During the brief period between Commencement and orientation season, I appreciate the time to reflect on the people, places, and events that influenced the preceding academic year. And I feel a sense of gratitude for the year’s joyous and challenging days.

With that in mind, please allow me a few moments to express some NASPA gratitude.

First, I’m grateful to the membership of NASPA Region I. Earlier this year, I made a call for expressions of interest in regional advisory board opportunities. More than 100 individuals responded via email, phone, and NASPA’s Volunteer Central website. Extraordinary! There was much more interest than there were available advisory board roles. As a result, our Volunteer Coordinator Jen DeBurro (University of New England) is assisting me in connecting interested parties with opportunities on our various leadership teams and planning committees. We’re committed to finding a match for everyone who was in touch earlier this spring, so please bear with us as we continue to work on this initiative.

I’m grateful to the NASPA Region I Advisory Board for their dedication. We’ve met twice since the NASPA Annual Conference in Phoenix, and this dynamic and energetic group will accomplish much on your behalf during the next two years. You’ll find a listing of regional advisory board members in this issue of the newsletter, and I invite you to contact any of us at any time with your questions, comments, and feedback.

I’m grateful to our long-serving Treasurer Cherie Withrow (Community College of Rhode Island) for her contributions to the Region since she was first appointed Treasurer in February 1998. This past month, Cherie stepped down after 14 remarkable years in the role. Cherie has been dedicated heart and soul to the success of NASPA Region I and its leaders. She has supported Regional Vice Presidents, Conference Treasurers, Silent Auction Chairs, Institute Chairs, State Directors, and all other regional leaders who have had budgets, and ensured that NASPA’s fiscal policies, protocols, and procedures were scrupulously followed. Prior to her 14 years as Treasurer, Cherie served on the regional advisory board in other capacities. You can bet Cherie will continue to be visible at NASPA Region I events; NASPA Region I is Cherie’s professional home. Cherie has been working closely with our new Treasurer Jackie Newcomb (Brown University) on transition, and I’m confident Jackie will excel in the role. All of us owe a debt of gratitude to Cherie Withrow for being both a valued leader in our Region and an outstanding steward of NASPA Region I’s resources. (continued pg. 2)
While gratitude is on my mind, I urge you to express gratitude to others in Region I by nominating a colleague, a student, or a program for NASPA Region I’s annual awards. Our Nominations & Awards Chair Alison Black (Franklin W. Olin College of Engineering) has streamlined the timeline and process to create a more nominator-friendly experience, so please take a moment to read the email she sent on June 6, about our annual awards. Nominations are due in mid-July for the awards, which will be presented at the NASPA Region I Conference in Mystic, Connecticut, in November. As Alison wrote, “We are a Region rich in talent and exemplary programs,” so please help us draw attention to the best of Region I!

Before I close, I’d like to announce that we have a new State Director for New Hampshire. In early June, I appointed Sean Bogle (Plymouth State University) to complete Eric Braun’s term, which runs to March 2013. Eric has been appointed Dean of Students at Vermont Technical College; he’s left the Granite State for the Green Mountain State, and stepped down as State Director for New Hampshire. I hope you’ll join me in congratulating both Eric and Sean.

In the warm, sunny weeks ahead, may you find time to reflect on your year and express gratitude to all who’ve been positive influences on your life in student affairs. Enjoy the remainder of your summer!

Sincerely,

David Zamojski
NASPA Region I Director

PS – I invite you to like NASPA Region I at facebook.com/RegionI and follow us on twitter @NASPA_R1.
Can Student Affairs Answer Langston Hughes?

By Peter Fowler
Associate Dean of Students, Wentworth Institute of Technology

In his poem, Langston Hughes asks “What happens to a dream deferred?” It is a question full of hope, as if everything depends upon its answer. In April, the College Board sponsored the annual conference A Dream Deferred: The Future of African-American Education to explore challenges and opportunities for African-American student access and success. The well-stated goal of the conference was to create possibilities to ensure the dream is achieved.

“That dream that every student dreams about who they can be will never be deferred.” The statement is simple and difficult all at once. One presenter at the College Board’s Dream Deferred Conference brought to light the complexities of the statement with this statistic: 87% of students want to go to college but only 44% of high school freshmen actually enroll in college. The Journal of Blacks in Higher Education reports that the black student college graduation rate is 43%, some 20-percentage points behind their white peers.

Professionals from across the country, representing secondary and higher education and community-based organizations, attended the Dream Deferred Conference. Many of the higher education professionals were admissions officers and academic advisors. The perspective that the student affairs professional brings to these conversations is important...and necessary, and seemed to be missing at the conference. Rarely do student affairs professionals have the opportunity to talk about the environment and support services available in our high schools with those who are working in secondary education. Knowing that the college graduation rate of African-American students is lower than the national average, what could we learn from our partners in secondary education?

Educational sessions focused on best practices in raising student achievement. One high school in Oakland, CA offered a presentation on their collaboration with a community based organization, which resulted in high graduation rates and effective partnerships with parents and families. Certainly student affairs can relate to the need to build partnerships with many groups, including parents and families. Those related to college access have begun the conversation with community organizations. Has student affairs been active in this discussion? What do we know about what has proven to be effective strategies in secondary education and how can we replicate those to promote our students’ success?

One of the consistent messages woven throughout the conference is that students can succeed when we have high expectations and the support to reach towards these expectations. As one of the presenters noted, “students will reach to high levels if we teach to high levels.” For many, student affairs advisors and educators mirror this with the challenge and support model of student development. What expectations do we have of our students? Do these expectations exist for our African-American students as well? How do we articulate these expectations? What support systems can student affairs offer to allow students to meet these expectations?

We must admit that the dream continues to be deferred in higher education. As student affairs professionals, we need to insert ourselves in discussions with high school teachers, community-based organizations, college admissions officers, and parents and families. We need to respond to research on African-American achievement, particularly that of African-American men. There are some institutions that have been able to promote persistence to graduation for their students. What can we learn from each other? Or more importantly, how?

Overall, our African-American students are not achieving...or higher education institutions are failing our African-American students. Beyond the rhetoric of “college readiness,” student affairs has the theoretical knowledge, the proven history of developing strategies for success and creating effective learning environments, and the responsibility to answer Langston Hughes’ question with a resounding it becomes the dream achieved.

To learn more about the 2013 Dream Deferred Conference in Chicago, visit www.collegeboard.org
2012-2014 Region I Advisory Board

**NASPA Region I Advisory Board**

Region I Director: David Zamojski, Boston University
Past Regional Vice President: Nancy Crimmin, Assumption College
Historian: Barbara Fienman, College of the Holy Cross and Emmanuel College
IT Coordinator & Webmaster: Karoline Sears, Southern Vermont College
Members at Large: Lee Peters, University of Hartford, and Lauri Sidelko, University of Maine
Membership Coordinator: Scott Kane, Rhode Island College
Nominations & Awards Chair: Alison Black, Franklin W. Olin College of Engineering
Regional Co-Coordinators of Knowledge Communities: Jen Stanley, Roger Williams University, and Beth Moriarty, Bridgewater State University
Regional Conference Chair: Daniel Brown, Quinnipiac University
Regional Newsletter Editor: Jenn Kosses, Massachusetts College of Pharmacy and Health Sciences
Secretary: Carole Hughes, Boston College
Silent Auction Chair: Ali Hicks, Stonehill College
Social Media Coordinator: Valerie Heruska, Boston University
Treasurer: Jackie Newcomb, Brown University
Volunteer Coordinator: Jen DeBurro, University of New England

**Liaisons & Institute Chairs**

Faculty Liaison: Annemarie Vaccaro, University of Rhode Island
Mid-Level Institute Chair: Marlin Nabors, Wentworth Institute of Technology
New Professionals Mentoring Institute (NPMI) Chair: Hank Parkinson, Fitchburg State University
Senior Student Affairs Officer (SSAO) Liaison: Kathleen McMahon, Roger Williams University
Undergraduate Liaison / Student Affairs Leaders of Tomorrow (SALT) Conference Coordinator: Nick Negrete, University of Vermont

**Regional Coordinators of NASPA Programs**

Enough is Enough Campaign: open
NASPA Undergraduate Fellows Program (NUFP): Jimmy Doan, Bentley University

**State & Province Directors**

Connecticut: Shelby Ballard, University of Hartford
Maine: Jason Saucier, University of Southern Maine
Massachusetts: Rich DeCapua, Suffolk University
New Hampshire: Sean Bogle, Plymouth State University
Rhode Island: Jason Pina, University of Rhode Island
Vermont: Anne Hopkins Gross, Southern Vermont College
Canadian Provinces: Jana Luker, McGill University
## Regional Representatives to NASPA’s Divisions

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## Regional Representatives to NASPA’s Knowledge Communities

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<td>University of Massachusetts - Amherst</td>
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Is There A Surge Of Student Veterans...Yet?

By David Vacchi
Doctoral Student - University of Massachusetts - Amherst

In the post WWII era, the original GI Bill created such a surge of student veterans that the entire higher education system had to change to accommodate returning veterans who comprised nearly 50% of all college students by the late 1940s. While we may never again see such a high percentage of college students because of the overall expansion of higher education, we always see an increase in student veteran populations after major military conflicts, and to a lesser extent after the military downsizes, which can be hand in hand events. With the advent of the Post 9-11 Gi Bill some scholars and academics have rushed to assert that there is a surge of student veterans underway on our campuses and that student veterans are emerging as a new student group.

As a veteran the largely poor scholarly efforts on behalf of student veterans disappoint me, but I remind myself that this is a new area for scholarly inquiry and it will only get better as the literature begins to reflect the real voice and perspective of student veterans. First, let me remind you of what you already know: veterans have been on our college campuses for a long time and have been a significant component of student populations since the 1940s. One scholar has referred to student veterans as an emerging population so many times, that he’s beyond annoying. It is simply inaccurate to describe student veterans as emerging. It would be more accurate to say student veterans are ignored less than they were after Vietnam, but they are not emerging and are not yet surging. So let’s retire that overused term and describe what’s taking place a little better: student veterans are a burgeoning population and are likely on the doorstep of a surge.

But I thought with the post 9-11 Gi Bill we began a surge in 2008? The same author who overuses the term emerging for student veterans cited an academic article, published in 2008, which criticized veterans for using less than 40% of their Post 9-11 Gi Bill benefits. Can anyone see the problem with that assertion? While the Post 9-11 Gi Bill legislation became law in 2008, veterans could not use the benefit until the fall of 2009. So the real surprise there is how does this author think anyone used any of their Post 9-11 Gi Bill benefits at all in 2008? The real fact is that a low percentage of Montgomery Gi Bill eligible veterans use their Gi Bill benefits. The reasons for this are many, but are not the point of this article; I’m more highlighting the specious scholarly work that we seem to be relying on to understand student veterans and to try to serve this non-traditional student population.

So we’re under a surge of student veterans, are we? The student veteran population has increased significantly over the last five years, but in a time of war this is likely to happen regardless of the existence of a new Gi Bill as service members simply depart the military on their normal departure cycles and begin to go to college to move forward in life. So let’s examine some facts to see if we’re under a real surge related to the post 9-11 Gi Bill or if this is really just the calm before the storm. First, until 2008 those serving in the military either had no Gi Bill benefit entitlement, or paid into the Montgomery Gi Bill. Therefore most of the students we see on campuses are either not using benefits, or are using Montgomery Gi Bill benefits. Now, this will begin to change as the Montgomery Gi Bill was long criticized for being expensive for military members and falling short of the financial needs to attend college. As a result legislators went back to the original Gi Bill and did an amazing thing: they actually asked, “How can we create the same impact for veterans that the original Gi Bill did for WWII veterans?” The result was the most generous college benefit package in the history of our nation, the Post 9-11 Gi Bill. While the total package of the original Gi Bill
included VA home loans, unemployment compensation, and a whole host of other benefits which are now stand alone pieces of legislation, the original GI Bill educational benefits pale in comparison to the new GI Bill benefits. Let’s not forget too that the only way to count veterans on most campuses is to count GI Bill users: those not using GI Bill benefits are rarely counted as veterans.

OK – if those benefits are so good, why are we not being flooded with students like in 1946-1949? First, it is a flawed assumption that we are not being flooded with student veterans, but we need to be more accurate in describing the flood: it is not a flash flood like after WWII. Second, consider the eligibility requirements for veterans to use the New GI Bill, namely to get the maximum benefit requires a three year tour of active duty. When the government devises these kinds of educational programs they are intended to be recruiting and retention tools to stabilize the force and while the jury is still out, this seems to be successful to date. What that means is that service members are not leaving the military in droves just to use the GI Bill benefits as they did after WWII...yet. Finally, let’s consider when this legislation was enacted: 2008. Those service members who were specifically motivated to enlist for these new GI Bill benefits have just completed their initial three year term of service, and many enlist for four years or reenlist to serve more time in the military. So the first group primarily motivated to serve in the current wartime era for other than patriotic reasons (namely to gain new GI Bill benefits) just became eligible to depart the military and enter college. Further we know that things rarely work out smoothly and that new enrollments in the spring semester pale in comparison to the fall semester. So while we should continue to see a slow and steady increase of student veterans on our campuses consider two things: those who have been using GI Bill benefits continue to graduate and depart campus, and those who enlisted just to earn the full Post 9-11 GI Bill benefits have not hit our campuses yet and we’re still seeing increases. What this means is that in the fall of 2012 and the immediate subsequent semesters will begin to show what some have been falsely referring to as a student veteran surge on our campuses.

Finally we should understand why this will not be a flash flood of student veterans like we saw after WWII. First, despite being in the worst economy since the Great Depression, this recession is nothing compared to the post WWII economy when we were restarting everything. Second consider that the original GI Bill program had essentially a four year period of eligibility, which created over 15 million eligible veterans for benefits, but slightly over 2 million actually used the benefit to go to college (another 6 million went to trade schools). Finally, there was a small window to use the GI Bill benefits as the original GI Bill was designed to ease the rush on scarce jobs after the war was over. None of these conditions exist under the new GI Bill. First, the period of eligibility is already over ten years and there is no end in sight, but I suggest when we depart Afghanistan we may hear serious discussion about closing eligibility for this most generous GI Bill program. While the total number of veterans eligible for the new GI Bill benefit will never reach 15 million, we should look more closely at the two veteran populations to predict usage. To summarize, the all-volunteer professional standing military of today is comprised of service members who were educated under the expanded educational system brought on by the WWII generation and are thus superior, in almost every way, to the WWII generation, particularly with regard to academic preparation. While we cannot predict for certain, reasonable thinkers will acknowledge that a higher percentage of the current group of veterans will use the GI Bill to go to college than the twelve percent who used the original GI Bill. I might unscientifically estimate in the 30 to 50 percent range, particularly since officers are eligible for the first time to use these new GI Bill benefits (it’s how I’m funding my own doctoral program!) Finally we should consider the time window that veterans can use these benefits, which is very generous. Veterans have fifteen years after they separate from the service to use their benefits. If a service member enlists in 2012, serves a 20 year career, and exhausts their benefits at the last minute, this student veteran will exhaust their GI Bill benefits in the year 2047. History tells us that we will have one to two more wars by then. (continued pg. 8)
In summary, we have not yet begun the student veteran surge many claim is under way on our campuses and the presence of the Post 9-11 GI Bill will last at least until the middle of the twenty-first century, even if under a very flat Bell Curve of usage. Consider what will happen if predicted cuts to the Department of Defense happen and the war in Afghanistan truly “ends” in 2014. These events are on path to coincide and would create the closest thing to a “flash flood” of student veterans we’ve seen since WWII. Since veterans are once again popular and respected, as they were after WWII, we will not experience the hidden population of student veterans like we did after Vietnam, we will become more and more accustomed to student veterans being on campus. Finally, history tells us that the nation did not do justice for several generations of student veterans with insufficient benefits and so future versions of the GI Bill program should be just as generous as the current version meaning student veterans will never emerge they will always be on our campuses.

David Vacchi will complete his doctoral coursework this semester in the Educational Policy and Leadership program at the University of Massachusetts-Amherst and is a retired senior Army officer and combat veteran having served on active duty for more than 20 years.

Looking to get more involved in NASPA at the national and/or regional level?

If so, check out the new Volunteer page on the NASPA website! Just go to www.naspa.org and click on VOLUNTEER at the top of the page. You can then enter the Volunteer Database, which will allow you to indicate your specific volunteer interests and browse and respond to currently listed volunteer opportunities. New opportunities have recently been posted, so be sure to check it out!

For questions or additional information, please contact Jen DeBurro.

It is never too early to get ready for the Silent Auction

Do your summer vacation plans include shopping at craft fairs, unique boutiques, art shows, or other tourist destinations? If so, it’s the perfect time to pick up an item to donate to the NASPA Region I Silent Auction! The auction is a highlight of the regional conference each fall. Not only is the auction a lot of fun in and of itself, but it is also a critical fundraiser that supports the SALT conference and regional awards. Your creative donations will make for an exciting event and will also support the future of our field!

Institutions and individual members from the region donate items or services to be auctioned, and conference participants have the opportunity to bid on the items. The highest bidder on each item at the end of the allotted time wins the prize. Great auction items include sports tickets, theatre tickets, getaways at vacation homes, artwork, gift certificates, professional development workshops, gift baskets, nights out in the city, etc. The Auction is only as successful as the quantity and quality of the items donated, as well as your willingness to “bid often and bid high” at the conference! It’s not too early to get started on contributing to a fun and fruitful auction.

In addition, Ali Hicks, the Silent Auction Chair, is looking to put together a planning team to organize and implement the auction. If you are interested in volunteering, please contact her at ahicks@stonehill.edu. Happy shopping!
The annual Region 1 Conference will be taking place November 11 – 14, 2012 in lovely Mystic, Connecticut. Home to the tall ships of Mystic Seaport and New England’s only beluga whales at Mystic Aquarium, which will host this year’s social, the town of Mystic exudes charm. Shop one-of-a-kind shops downtown or at the quaint Olde Mistick Village with old colleagues and new friends. Enjoy the hospitality of the Mystic Marriott Hotel and relax in the Elizabeth Arden Red Door Spa conveniently located on site.

The NASPA Region I Conference Committee invites you to join us in reflecting on our collective and individual goals, passions, and purposes of NASPA and student affairs. This year’s conference theme is “Honoring Our Mission.” It not only focuses on the mission of NASPA, but on how the missions of our programs, departments, and institutions impact our students. The conference, speakers, and the presentations will concentrate on the four I’s of NASPA - Inquiry, Inclusion, Integrity, and Innovation.

Award nominations will be accepted until July 16, more information can be found on the region website. Please direct any questions regarding awards to Alison Black at alison.black@olin.edu

The S.A.L.T. (Student Affairs Leaders of Tomorrow) conference will again happen concurrently as the regional conference. It 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. Please visit the conference website or contact Nick Negrete, Region I SALT Conference Chair, at nnegrete@uvm.edu for more information.

### Getting to know Mystic Conference Word Search

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Rhode Island Drive-in Conference: Dear Colleague Letter

By Evans Erilus
Brown University

On Wednesday, April 4, 2012, colleagues from around the state came together at Rhode Island College’s Donovan Dining Faculty Center for a discussion revolving around one of the bigger issues in Higher Education today: Title IX. The drive-in conference, served as springboard for quality discussion and information gathering regarding the Dear Colleague Letter, which was released one year to the date of the conference. The meeting highlighted several key points during the discussion, but two items were most poignant: this letter affects all levels of the university community, and inaction regarding such matters is not an option.

The conference was highlighted by a four-member panel: Claire Hall, General Counsel at Johnson & Wales; Elizabeth Canning, Non-discrimination Coordinator at Johnson & Wales; Dr. Kathleen McMahon, Dean of Students at Roger Williams; and Heidi Hartzell, Director for the Office of Student Conduct and Community Standards at Roger Williams. Each presenter discussed the importance of the letter as it pertains to a section of the University community, highlighting the interconnectedness of all constituencies involved. From determining institutional compliance and implementing a plan to training and review, each party was able to emphasize how the Dear Colleague Letter affected everyone, be it a University President or a residential assistant. Questions from those in attendance revolved around such topics as 3rd party reporting and the definition of coercion in such contexts, leading to more discussion on the scope of confidentiality and other responsibilities.

A special thanks to Dr. Scott Kane & Kristen Salemi of Rhode Island College for hosting the event; our presenters for providing such a wealth of information; to all of our attendees for being such an attentive and engaged audience; and the RI NASPA Advisory Board, for putting the program together. It is safe to say, all parties walked away with not only a better understanding of Title IX, but also what responsibilities it entails for those involved.

State Spotlight

CT NASPA will be hosting a social gathering at Black Bear in Hartford (187 Allyn Street, Hartford CT, 06103) on Friday, July 27th beginning at 5pm until 8pm. Appetizers will be provided.

Also, CT NASPA has a facebook page (NASPA Region I Connecticut)-check us out!

Shelby Summers Ballard
CT State Director

Greetings from the Green Mountain State!

Be sure to join the NASPA Region 1-Vermont Facebook by searching "NASPA Region 1 - Vermont." We will be using this as one of the conduits of information regarding events and happenings in Vermont.
Student Affairs Administrators in Higher Education (NASPA) Region I
Call for Nominations for State and Regional Awards

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<td>Program of the Year</td>
<td>NEEED Award</td>
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<td>Scott Goodnight Award for Outstanding Service as a Dean</td>
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<td>The President’s Award</td>
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Award nominations deadline for submission is July 16th

For more information please visit: http://www.naspa.org/regions/regioni/awards.cfm
Questions? Contact naspar1awards@gmail.com or call Alison Black at 781-292-2327.
**There is a fall deadline for National Awards and Excellence Awards. Stay tuned!**

NASPA Region I Facts and Figures

According to NASPA’s May 2012 membership report for Region I, the Region has 1,328 members, which is a strong membership number for us. A breakdown by state reveals the following: 251 members come from Connecticut (18.9% of our total membership), 81 from Maine (6.1%), 693 from Massachusetts (52.2%), 76 from New Hampshire (5.7%), 113 from Rhode Island (8.5%), 77 from Vermont (5.8%), 29 from Canada and European nations (2.2%), and 8 from U.S. states outside New England (0.6%).

Join 3000 of your NASPA friends on Twitter at http://twitter.com/naspatweets
Reflections from Phoenix

The 2012 New Professionals and Graduate Student KC National Conference Scholarship recipients write about their experience in Phoenix this past March.

Submitted by: Meghan Lynn Godorov
Assistant Director for Career Development, Mount Holyoke College

In Philadelphia last year, as a student in my final year of graduate school, my objective was to network as much as possible in Region I, specifically with professionals in the state of Massachusetts. Not only did I want to find a Career Services position, I also wanted make the most of the opportunities provided to graduate students such as attending Placement Exchange, volunteering, developing a meaningful relationship with a SPLKC mentor, and connecting with the Career Services Working Group that was launched last year as part of SAPAA. However, this year, that same enthusiasm to do everything was slightly stunted by the urgency to honor and accept the changes that had occurred in my life both professionally and personally since last March.

In preparation for Phoenix, I did what I would normally do--reached out to colleagues to set up time to chat over coffee, signed up to serve as a mentor in the SPLKC Mentoring program, and decided which sessions to attend. However, the more I scheduled my entire conference, the more I found myself not wanting to plan a thing. These conflicting impulses accompanied me to Phoenix and, one day, as I sat casually catching up in the large exhibit hall with a trusted mentor, he boldy asked me, “Are you joyful?” I paused and with a tad bit of self-doubt I answered, “Yes.” However, I felt compelled to question him and said, “Why do you ask?” He noted that he sees a change in me since last year and while his observation was not meant to be negative, at the time, I was taken aback by his comment. Now I realize that he did me a favor by catapulting me into a new way of making the most of your conference experience as a professional.

I acknowledged how tired I had become in graduate school and as a result of the effort it took for me to assimilate to a new state and community with my first professional position in Massachusetts. NASPA, I realized, happened to be one of the only constants through this transition, and so, I saw Phoenix as the place where I could take stock of how far I have come and where I want to go but also to honor where I am in the present. My mentor challenged me to acknowledge this three-pronged struggle and make the conference a place of learning and rejuvenation. Looking back, not only did I successfully present with a colleague at a roundtable session on a topic that I truly love in our profession, I also had the opportunity to serve as a mentor to two graduate students. I connected one-on-one with seasoned professionals, meeting with a VP for Student Affairs through the Panel of Listeners program and conversing with professionals on the plan both to and from Phoenix. Additionally, I spent time exploring the city and learning more about the unique culture of the area. This space to reflect allowed me to negotiate a new set of personal and professional demands. Being in Phoenix allowed me to start this process and my trusted mentor challenged me to face it. I am thankful for his feedback, appreciative of Region I’s support to attend, and grateful that my institution encouraged me to submit a proposal otherwise I might not have had the opportunity to make such good sense of my transition from graduate student to professional.
Reflections from Phoenix  
Submitted by: Alisha Cahue

National conferences can be an overwhelming experience. As a second year graduate student attending my second NASPA, I thought I was ready. I picked out sessions ahead of time, downloaded the app for my iPhone, put the socials in my calendar, and even signed up for the hiking excursion. The one thing I didn’t think about was the exhaustion I would feel after attending The Placement Exchange. Luckily, NASPA offers tons of different sessions and events at all different times of the day; so I was able to take care of myself while still attending excellent sessions and networking with a variety of professionals from all over the country.

It is nearly impossible to pick a favorite part about my second NASPA conference. I was blown away from the very beginning by John Legend’s speech and performance. He made some incredible points about the importance of education and the resources that are necessary to prepare students for college. It was a wonderful way to kick off the conference and re-energize those of us who attended TPE.

One of the best sessions that I attended was using StrengthsQuest in RA training and development which was presented by some wonderful representatives of the College of the Holy Cross. I have always been a huge fan of StrengthsQuest and recently Northeastern implemented it within our Residence Life Professional Staff training, so I was very interested in how we could also incorporate it into the positions of our Resident Assistants. I think one big issue with any large staff is consistency in evaluations. Using StrengthsQuest would help with that issue because it gives us a common language to use. I also think that by utilizing StrengthsQuest, there are tons of opportunities for development throughout the year. Whether you are working to build a better team or helping to develop the individual, there are a plethora of activities centered around using one’s strengths. The most important thing I learned from this session is that if we implement it, it is very important to follow-through. This can’t be a one-time activity. If it were to be effective, it needs to be incorporated into activities throughout the year. I hope this is something that I can bring to my future position within residence life.

I want to end this reflection by saying THANK YOU to NASPA Region 1 for giving me the scholarship that allowed me to attend NASPA. I fully believe that attending conferences is one of the best ways for a graduate student or new professional to increase their professional networks and to learn from colleagues. I really appreciate having the opportunity to attend this year and plan to share my newfound knowledge when I get a chance!

Region I Recognition

Congratulations to Dr. Tryan L. McMickens  
Visiting Assistant Professor, Administration of Higher Education  
Suffolk University

Dr. McMikens was awarded the First-Runner Up Award for the 2012 Melvene D. Hardee Dissertation of the Year Award and was invited to present some of my findings for the NASPA Faculty Fellows Emerging Scholars session, and appointed to a three-year term (2012-2015) on the Journal of Student Affairs Research and Practice (formerly, the NASPA Journal). You can learn more about Hardee award, please visit: http://www.naspa.org/pubs/newsletters/forum/forum.cfm?fid=1365
Women’s Winter Renewal Retreat

By Kristen Pierce
Assistant Director of Residence Life, Stonehill College

I feel so privileged to have been one of the 70 women to attend 12th annual Women’s Winter Renewal Retreat co-sponsored by NEACUHO and NASPA Region 1 on Friday, January 6th, 2012. Southern New Hampshire University provided the perfect setting to re-energize, refresh and renew my spirit as the retreat was designed to do.

The theme of the day was “Share Your Story” and therefore presenters were asked to do some storytelling. The opening keynote was Dr. Mary-Beth Cooper, Senior Vice-President for Student Affairs at Rochester Institute of Technology. She is probably one of the most accomplished and driven individuals I have ever had the privilege of listening to. I was fascinated by the statistics and information she provided about women in leadership roles. She also did a great activity that got the audience thinking about perceptions we have about men and women. The point of what she was trying to tell us is that as women, there are certain things we need to do if we want to move up the ladder in our profession. Some of these things include being our own advocate, setting goals and sticking to them, being decisive and making sure not to cry in front of people at work.

The second speaker of the day was Nancy Crimmin, Vice-President for Student Affairs at Assumption College. Nancy talked about the importance of having a work-life balance. She had some great stories about bringing her kids on campus to events and doing her “homework” at the kitchen table with them. Last semester was a particularly tough one for me between things going on at work and it being my first full semester trying to balance being a mother of two. The best part about her talk was that it helped to ease the guilt I constantly feel as I navigate this balancing act. This is something we can all relate to whether we have kids or not. When we are torn between responsibilities to our students and whoever the special people are in our lives are whether it be parents, siblings, friends or significant others it naturally causes some guilt to arise. Nancy is someone I have always looked up to in this field and her honesty about the rewards and challenges was greatly appreciated.

Another thing I have learned to appreciate as a result of this retreat is that the decision to get a doctoral degree is an extremely personal and individual one. Beth Moriarty, Director of Residence Life at Bridgewater State University drove this point home in her session. She recently completed her Ed.D from Johnson and Wales University and was able to describe her journey in such a beautiful and poignant way. She too had to find the balance between all of her responsibilities and demonstrated the importance of doing something because it is just for you. As women we often put ourselves last and feel selfish if we do anything for ourselves. Hearing how Beth pursued her dream because it made her feel whole and complete was so motivational. In addition to talking about her pursuit, what really struck me was the important role negotiating (taking paid time off, who takes the kids to the doctor’s appointments, allowing or not allowing professors to be on your review board) played throughout this experience of hers. I am still not sure when and if I will be ready to pursue a doctoral degree of my own. I do know, however, that if I do, and my child says “that’s my Mama” when I walk across the stage to get it, I would feel just as proud as Beth did in that moment!

After all that listening & reflection, we took a break for lunch. It was not only delicious but provided a great opportunity to interact with women from other institutions. I can’t say I have ever spoken to any of the women sitting at my table and was so intrigued to hear about their roles at their institutions among other things. It was just so nice to talk to some new people! (continued pg. 15)
Pauline Dobrowski, Associate Vice-President for Student Affairs & Dean of Students at Stonehill College was the brave soul scheduled to speak to us after lunch. Campus Politics for women was the perfect topic for her to present on. If you have ever met Pauline you know how genuine, kind and caring she is. She is also a master at building and sustaining connections with others—no matter who they are. During her session she shared a few of her secrets with us with the main one being that while it is important to be aware of the politics on play at your campus, you should not change who you are or be afraid to use your values in your work with others. We each got a stack (tied with cute little ribbons) of about 50-100 words (math was never my subject.) From this stack, we had to pick the 10 top things we valued and then share those items & how they come into play at work in our small groups. For example, one person in our group had the value “family” and talked about how during RA training they designate time in the schedule for staff to spend with family or events they can bring people to.

To wrap up the day, Cathy Raynis Meeker, the founder of this retreat, moderated a panel of female leaders in our field. In addition to the four women mentioned above, the audience provided questions ranging from “what was your biggest mistake” to “what would be the one piece of advice you would give to women in our field.” I found the candid responses to be so refreshing and felt lucky to be in the company of such accomplished women.

In conclusion, I would just like to say thank you to the co-chairs Erin McDowell and Megan Igoe from Quinnipiac University for all the time they put into planning this opportunity for us. It was a much needed break from the details that bog us down on a daily basis and gave me a fresh start and sense of energy for this semester. This opportunity to connect with and learn from other women in this field is so important in giving us the strength we need to do this work. I strongly suggest you mark your calendars for next January so that you too can share your story!

**KC Updates**

Check out the following announcements, information, and articles from our many outstanding Region I

**Sustainability KC has Gone Social!**

In continuing its work spreading the knowledge of sustainability throughout region one, your Sustainability KC has a new Facebook page and would like to invite all of you to visit and perhaps even “friend” us. The NASPA region 1 Sustainability KC Facebook page contains articles, discussions, links and photos relating to sustainability throughout the region.

It’s not easy being green!

Sincerely,
Stephen Nason
NASPA region 1 KC Sustainability Coordinator
NASPA Region I Sustainability KC Facebook page
Greetings,

I wanted to introduce myself to all of you as the newly appoint Technology Knowledge Community chair for Region 1. The #NASPAttech 2.0 conference is happening in Indianapolis October 25-27, 2012. The registration page is now live, along with the call for programs! It is looking to be a good conference where we will talk about emerging trends within technology and Higher Education. For more information about this conference please go to http://www.naspa.org/programs/technology/ If you have any ideas for programs about technology or would like to host a program please let me know.

Max Koskoff
Resident Director, University of Hartford
Twitter: @Makoskoff

Greetings from the Student Leadership Programs Knowledge Community! I am very excited to start my term as the Region I Representative for the SLP KC. Recently, I reached out to all Region I membership soliciting interest in being part of the leadership team to guide and steer the KC as well as set goals for the upcoming year. I was contacted by many individuals interested in taking a leadership role, so we have begun the process of getting the structure of the team established! We will be working together to provide opportunities for our members in the Region to learn, develop and make contributions in the area of Student Leadership Programs.

If you are interested in being part of the Leadership Team within the Region I SLP KC, have ideas or suggestions, or just want more information, please contact me at cpowers@ccsu.edu.

Thanks! And I look forward to sharing more as we move forward with the SLP KC in Region I!
Colleen Powers
Assistant Director, Student Activities/Leadership Development
Central Connecticut State University

Did you know that NASPA has 26 Knowledge Communities? Join one (or more!) today by visiting:

http://www.naspa.org/kc/default.cfm

About the Newsletter

The NASPA Region I Newsletter is published monthly. Submissions are always welcome and can be sent to Jenn Kosses at jenn.kosses@mchs.edu, preferably in Microsoft Word. Feel free to include any images with your submissions and, when possible, include the names, titles, and institutions of all people featured. Electronic versions of past issues can be found archived on the NASPA Region I website.