book by saying, "I am two people. I now live a middle class life, working at a white-collar ... job, but I was born blue collar. I've never quite reconciled the dichotomy" (p. 1). That first passage let me know that the book would be meaningful for me. Because I, too, identify as what he calls a "class straddler." Further into the book, this passage from Lubrano's own story hit home for me:

Myself, I've gotten into trouble by opening my mouth when I shouldn't have and speaking out when silence was the smart, middle-class alternative. Especially in the early days of my career, there was no such thing as an unexpressed thought. I believed it was more honest that way ... If the boss was wrong, you tell him. If the assignment is stupid or the editing bizarre? Just say it. That's what my father would have done. Growing up blue-collar types have no reason not to speak their minds ... We tell you what we feel rather than what you want to hear ... blue collar people value the direct and honest approach ... in some environments, that's not appreciated. (Lubrano, 2004, p. 131).

Last week, I read [Vance's \(2016\) *Hillbilly Elegy*](#) while on the way home from a week of [The LeaderShape Institute](#) at the University of Texas. The Institute always provides me with time and space for reflection and meaning-making and to end my week with this book was powerful for me. The book centers on Vance's personal story growing up in the "rust belt" in a family that strongly identified with their Appalachian roots. The latter part of the book focuses on Vance's experience in higher education, which I believe would be a valuable read for all student affairs and higher education professionals because it speaks to struggles faced by first generation and working class students as they access and experience college. Vance's explanation of his class identity experience at Yale Law School paralleled how I often felt as a student and sometimes currently feel as an administrator and faculty member in the academy:

Yale planted a seed of doubt in my mind about whether I belonged. This place was so beyond the pale for what I expected of myself. I knew zero Ivy League graduates back home; I was the first person in my ... family to go to college ... there was something bizarre about Yale's social rituals: the cocktail receptions and banquets that served as both professional networking and personal matchmaking events. I lived among newly christened members of what folks back home call the "elites," and by every outward appearance, I was one of them ... I never felt out of place [before] ... but I did at Yale. Part of it had to do with social class. Very few people at Yale Law School are like me ... I felt like my spaceship had crashed in Oz. People would say with a straight face that a surgeon mother and engineer father were middle-class.

[While some might view these stories as too broad generalizations and affirmations of harmful stereotypes](#), and I hear and understand that perspective, I would offer that these books are not meant to be scholarly research. Rather, they are people's personal stories—their experiences in life. And telling one's story takes vulnerability and courage, especially because we know that others may be opposed to our story and not want to hear it because it inherently speaks to the systems of power and privilege that exists in our country around class identity, as well as other identity dimensions such as race, ethnicity, citizenship, gender, sexual orientation, religion, ability, and age.

For me, reading Lubrano and Vance's stories is not about believing that their personal stories represent the stories of every member of the poor or working classes, because I am fully aware that their stories represent their own experiences and lenses as white men. Rather, I believe it is about receiving someone's story, knowing that it has value, and finding ways to connect pieces of their stories to my story.

Because, our stories have meaning.

What's your #ClassIdentity story?

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December 19, 2016

You Belong Here...and Other Unspoken Assumptions of University Life

by Eleanor JB Daugherty, EdD

Associate Vice President for Student Affairs and Dean of Students, The University of Connecticut

I believe in my heart that all of us, as I do, approach our careers with the firm conviction that our students can and should be transformative leaders in the world. This is particularly true when I witness what appear to be, at times, epidemic incidents of inequity in our nation and world that I find myself all the more committed to the work that we do in Student Affairs. There are so many values and commitments that Universities make to our students that should guide their enthusiastic participation in campus life and their own post-graduate plans.

But do our students know this? Are our students equally guided by a conviction in their future? Not if we don't tell expressly them and certainly not if we don't provide the skills and experiences that enable our students to practice their leadership, test their values, and develop a commitment to their future. I find it's important to remember that campuses are idealized, not actual, communities. The concept of higher education reflects a value based system based on the advancement and creation of new knowledge. Based on that premise, we seek out and enroll the best and brightest students who come from all over the world to study at our universities. This is often a significantly different experience from the towns and cities that our students were raised in and call home.

I often share my home buying experience with my students to illustrate the difference between our home communities and the campus community. I didn't, for example, "apply" to live in my community. I didn't need "acceptance" from my community in order to buy my home. Granted, there is significant history of discrimination in providing access to homebuyers but the simplicity of my point when viewed in contrast with the admissions process remains the same: In many cases, US students are experiencing a diversity of backgrounds and opinions that is different than their home environment. Campuses are, in effect, globally constructed communities. Often for the first time, our students are experience religious, ethnic, socioeconomic and racial diversity at the point of entering college or university. It is that diversity of experiences that is such a critical component of university life but it can also be greatly overwhelming to students when they arrive on our campuses.

The university educational experience itself is often presented in sharp contrast to the high school learning experience. I would argue that university life presents to students the belief that the question is often far more interesting than the answer. Yet this concept of scholarship is being presented to the same students who aspired for acceptance into university by memorizing all of the 'right' answers for the SAT and ACT. Particularly in the context of a research university, it is the idea of the questions and the failed answers that generates new knowledge and the opportunity for discovery.

What, then, is our role in resolving these conflicts and preparing high school students to be collegiate scholars? In Student Affairs, we have a unique and significant reach upon students beyond the classroom. Our leadership and service programs compel our students to reflect upon their personal convictions and apply them within a broader campus and community context. Our residential halls provide a "living room" to students filled with diverse backgrounds where colleagues should intentionally engage and expand student's awareness of self and community. Finally, our career centers extend the process of exploration and discovery by providing students ongoing professional opportunities that sharpen student's post-graduate ambitions.

This, I believe, is what this work is all about: surrounding ourselves and our students with a diversity of ideas and identities that enable the creation of new knowledge that will better advance our world. For those of us who have been doing this work for decades, it fuels our careers and drives our leadership. Yet we cannot assume that our students and even our staff share this belief. Today, more than ever, it is critical that our campuses articulate, embrace, and share these values that make our professional home so unique.

Filed under [NASPA naspa region 1 higher education Student Affairs](#)

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December 15, 2016

Going Green at #NASPA17!

by Bryan McGrath, Assistant Dean of Students, Wheelock College

As we all prepare for the upcoming NASPA Annual Conference in San Antonio, the Sustainability Knowledge Community would like to share some environmentally-friendly action steps that can be taken before and during your conference experience.

CONVENTION CENTER

The newly renovated Henry B. Gonzalez Convention Center, which will serve as the primary location for NASPA conference programs and events, is taking great strides to reduce their carbon impact through waste reduction, energy & water conservation, and other practices. We encourage all of you to take some time to review their comprehensive list of [current green initiatives](#).

CATERING

If any of you plan to host a networking reception or pre-conference session or coffee break, we ask you to consider keeping sustainability in mind when making catering decisions. For instance, [the RK Culinary Group](#) – the Conference Center’s exclusive caterer - will work with all conference groups to use local purveyors or fair trade products or organic options depending on seasonal allowances. You can also arrange to utilize composting bins at your special event or request that any leftover food be donated to a local food banks.

LODGING

While there are three headquarter hotels for the Annual Convention - San Antonio Marriott Rivercenter, Marriott Riverwalk, and Grand Hyatt – the city of San Antonio has [17 hotels overall](#) to fit a variety of budget and needs. We urge attendees to research all lodging in advance (or at least inquire at the front desk) to see if there are any “green choice” options at your respective hotel. These options may include declining housekeeping even for a day and/or shutting off all lights when you leave your room, plus other possibilities.

SAN ANTONIO

Lastly, we highly recommend that you browse through the [SA2020 Initiative](#), San Antonio’s visionary commitment to the greening of their community. Their initiative is a passionate endeavor that combines environmental sustainability, civic engagement, health & wellness, and social justice. We also urge you to take advantage of the City of San Antonio Bike Sharing Program (stations are located in the back and front of the Convention Center).

If you would like to learn more about the Sustainability KC or join the team, feel free to check out our [NASPA page](#)! We look forward to connecting with many of you in March.

Filed under [NASPA naspa17](#) [highered studentaffairs](#)

[0 notes](#) &

[December 7, 2016](#)

Women in Student Affairs KC-Survey

Recently the Women In Student Affairs KC Pay Equity Working Group has developed a survey to try to learn more about women’s experiences as they try to advance in the field of student affairs.

Please take a few moments to complete this brief and confidential survey and share it with as many student affairs colleagues (regardless of gender identity) as you can!

https://kansasedu.qualtrics.com/SE/?SID=SV_dfXN1WzJIWfd0mp

Thanks!

Erika Lamarre

Region 1 WISA KC Rep

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[November 21, 2016](#)

“Building Cross Campus Partnerships: Hillel as a Model of Interfaith Cooperation” at Region I Conference

Glad to see so many colleagues at NASPA Region 1 in Burlington VT this week. The KC for Spirituality and Religion sponsored a session in the Kingsland Room at the Sheraton in Burlington VT. Our topic:

Building Cross Campus Partnerships: Hillel as a Model of Interfaith Cooperation

Presenters included:

Miriam Berkowitz Blue, MEd.

Assistant Director, Hillel Council of New England

Hillel Director, Simmons College

The Reverend Amy L. Fisher

Suffolk University Chaplain

Director, Interfaith Center

Spirituality and Religion KC representative Region 1

The education session featured religious life best practices from Hillel and Interfaith Centers to highlight practices for modeling interfaith cooperation.

Participants formulated questions to ask their religious professionals on their campuses. We considered new ways for addressing campus issues and reflected on what student affairs professionals should expect from their religious professionals.

Please contact me if you would like to ask any questions relevant to your campus:

The Reverend Amy L. Fisher

Suffolk University Chaplain

Director, Interfaith Center

617-573-8325

interfaith@suffolk.edu

Filed under [naspa region 1 naspa](#)

[0 notes](#) &

[November 15, 2016](#)

New Professionals Mentoring Institute-Testimonials

NPMI helped me connect with new professionals and seasoned professionals within our region. The opportunity to visit other campuses and form genuine connections with fellow attendees proved invaluable. I greatly appreciated the opportunity to engage in conversation over the various topics and learned applicable skills to further develop my ability to serve students. - Tara Bartley, Past Mentee

A colleague recommended I apply to be a NPMI mentor, and it was a wonderful way to give back to a fantastic association that has provided me with some great opportunities. When I applied, I had just completed the Mid-Level Institute a year prior, so having a chance to be involved with NPMI and connect with new professionals provided me with a new and different experience within the NASPA community. It's certainly worth fitting into your schedule as it provides an opportunity to reflect on the work we do and inspire the next generation of higher education professionals.- Stephanie Pierce, Past Mentor

The New Professionals Mentoring Institute was launched in the Fall of 2008 as a means to provide new, full-time professionals in their first two (2) years in the profession instructional sessions co-facilitated by seasoned student affairs administrators and faculty, as well as mentorship from a mid-level or senior level Student Affairs professional. If you are interested in applying as a mentor please apply [here](#). If you are interested in applying as a mentee please apply [here](#).

If you have any questions please email Caitie Abrahamson at Caitlin.abrahamson@qu.edu.

Filed under [naspa region 1 naspa npmi](#)

[0 notes](#) &

[November 14, 2016](#)

New Professionals Mentoring Institute-Testimonials

NPMI was an enjoyable and educational experience that I am certain will have lasting personal and professional benefits. As a participant, I built connections that I would not have made elsewhere and had the opportunity to discuss current topics in higher education with some of the region's most innovative leaders. I frequently find myself drawing on skills and knowledge learned during my time at NPMI. – Brian Quigley, Past Mentee

I was a first time mentor this past spring for NPMI, and it exceeded my expectations. I enjoyed meeting a young professional that I could mentor from another institution, and was pleasantly surprised how much I got out of each of the presentations! I highly recommend this experience for all seasoned professionals. It was excellent and I look forward to doing it again this spring! - Corinna Cusson, Past Mentor.

The New Professionals Mentoring Institute was launched in the Fall of 2008 as a means to provide new, full-time professionals in their first two (2) years in the profession instructional sessions co-facilitated by seasoned student affairs administrators and faculty, as well as mentorship from a mid-level or senior level Student Affairs professional. If you are interested in applying as a mentor please apply [here](#). If you are interested in applying as a mentee please apply [here](#).

If you have any questions please email Caitie Abrahamson at Caitlin.abrahamson@qu.edu.

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[November 10, 2016](#)

New Professionals Mentoring Institute-Testimonials

NPMI allowed me to connect with professionals from across the region that I otherwise wouldn't have been able to get to really know. The sessions allowed me to get into great conversations with other new professionals who were struggling with the same issues. Each session gave me the chance to learn something new and come back to campus reenergized to get working. The socials after each session also gave me the opportunity to get to know now some great people and make connections that I hopefully will be able to keep for long time. - AJ Andreucci, Past Mentee

I was a mentor two years ago and am still in contact with my mentee, as well as other new professionals from that cohort. It was such an enjoyable and rewarding experience to meet and discuss current issues with new professionals and colleagues. - Jenny Abdou, Past Mentor

The New Professionals Mentoring Institute was launched in the Fall of 2008 as a means to provide new, full-time professionals in their first two (2) years in the profession instructional sessions co-facilitated by seasoned student affairs administrators and faculty, as well as mentorship from a mid-level or senior level Student Affairs professional. If you are interested in applying as a mentor please apply [here](#). If you are interested in applying as a mentee please apply [here](#).

If you have any questions please email Caitie Abrahamson at Caitlin.abrahamson@qu.edu.

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November 8, 2016



Meet our Conference Committee!

Filed under [naspa](#) [naspa region 1](#) [higher education](#) [student affairs](#)