

Why Did You Go Into Student Affairs?

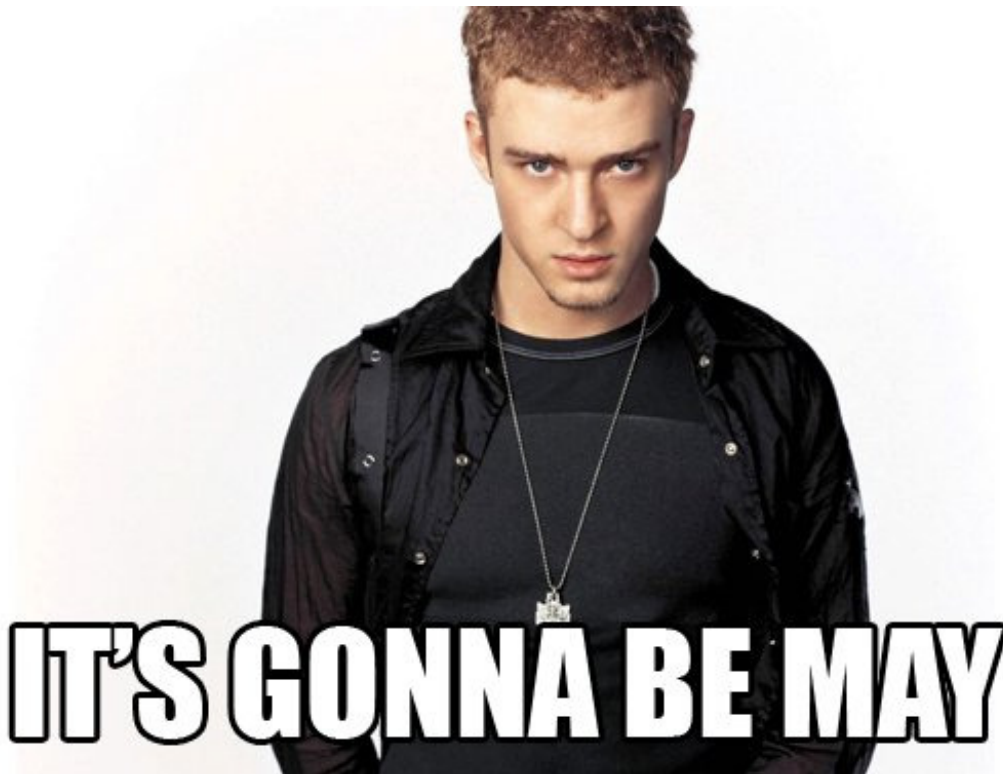
 nasparegion1.tumblr.com/page/21



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

[0 notes](#) &

[May 1, 2014](#)



Just Because...

Filed under [photo](#)

[2 notes](#) &

[April 30, 2014](#)

Article written by

Dr. Jason B. Pina

Vice President for Student Affairs @ Bridgewater State University

"Why did you go into Student Affairs?" I feel as though this question is asked of me almost every day. Even though each of us has a unique story, we share a similar foundational answer, students. Helping students maximize their time on campus, succeed in co-curricular endeavors and support appropriate developmental opportunities has driven my work and I am proud to call myself a Student Affairs professional. We never do our work alone and a critical portion of our work is mentoring students and professionals alike.

Why is mentoring important to our profession?

The foundation of my approach to mentoring is largely rooted in high school gyms! For a number of years, I worked in Enrollment Management. I travelled to hundreds of high schools and college fairs that inevitably were held in high school gyms. My discussions with high school students focused largely on matching their passions and family finances to the right institution. The discussions largely led me to recommended institutions other than the one I represented as a great post secondary choice. In those moments, I realized that I wanted students to succeed more than I wanted them to come to my university.

This short story represents my approach to mentoring. I focus on the needs and relationship goals of the mentees. Through preparation and interactions, I still walk away with so much. Self-assessment of my beliefs and past actions has given me the opportunity to learn from past mistakes and share that knowledge with mentees. In addition, mentees have identified shortcomings in my professional experiences through their questions. These unanswered inquiries have assisted me in my own professional development. The singular focus on the mentee's experience and needs has challenged me in a rewarding manner.

Why mentoring professionals is different from students?

Earlier in my career, I mentored students and paraprofessionals. These discussions were based on my limited opinion and expression of a divergent viewpoint. Although these points were valid, they were limited by my lack of experience and exposure. As I moved into leadership roles on campus, my mentoring relationships developed with graduate students and new professionals. Mentees began to ask me: "Why do you feel 'that' way?" and "How do you know 'that' is critical?" These two questions made these relationships a little scary. Professionals began to question the foundation of my advice and support.

When I have the honor of mentoring professionals, I have four non-negotiable intentions. First, I need to ensure the mentee knows my focus is on their needs but as important, are the limitations of my time, knowledge and insights. An honest and transparent approach helps ensure the relationship is respected and nurtured appropriately. Second, the students we serve have to derive benefits from the relationship. I actively listen for how our discussions will help students maximize their time with us. It may mean that a mentee needs to build skills in a critical area or possibly move to a new institution. Third, the two of us must always be in a positive learning relationship that improves our development. Reviewing how past discussions have influenced behavior and outcomes are critical. Fourth, our profession should be better for our relationship. We should grow throughout the relationship and be willing to share insights with colleagues and future mentees.

What are some mentoring relationship approaches?

As each academic year passes, I have less "free" time to engage in mentoring on my campus. Mentoring should be considered a critical component of our work and professional development. In closing, I would offer four approaches to encouraging mentoring relationships on our campuses.

1. **Role model the importance of mentoring professionals in the Division.** It not only helps the organization support students and breakdown internal silos but also creates an organization in a learning mode.
2. **Seek out mentoring relationships on campus that may seem out of the norm.** I mentor Directors and other mid-level professionals which is typical of a CSAO. In a public way, I also mentor administrative support staff and others on campus. This approach demystifies how and where relationships can occur and also gives insight into the whole organization.
3. **Ensure mentees know that you have not "made it."** As senior leaders, you have all benefitted from key mentoring relationships. Continue to seek those relationships out. Share your professional journey and how you have grown through mentoring relationships. You will be a role model of continuous improvement and the diversity of mentoring relationships.
4. **Utilize mentoring as staff development.** By engaging in the mentoring, you will gain unique knowledge of a colleague's style, potential and goals. You will find these insights help you better develop groups to work on challenging issues, identify professional development needs and advance the shared vision for students.
5. **Be authentic in your interactions.** Often, we are seen as the senior leaders and promoters of our Division's work. I have found that mentoring professionals is a critical strategy to endorse positive behavior and mitigate behavior contrary to divisional goals.

This post is meant to give you some insights from one colleague and to stimulate the sharing from others. It is your turn, please comment on my thoughts and add your own. I look forward to learning from all of you!

Filed under [article](#)

[0 notes](#) &

[April 30, 2014](#)

President Obama, Vice President Biden, Daniel Craig, Benicio Del Toro, Dulé Hill, Seth Meyers and Steve Carell on putting an end to sexual assault.

For more on this campaign, click [here](#)

What do you think?

Filed under [viralvideo](#)

[0 notes](#) &

[April 29, 2014](#)



The New Professionals and Graduate Student Knowledge Community will be hosting a Meet & Greet for graduate students and new professionals to get to know, and make connections with, upper-level Student Affairs Professionals in Region 1. This social event will provide both graduate students, and new professionals, the opportunity to converse with upper-level student affairs professionals that work both within, and outside of, their current assistantship, internship, or job to learn more about the field of Student Affairs.

Learning about your experience in the field of Student Affairs will be valuable to our new professionals and graduate students, so we hope that you consider attending this event!

We will be raffling off a Diploma Frame (especially in high demand for those who completing Graduate programs!). Raffle tickets will be on sale at the event for \$5 each, 3 for \$10, or 10 for \$25. All raffle ticket sales will benefit the NASPA Foundation!

NPGS Knowledge Community Meet & Greet

Thursday, May 1, 2014

5:30pm

Dillon's Restaurant & Bar

955 Boylston Street

Boston, MA 02115

Please RSVP now to Kyndra Angell at k.angell@neu.edu

Filed under [knowledgecommunity](#) [newprofessionals](#) [gradstudents](#)

[0 notes](#) &

[April 28, 2014](#)

NASPA Region I

Signature Initiatives

SALT (Student Affairs Leaders of Tomorrow)

The Student Affairs Leaders of Tomorrow (SALT) conference is designed to introduce undergraduate students to the field of student affairs. Participants will have the opportunity to meet other student leaders who share their same interests, discover the career path that is right for them, meet professionals in the field who will provide guidance, mentorship and direction, and have a chance to learn about and meet representatives from the various graduate programs in student affairs in our region.

CSAO (Chief Student Affairs Office Institute)

The Senior Student Affairs Officers (SSAO) Institute is an opportunity for Chief Student Affairs Officers/Vice-Presidents of Student Affairs to discuss topics and issues relevant to their positions. The Institute takes place as part of the Region I Conference and includes a dinner on Sunday night and a half-day of programs on Monday. The topic of the SSAO Institute changes every year.

MLI (Mid-Level Institute)

A Region I signature event, the Mid-Level Institute provides professionals with 5-8 years of professional experience an opportunity to explore the challenges and rewards of leading from the middle. The cohort based model increases regional connections and offers mentorship from a chief student affairs officer. The engaging sessions with seasoned student affairs officers, the collegial support, and the time for reflection all make the institute a unique experience. The Institute is scheduled for four days, one day in each of the months of March through June.

NPMI (New Professionals Mentoring Institute)

The NPMI 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. The program takes place over the course of four sessions, which run from December to April.

Check out some of NASPA Region I's **Signature Initiatives**.

Feel free to contact Marlin Nabors at m.nabors@snhu.edu for more information!

Filed under [region1](#)

[0 notes](#) &

[April 25, 2014](#)

Because sometimes you need a little history to know the present

Happy Friday!

Filed under [viralvideo](#)

[0 notes](#) &

[April 25, 2014](#)



NASPA Undergraduate Fellows Program (NUFP) is accepting applications through May 8th.

Interested in learning more about this great professional development opportunity? Please click [here](#) for more information!

Filed under [networking](#) [NUFP](#) [professionaldevelopment](#)

[0 notes](#) &

[April 25, 2014](#)



There are **1476 NASPA Region I members** as of 4/25/14.

Breakdown by State:

Connecticut - 236
Massachusetts - 596
Maine - 66
New Hampshire - 65
Rhode Island - 108
Vermont - 68
Canada/International - 21

Filed under [bulletin](#) [members](#) [region1](#)

[3 notes](#) &

[April 24, 2014](#)



Dean College hosted the **No Evil Project** during **Enough is Enough Week** on campus. We had 135 Dean College members (staff photos above) participate in this great initiative.

To learn more about this project and to check out photo galleries from Dean College and other Region I institutions that include Quinnipiac University, Nichols College, Becker College and Assumption College, please click [here](#)

Filed under [photos](#)

[0 notes](#) &

April 24, 2014



Colleges Back Away From Using Tests to Assess Student Learning

Written by Dan Berrett for the Chronicle of Higher Education

It wasn't long ago that standardized tests were ascendant in higher education.

Feeling pressure from federal policy makers and the public to demonstrate rigor in their courses, colleges turned to the tests as seemingly objective measures of quality and what students are learning.

Consumer-oriented websites sprang up. College presidents pledged to be upfront about their students' performance on such tests. A widely cited book relied on standardized tests to support its assertions that many students failed to learn much during college.

But then momentum slowed.

A leading advocacy group for the disclosure of student-learning outcomes quietly closed. Another project has seen flagging interest. Researchers have cast doubt on the reliability of some standardized measures of learning, which are increasingly being marketed directly to students. And professors have become more interested in tools that allow them to standardize their assessment of their students' performance on homegrown assignments instead of using outside tests.

"The pressure that institutions felt is waning," says Natasha A. Jankowski, assistant director of the National Institute for Learning Outcomes Assessment.

But standardized tests, say several advocates of their use, are not going away. They are being used, perhaps more appropriately, for internal purposes like assessing curricula. The institute reported this year that institutions were using learning assessments that were more varied than they were four years ago, but that fewer than one-third of colleges reported the results.

To read the full article, please click [here](#)

Filed under [article](#)

[1 note](#) &

[April 22, 2014](#)



The following image is from the “**You Don’t Say?**” Campaign out of Duke University. The premise of the campaign is to encourage people to think before speaking as the words one delivers can have negative implications that were never intended in the first place, especially to those around us.

For more information on the campaign and to check out the full photo gallery, please click[here](#)

Filed under [article campaign](#)

[1 note](#) &

[April 22, 2014](#)



TRANSCRIPT NOTATIONS

As you are likely aware, there has been an increasing trend towards legislation from the federal government that affects how institutions of higher education conduct business. There is now discussion pertaining to the proposal of federal legislation that could require institutions of higher education to notate disciplinary sanctions on academic transcripts if students are separated from institutions.

The climate of higher education has changed dramatically over the past two decades, perhaps most dramatically in the area of campus safety. Institutions are consistently under scrutiny by students, parents, the federal government, the media, and the general public when it comes to the actual, and perceived, levels of safety on campuses. Across the country, state and federal legislation requires campuses to implement campus threat assessment teams, develop crisis management plans, report specific crime statistics, and provide services and education for violence prevention. At the same time, our student bodies have become more mobile with students often transfer between multiple institutions during their college career or only interacting with the college through a virtual environment. The academic transcript is the one document that is used to verify a student's academic achievement; it is also the only record that serves to communicate between institutions about a student's eligibility to attend courses. Like many other aspects of our work, the academic transcript is now being discussed at the federal level.

Because the transcript is the only document that serves to verify a student's status with an institution, ASCA's position is that we believe it is a best practice to designate on an academic transcript when a student is in-eligible to re-enroll as a consequence of disciplinary action at the institution - i.e. when a student has been suspended or dismissed/expelled. We recognize the value of such a notation with regards to campus threat assessment as well as some admission review procedures. We also understand the different impacts and uses of such information by open-enrollment institutions, limited enrollment programs, graduate admissions procedures, and even external background check procedures. We believe that there should be common notation language that can be mutually understood across institutions of higher education. While our preference would be that we could develop best practices through the work of content experts and practitioners in our field, it now appears that we may have to move quickly to advocate for our concerns in light of possible legislation being discussed.

In that vein, ASCA has reached out to several other associations, specifically, NASPA, ACPA, NACUA, IACLEA, AACRO, Common App, NACAC and ACE to ask for their support and to encourage them to join us in advocating for practitioners in higher education across the country.

If you would like to read ASCA position paper on Transcript Notations, click [here](#)

If you have any questions and/or comments about Transcript Notations, please email Barbara Fienman at bfienman@gmail.com

Filed under [article](#)

[0 notes](#) &

[April 22, 2014](#)

“Invite people into your life who don’t look or act like you. You might find they challenge your assumptions and make you grow.”

– MELLODY HOBSON

TED2014

Filed under [quotes](#)

[0 notes](#) &

[April 18, 2014](#)



My First Year of Teaching

Written by Rachel Herrman for the Chronicle of Higher Education

Ididn’t know what to expect of my first year in the classroom. And as an American teaching U.S. history in England, I didn’t know what to expect of British students. Last fall I walked into a room ready to talk about 19-century diet reform by citing Sylvester Graham’s invention of the graham cracker only to learn that most of the students had never eaten one. Even with many such small differences, I think that my initial year as a faculty member would have surprised me no matter the location.

At the same time, my first few months on the job have sometimes provided a lesson in rediscovering what I already knew. For example, I've had to remind myself that although the substance of a lesson plan may look the same from course to course, each class unfolds differently depending on the composition of students present. Last semester my "Revolutionary America" course had two seminar groups, one in the late afternoon, and another with fewer students at 9 a.m. on a Friday. Some weeks the afternoon group was better, and some weeks, the Friday group was more engaged. Techniques that worked for one group didn't always work for the other, and I had to always be on my toes in the event that discussion fell flat.

Other aspects of teaching have posed thornier and less-familiar challenges. I still need to work on my skills as a discussion leader. Although I had guest-lectured and taught small "how to be a historian" sessions in graduate school, I hadn't done much seminar teaching. Turns out, I was naïve about how quickly I would be able to build classroom rapport. I suppose I started my first year thinking that although it would be tricky in some hypothetical way, I would manage to replicate the enthusiastic and intense discussions that I myself had engaged in as an undergraduate. I didn't look ahead much further than that first class, at the start.

For the complete article, please click [here](#)

Filed under [article](#)

[0 notes](#) &

[April 18, 2014](#)

Next time you say "I can't..." watch this :)

Filed under [viralvideo](#)