



The Region I Bulletin

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

0 notes &

August 7, 2015



Registration for the 2015 NASPA Region I Conference is now live. You can access it by going to the NASPA website, or this link: <http://www.naspa.org/events/2015Region1Conf>.

Pricing and deadlines can be found on the conference website under the Register for Event tab.

This year's conference will be held from November 15 - November 18 in Manchester, NH at the Radisson Hotel Manchester Downtown. Rates are as follows:

- Single - \$129.00
- Double - \$129.00
- Triple - \$139.00
- Quad - \$149.00

*Please contact them directly at 603.625.1000 to arrange accommodations. Make sure to mention the NASPA Region I Conference to receive the discounted rate.

Be on the lookout for Lunch & Learn Pre Conference sessions and the CSAO Institute registrations coming later this month!

If you have any questions, please do not hesitate to contact Erin Twomey (please see her information below). On behalf of the entire NASPA Region I Conference Committee, we look forward to connecting with you in Manchester!

Erin Twomey

Associate Director of Campus Life & New Student Orientation Quinnipiac University/ NASPA Region I Conference Registration Chair

p: 203.582.8035 | f: 203.582.5203 | Erin.Twomey@quinnipiac.edu

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Misunderstood on Campus: Students with Autism

By Lee Burdette Williams

Our campus communities run on the fuel of interpersonal relationships, and students' engagement in these communities is a vital part of their learning experience. So what happens when social interaction is as difficult for a student as navigating a hilly, inaccessible campus is for someone in a wheelchair? Students on the Autism Spectrum are arriving on college campuses in increasing numbers, bringing with them social and academic challenges that many institutions are not ready to meet.

This year marks the 25th anniversary of the Americans with Disabilities Act (ADA), federal legislation that pushed colleges and universities to strengthen their support of students with disabilities. In the last two and a half decades, we have seen many positive changes that have allowed students with visual, hearing and mobility impairments to attend college successfully. While more work is needed, the efforts that a number of institutions have made are laudable.

But as a recent [Chronicle of Higher Education opinion piece](#) argues, when it comes to supporting students with mental health and learning disabilities, colleges and universities still have a long way to go. This particular piece, authored by Lennard Davis, focuses on mental health-related disabilities, but the other category—students with learning disabilities—presents its own challenges. While students with disabilities such as dyslexia and dyscalculia can often find support for alternative ways of learning classroom material, students with Autism Spectrum Disorders (ASD), including one disorder more commonly known as Asperger's Syndrome, often find it difficult to garner support on campus.

Students with high-functioning autism are often college-capable. That is, they are intellectually able to perform at a high enough academic level to earn good grades in high school and admission to college. In fact, some students with this diagnosis are extremely bright and able to do remarkably high-level academic work, especially in those areas of study in which they are particularly interested.

It is in the social realm that these students most often, though not exclusively, struggle. Autism is a disability marked by significant communication and behavioral challenges, such as limited ability to read social cues, rigid thinking, and hyper-focus on a specific subject (e.g., American history, sports, video games). Sensory sensitivity to noise, bright lights and smells can often cause stress that is expressed in socially inappropriate ways. Hygiene can be a challenge for some students on the Autism Spectrum due to both sensory issues and poor executive functioning, a disorder that often co-occurs with ASD. Students with ASD sometimes find it difficult to enter into or appropriately end a conversation, to know when and how much to speak in a class or meeting, or to see a situation or problem from another person's perspective.

In addition to these challenges, because poor executive function is a common co-occurrence with autism, students with ASD may also be slow cognitive processors, have difficulty with short-term memory, and can be challenged by organizational deficits. While other students who do not have autism may exhibit signs of poor executive function, they often are able to compensate for these deficits through personality and engagement with others. They are, in short, students we often *want* to help, whereas students with ASD are students who, by the very nature of their disability, may alienate those who are there to help them.


Students with ASD often find themselves isolated—some by choice, others because of the difficulty staff and other students may have in interacting with them. This can lead to academic and mental health challenges, and possibly result in a student's departure. Too many students with ASD end up leaving our institutions because we fail to recognize that it is their autism that is causing the social, behavioral and academic challenges they find themselves facing. And those very challenges may be what lead us to feel less motivated to assist them. When they leave, we say "Well, we gave them a chance to succeed here." It is similar to what was once said about students of color, or first-generation students: "We gave them a chance. What more can we do?" Of course, for those two populations, there was a lot more we could do, and we began to do it, changing our campus environments to be more welcoming, not blaming students of color or first-generation students for the problems they encountered. We have reshaped the landscape of higher education for students who have deserved to belong here. It is now time to do the same for students on the Autism Spectrum.

Student affairs professionals owe it to students and to our profession to become educated about this population and learn the strategies that can make a difference in their campus experience. We also need to go further: to open a conversation about how these students not only belong here, but can enrich our campuses by bringing a degree of cognitive diversity that benefits everyone. Make it a professional development goal this year for you and your colleagues to focus on serving students on the Autism Spectrum. They are already on your campus, and they deserve your best effort.

Lee Burdette Williams is the Director of Collegiate Partnerships for [Mansfield Hall](#) in Burlington, VT, and a long-time student affairs professional. She will be presenting on this topic at the NASPA Region I Conference in November.

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August 7, 2015




NASPA RI invites you to a half day Drive-In with a featured speaker presented by Roger Williams University

Jackson Katz

*Educator, Author, Social Critic
and Nationally Acclaimed Lecturer*

Friday, August 28, 2015
9am – 12pm
RWU Recreation Center



More Than a Few Good Men: A Lecture on American Manhood and Violence Against Women

Event Schedule

9:00 – 10:00am	Dr. Katz's Lecture
10:00 – 11:00am	Roundtable Discussions
11:00am – 12:00pm	Closing Panel, featuring: Peter Kilmartin, Attorney General of Rhode Island Lucy Rios, RI Coalition Against Domestic Violence Ann Burke, Lindsey Ann Burke Memorial Foundation Beth Devonshire Esq., Higher Ed. Professional/Consultant
12:00 – 1:00pm	NASPA RI Networking Luncheon


Cost is just \$10 for the morning program or \$25 with luncheon.
Register at: <http://tinyurl.com/2015NASPARIRhodeIslandDriveIn>

Who Should Attend?

RWU students, faculty and staff, friends in the greater Rhode Island community and advocates for sexual assault prevention and education

Sponsored by:

Rogers Williams University's President's Office, Division of Student Life, School of Continuing Studies, School of Justice Studies, Feinstein College of Arts & Sciences, and RWU School of Law. Also sponsored in part by NASPA Region I, the RI Attorney General's Office, the RI Coalition Against Domestic Violence, Lindsay Ann Burke Foundation, Silent Witness Initiative and Day One.



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July 28, 2015



THE TOP 10 THINGS WE NEED TO STOP DOING IN LGBTQ+ PROGRAMMING

1. Being married to marriage

The recent Supreme Court decision is not the end of the marriage debate-but we centered so much of our resources and rhetoric around the issue we cannot blame some allies for thinking we have arrived at true equality. It's time we refocus our efforts on keeping queer youth safe, giving LGBTQ+ people of all ages equitable and informed health care, and protecting us from discrimination in the workplace (amongst many other issues that threaten real equity).

2. Being stuck in the "Safe Zone"

Safe Zone trainings are an important educational tool, but too often we rely on Safe Zone as the "be all and end all" of LGBTQ+ programming. Campuses beginning their journeys to inclusion have started Safe Zone programs before (or even instead of) gathering LGBTQ+ communities together to understand their pressing needs. Within Safe Zone trainings, many educators have worked hard to detach the perception that a single training can give anyone all the tools and knowledge they need to sustain LGBTQ+ allyship. Safe Zone's should be seen as part of the journey, not an ally destination.

3. Rainbowing recklessly

The rainbow is an important symbol for LGBTQ+ communities, and can be powerful symbols at Pride and National Coming Out Day celebrations. However, not every program warrants a flag present on its advertising or at the event itself. Events that seek to bring in students who may not be comfortable with their identities, or those revolving around stigma or violence against trans communities are examples of events/posters that may be better off without the reckless rainbowing.

4. Resting on respectability politics

Playing the assimilation game comes with the territory in higher education. We teach our students how to engage in "proper" discourse, the finer points of writing and speech, and how to "dress for success" to land the post-college career. LGBTQ+ folks are under extra scrutiny as an underrepresented group, and we often find ourselves trying to be the "good little gays." In playing the assimilation game we often ignore the lived realities of our students and forget that some, among many other non-normative possibilities, could be kinky, in abusive relationships, or do sex work. We must engage in sex positive ways centering healthy relationships and self-determination for our students. And this means forgoing our "friendly neighborhood gay" mentality.

5. Hiding in the ivory tower

Creating a queer/trans utopia at our institutions within hostile cities, small towns, and rural counties does not serve our LGBTQ+ students. We must engage in meaningful ways with our community; sharing our immense resources like people power, intellectual expertise, research and analysis, and yes-even money. This could look like students canvassing to inform voters or mentoring LGBTQ+ youth; or faculty researching for LGBTQ+ nonprofits; or simply opening our doors for the public to attend the speakers who come to our campuses. Social justice and LGBTQ+ activism has strong roots in higher education and we must reconnect to that history in meaningful and mutually beneficial ways.

6. Being blind to Whiteness

White supremacy is a disease that infects a lot of our collective work and we desperately need to actively interrogate how it functions in our work. This takes thoughtful, consistent, and critical questions and systems in place that hold us accountable. For example, how do we continuously ask how our work uplifts, supports, and works in solidarity with racial justice and communities of color on our campuses? Addressing oppression and allyship in all of its forms in all trainings, programs, and advocacy is a start. Centering Queer People of Color (QPOC) narratives in programming is also essential. Requiring all professional, student staffs, employees and volunteers to critically engage in issues beyond LGBTQ+ concerns, such as race, demonstrates a commitment to ensuring an inclusive environment within LGBTQ+ spaces.

7. Always stewing on the alphabet soup

Many of our students have made it clear that the LGBTQ+ alphabet soup does not always properly capture the complexity of who they are and who they love. Yet how many of us spend the majority of LGBTQ+ trainings going over just vocabulary? Many educators are now breezing through

terminology by sending participants resources beforehand and getting down to what's important regarding all identities-asking (with care) about identity, doing research about that identity on your own, and mirroring the language our students use for themselves.

8. Letting students do it solo

While many campuses are expanding to provide LGBTQ+ student services through stand alone centers or through multicultural student services, others are still relying solely on LGBTQ+ students to provide support groups, advocacy, and education to their campuses. Empowering students can be great, but relying on them solely to do campus-wide education comes at a cost: often their academic and emotional well-being. We as administrators, even on campuses where it is politically difficult, have to bear some of the burden of providing support for LGBTQ+ students.

9. Stopping at interpersonal interruptions

Too many training sessions spend precious time running through multiple scenarios of how to address homophobic and transphobic comments. While an important skill and completely necessary, many of these same trainings forget to move from biased speech to the systems that perpetuate them. Our allies have to understand the impact of power, privilege, and heterosexism and how to work to dismantle them. Keep your scenarios-but be sure you move from situations to systems.

10. Drowning in the deficit model

56% of LGBTQ+ students experience discrimination in schools. 40% of homeless youth are LGBTQ+ identified. LGBTQ+ youth are four times more likely to commit suicide than their heterosexual/cisgender peers. These are our students' reality and we must talk about them. But, when all we do is focus on the horrors of systemic oppression we re-traumatize our community. We need to move beyond the deficit model and talk about the joy, love, and the downright awesomeness of being LGBTQ+. Our community should be celebrated. Sometimes you just need to throw a party!

Final thoughts:

The authors of this list readily admit they too are guilty all of these at certain times in their professional lives. What's critical is that we continue to engage in LGBTQ+ programming with thoughtfulness and intentionality. It's time we hold our LGBTQ+ programming, and ourselves, to a higher standard of equity and inclusion.

Ted Lewis serves as Associate Director for LGBTQ Campus Life at the University of Richmond and the Special Projects & Outreach Coordinator for Campus Pride. Ted has over a decade of experience working with LGBTQ+ programming in higher education. Chris Purcell is the Director of LGBTQI Life at Vanderbilt University, and has LGBTQI advocacy and student support experience at 4 different institutions.

If you are interested in contributing to the GLBT KC's blog, please submit your interest [here](#).

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July 16, 2015

SA SPEAKS: FINDING THE RIGHT FIT AND TAKING A RISK

By Kristina Testa-Buzze

Kristina shares two experiences that influenced her career and her direction in her field. She's now the Director of Adult Learning at Norwalk Community College. But, early on, she found that she needed to be in a work environment accepting of new ideas. She says learning what you need in your work environment is crucial and focus on what you need, not what you want.

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July 6, 2015



We have extended the nomination deadline for state & regional awards. **State award nominations will now be due Thursday, July 30th and regional awards on Thursday, August 6th.** Please take some time to nominate a deserving colleague!

You can find a full description of the state and regional awards [here](#). Each nomination should include a letter of nomination and two support letters.

There is a list of the state and regional awards at the end of this email. Winners will be presented at the awards ceremony during the Region I Conference this coming November in Manchester, New Hampshire.

Thank you to those of you who have already submitted nominations for our state and regional awards! Awards are incredibly important because they recognize the many deserving people and programs in our region.

We are still seeking names of NASPA Region I members who are retiring this year or who have retired during the past year. You may email this information to naspar1awards@gmail.com.

We are also looking for several individuals to serve on the regional award committee to select this year's winners. If you are interested in serving on the regional awards committee, please contact me at naspar1awards@gmail.com or via telephone at 617-333-3165.

Sincerely
Jen Maitino
Awards Chair, NASPA Region I

State Awards:

Catch a Rising Star (Undergraduate)

Richard F. Stevens Outstanding Graduate Student

Richard F. Stevens Outstanding New Professional

*Doris Michiko Ching Award for Excellence as a Student Affairs Professional (formerly called the Mid-Level Professional Award)
Program of the Year

Regional Awards:

Community College Professional Award

Region I Continuous Service Award

Equity, Diversity, and Inclusion (EDI) Award

Institutional Leadership Award

*Outstanding Contribution to Higher Education

*George D. Kuh Award for Outstanding Contribution to Literature and/or Research

*Scott Goodnight Award for Outstanding Performance as a Chief Student Affairs Officer

*The President's Award

The nomination process for state and regional awards is an easy two-step process:

1. Visit the awards portion of our NASPA Region I website [here](#).
2. Select the award you would like to nominate someone before and click NOMINATE to be directed to enter and upload nomination materials.



We may be enjoying the warm weather but the largest fundraiser for Region I, our annual Silent Auction, is just around the corner in November. While the conference committee hopes to see everyone in Manchester, you can still donate an auction item even if you are not planning to attend the conference.

The money raised through the Silent Auction supports the SALT undergraduate conference and select regional award winners. The Advisory Board has set a goal to raise at least \$10,000, and we need your support! There are a couple ways you can donate:

Donate an item for our traditional Silent Auction. The possibilities are endless!

- Sports tickets
- Theater tickets
- Weekend or weeklong getaways at vacation homes
- Nights out in the city
- Artwork
- Jewelry
- Gift cards to common restaurants and other establishments
- Gift baskets
- Holiday-themed gifts
- Professional development workshops

“Buy It Now” College Bookstore – BACK BY POPULAR DEMAND!

Bring or send along an item from your own college or university bookstore (or your office storage closet!) to add to the “Buy It Now” College Bookstore area of the Auction, where t-shirts, jackets, and other paraphernalia will be available for immediate purchase from conference participants.

I hope you will consider making a donation and will also encourage your colleagues to do the same.

You will simply need to complete the online form at <http://goo.gl/forms/esi19hkGuU> prior to the conference.

The Auction is only as successful as the quantity and quality of the items donated, so please help us support the future of our field!

If you want ideas or need to coordinate someone to bring your item to the conference, please contact me at jennifer.forry@newbury.edu. I hope to

see you in Manchester in November!

Sincerely
Jennifer Forry
NASPA Region I Silent Auction Chair

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[July 6, 2015](#)

Exchange trip to France April 13-17, 2015

The e-mails came from the NASPA International Exchange Coordinator; would you like to go on the NASPA French Exchange trip in April? Three of us from different parts of the country; North Dakota, New Jersey and Massachusetts unknown to each other, each said yes. Passports were checked, airfares purchased and the itinerary was received with our first assignment: Meet in Strasbourg, France on the evening of Sunday, April 12th. The visit will start bright and early Monday, April 13th.

After e-mails back and forth introducing ourselves, two of us realized we would be on the same connecting flight from Amsterdam to Strasbourg France. The third delegate in our party would be arriving in Strasbourg by train via London and Paris.

Sunday night arrived and we met at the hotel which was located directly across the piazza from the breathtaking **Strasbourg Cathedral de Notre Dame**. We enjoyed dinner at a nearby restaurant where we tried a Strasbourg specialty called Tarte Flambe.

After the leisurely dinner we retired for the evening to catch up on jet lag and to get ready for our busy week. Though none of us spoke French and we did not know what to expect, we experienced five days of incredible learning, touring, fabulous French food, wine and laughter. At the end of our journey, we realized we were new colleagues and friends for life.

The first two days of our tour were spent in Strasbourg. Strasbourg is the official seat of the European Parliament and a mere ten kilometers from the Germany border. The University of Strasbourg has almost 44,000 students of which 20% are from countries other than France. The University is proud of its history and the fact that 17 Nobel Prize winners have taught at the University over time.

We learned about the CROUS system in France which are the government run centers responsible for providing housing, food, financial aid and cultural programs for university students who study in France. The staff of the CROUS de Strasbourg were our hosts. During the visit, we had the opportunity to meet with student leaders from the university and learned that many of their concerns were similar to those of student leaders in the United States. Specifically, they were concerned about affordability and access. These students were very passionate about representing their peers and viewed their involvement as elected student leaders as crucial to helping administrators understand the needs of students. While meeting with CROUS administrators and student leaders, we had the opportunity to visit several residence halls as well as their dining facilities which are considered restaurants. We also visited the University de Strasbourg and learned that the university owns major collection of Egyptian art.

As part of our trip, the CROUS staff went to great lengths to ensure that we would get to know the city of Strasbourg. In doing so, they arranged a number of activities for us including a boat cruise on the **Ill river**, a walking tour of Strasbourg, and a private wine tasting (you should try Gewurztraminer). We were also treated to two fabulous dinners in traditional Alsace restaurants and ate spaetzle, choucroute, and an array of sausages and meat. We were fascinated by the Kougelhof (a type of brioche) that is made in a bundt like looking pan. The Cathedral tour was a highlight of our visit as we had a guide who was extremely knowledgeable (and spoke English). Because of our proximity to Germany, the director of the student services (Studierendenwerk) office in Karlsruhe, Germany joined us for dinner on Tuesday night to further educate us about how student affairs is managed in Germany. After a wonderful dinner with our new CROUS friends, we said goodbye and got ready to start the next part of our journey.

After a day of travel mid-week, we arrived in Montpellier, France. Located in the south of France, Montpellier is 70 miles west of Marseille and is the eighth largest city in the country. One third of the population are university students.

Our host, Christophe picked us up and took us to our hotel. Barely unpacked we were immediately directed through the central square and off to Le Pavillon Populaire (an exhibition hall) to get a personal tour of "Le vie en Kodak" a brilliant exhibit of 80 original photographs published by Kodak and displayed in Grand Central Station in NY from the 1950's -1970's to promote the new Kodak cameras. What a treat to see our own history in another country.

Thursday and Friday were spent meeting members of CROUS Montpellier who provide student support to students who attend the three universities in Montpellier; Universite Paul Valery, Universite Sciences et Techniques and Universite de Montpellier with a combined student enrollment in excess of 40,000 students.

We were treated to a very rare tour of the Moulages Museum followed by lunch in a university restaurant. The Moulages Museum specializes in developing replicas of some of the world's greatest sculptures from the Renaissance period to be used for study by Anthropology students.

The day was far from over as we had two more rare tours ahead of us. The first was a guided tour of the medieval streets of Montpellier. Seeing structures from the 15th and 16th centuries preserved and occupied today was awe inspiring and a reminder of how young the United States is in comparison to other areas of the world.

After the walking tour we were taken to the Montpellier College of Medicine. The College began in 1181 and is the oldest operating medical school in the world and home to the Museum of Anatomy. One of the finest of its kind in the world, the Museum of Anatomy contains both real and created anatomical specimens. While some of the exhibit was difficult to see, the collection provides a valuable resource for students studying Medicine.

We learned about international student support services at the CROUS Montpellier and visited several residence halls. Boy were they clean! The rooms were small but compact; all had their own bathrooms, a twin bed, underbed storage and a desk. We visited a studio apartment (with small kitchen). We also learned about the restaurants run by the CROUS and toured the kitchen on the Universite Paul Valery campus. While our hosts prepared elaborate and traditional three-course meals at lunch for us, we noticed that students ate differently. When asked the CROUS staff said that the most popular lunch meal for students was hamburger and French fries.

The culmination of our trip was a walking tour and dinner at La Grande Motte a planned city from the 1970's. Dinner at the Yacht Club overlooking the Mediterranean Sea ended our visit.

After five amazing days, our trip came to a close and we flew back to our respective campuses. As we look back at our time in France, it is easier to see our professional similarities rather than differences. Like us, they are concerned about the wellbeing of their students and are committed to providing them with a quality experience. Further, we learned that they are as interested in us as we are in them. The opportunities for future collaborations are many and would be welcomed.

We are indebted to all of our hosts for their graciousness, informative presentations (in English), patience with our non-French (though we tried) and amazing hospitality.

US Participants:

- Cara Halgren, Associate Vice President and Dean of Students, University of North Dakota
- Shannon Gary, Associate Dean of Students, Montclair State University, NJ
- Barbara Fienman, Interim Consultant, adjunct faculty, Suffolk University, MA

(If you are interested in submitting an application for a future exchange please visit the NASPA exchange program page <http://www.naspa.org/events/IEP>)

In Strasbourg:

- Christian CHAZAL: CROUS Director (Strasbourg - France)
- Michael POSTERT: Studierendenwerk (**Karlsruhe – Germany**)
- Nicolas GSELL: student's life manager (Strasbourg)
- Lydie KLEIN: Manager of Esplanade Hall residences (Strasbourg)
- Marie-Odile BRETTE: social department manager (Strasbourg)
- Sarah BOSS : communication and culture manager (Strasbourg)
- Sarah FOURAR : International service department (Strasbourg)
- Guillaume POILLERAT-GARCIA: student representative CROUS (Strasbourg)

Rebecca Bowen, Interpreter

In Montpellier:

- Philippe Prost, CROUS Director (Montpellier- France)
- Catherine Racine- CROUS Associate Director (Montpellier)
- Claude Rouxelin, CROUS Accountant (Montpellier)
- Christophe Abric, Executive Assistant and Secretarial Manager, (Montpellier)
- Renaud Seretta – CLOUS Director (Perpignan, France)
- Myriam Faure, CROUS Director Nimes Satellite (Nimes, France)
- Nicolas Dubourg- Director of University Cultural Center
- Theirry Mazarand, Managing Director of International Relations
- Rosa Plana, Curator of Moulages Museum

Judith White, Interpreter

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NASPA Region I: Multicultural KC Summer Picnic
Saturday, July 18
Stonehill College, North Easton, MA

12pm-3pm

Please join the Latino/a KC as we get together to connect with members of the NASPA Region I Multicultural KCs over food, music and games.

Cost:

\$5 NASPA Member
\$10 Non-members
\$5 Children under 12
\$10 Children over 12

For More Info or to Register: <https://www.naspa.org/events/R1-Multicultural-KC-Picnic>

Sponsored by: Latino/a Knowledge Community

Co-Sponsored by: LatinosinHigherEd.com & Stonehill College

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#NASPA gives

Only 1 week left to help Region I achieve our 2014-2015 #NASPAGives Campaign Goals!

As of June 15, 2015 Region I has had 133 people donate to the 2014-2015 #NASPAGives Campaign.

For more information about how Region I is doing in comparison to other regions, please click [here](#)

Thank you to the Region I Members who have participated in the 14-15 #NASPAGives Campaign!

Remember - when you give, you support young scholars and recognize the importance and impact of the work of distinguished student affairs practitioners. When you invest in the NASPA Foundation, you connect the past and present to the future. You infuse a spirit of gratitude and giving among NASPA's members. You are a leader and inspiration to others.

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[June 23, 2015](#)

RECOGNIZE THE REGION

CALL FOR NOMINATIONS 2015 NASPA REGION I AWARDS

STATE AWARDS DUE JULY 10, 2015
REGIONAL AWARDS DUE JULY 31, 2015

[Click here to nominate!](#)

<http://bit.ly/regiononeawards>



NASPA

Region I

Region I's Scoot Goodnight Award for Outstanding Service as a Dean.

Who will join them at this year's award ceremony?

It's up to **YOU!**

Nominate your Dean [here](#) and while doing so, check out the other categories that will be awarded this fall.

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[June 23, 2015](#)



This article was written by Jennie Haskamp from the Daily Muse was featured in Business Insider on May 4, 2015

15 words to eliminate from your vocabulary to sound smarter

Newsprint is on life support, emojis are multiplying faster than hungry Gremlins, and 300 million people worldwide strive to make their point in 140 or fewer characters.

People don't have the time or the attention span to read any more words than necessary.

You want your readers to hear you out, understand your message, and perhaps be entertained, right? Here's a list of words to eliminate in order to help you write more succinctly.

1. That

It's superfluous most of the time. Open any document you've got drafted on your desktop and find a sentence with that in it. Read it out loud. Now read it again without that. If the sentence works without it, delete it. Also? Don't use that when you refer to people. "I have several friends that live in the neighborhood." No. No, you don't. You have friends who. Not friends that.

2. Went

I went to school. Or the store, or to church, or to a conference, to Vegas, wherever it is you're inclined to go. Instead of went, consider drove, skated, walked, ran, flew. There are any number of ways to move from here to there. Pick one. Don't be lazy and miss the chance to add to your story.

3. Honestly

People use honestly to add emphasis. The problem is, the minute you tell your reader this particular statement is honest, you've implied the rest of your words were not. #Awkward

4. Absolutely

Adding this word to most sentences is redundant. Something is either necessary, or it isn't. Absolutely necessary doesn't make it more necessary. If you recommend an essential course to your new employees, it's essential. Coincidentally, the definition of essential is absolutely necessary. Chicken or egg, eh?

5. Very

Accurate adjectives don't need qualifiers. If you need to qualify it? Replace it. Very is intended to magnify a verb, an adjective, or another adverb. What it does is makes your statement less specific. If you're very happy? Be ecstatic. If you're very sad, perhaps you're melancholy or depressed. Woebegone, even. Very sad is a lazy way of making your point. Another pitfall of using very as a modifier? It's subjective. Very cold and very tall mean different things to different people. Be specific. She's 6'3" and it's 13 degrees below freezing? These make your story better while also ensuring the reader understands the point you're making.

6. Really

Unless you're a Valley Girl, visiting from 1985, there's no need to use really to modify an adjective. Or a verb. Or an adverb. Pick a different word to make your point. And never repeat really, or very for that matter. That's really, really bad writing.

If you are visiting from 1985? Please bring the birth certificate for my Cabbage Patch Doll on your next visit. Thanks.

7. Amazing

The word means "causing great surprise or sudden wonder." It's synonymous with wonderful, incredible, startling, marvelous, astonishing, astounding, remarkable, miraculous, surprising, mind-blowing, and staggering. You get the point, right? It's everywhere. It's in corporate slogans. It dominated the Academy Awards acceptance speeches. It's all over social media. It's discussed in pregame shows and postgame shows.

Newsflash: If everything is amazing, nothing is.

8. Always

Absolutes lock the writer into a position, sound conceited and close-minded, and often open the door to criticism regarding inaccuracies. Always is rarely true. Unless you're giving written commands or instruction, find another word.

9. Never

See: Always.

10. Literally

Literally means literal. Actually happening as stated. Without exaggeration. More often than not, when the term is used, the writer means figuratively. Whatever is happening is being described metaphorically. No one actually "waits on pins and needles." How uncomfortable would that be?

11. Just

It's a filler word and it makes your sentence weaker, not stronger. Unless you're using it as a synonym for equitable, fair, even-handed, or impartial, don't use it at all.

12. Maybe

This makes you sound uninformed, unsure of the facts you're presenting. Regardless of the topic, do the legwork, be sure, and write an informed piece. The only thing you communicate when you include these words is uncertainty.

13. Stuff

This word is casual, generic even. It serves as a placeholder for something better. If the details of the stuff aren't important enough to be included in the piece? Don't reference it at all. If you tell your reader to take your course because they'll learn a lot of stuff? They're likely to tell you to stuff it.

14. Things

See: Stuff.

15. Regardless

This doesn't mean what you think it means, Jefe. It means regardless. It is literally (see what I did there?) defined as: regardless. Don't use it. Save yourself the embarrassment.

Whether you're ghostwriting for your CEO, updating a blog, selling a product, or finishing your master's thesis, you need to keep your reader engaged. These 15 words are a great place to start trimming the fat from your prose. Bonus? You'll sound smarter.

Read more:

<https://www.themuse.com/advice/15-words-you-need-to-eliminate-from-your-vocabulary-to-sound-smarter#ixzz3dtR2JybN>

0 notes &

June 23, 2015

Check out an anti-bullying video by UVM HESA members Daniel Farley II, Eric Carney and Josephine Gonzalez that was created for a nationwide case study competition.

0 notes &

June 22, 2015



NASPA Region 1

Latino/a Knowledge Community
June 2015 Updates

JOIN US AT THESE UPCOMING EVENTS:

LKC Team Summer Retreat

Prospective LKC Leadership Team Members & Volunteers Welcome to Attend!

Friday, July 10th, 9am-4pm, University of Hartford (West Hartford, CT)

Interested in joining our team for the 15-16 year? The LKC Leadership Team invites you to join us for our Summer Retreat. There are many engagement opportunities available! For more information or to RSVP please e-mail Constanza Cabello, Region I LKC Representative at Constanza_Cabello@uml.edu by July 1st!

Multicultural KC Summer Picnic!

Saturday, July 18, 12pm-3pm at Stonehill College (North Easton, MA)

Please join the Latino/a KC as we get together to connect with members of the NASPA Region 1 Multicultural KCs over food, music and games.

For more information: <https://www.naspa.org/events/R1-Multicultural-KC-Picnic>

Questions:

Edili Lopez, NASPA Region I Latino/a KC Programming Co- Chair: lopezed@easternct.edu

Hosted by the NASPA Region I Latino/a KC. Co-Sponsored by: LatinosinHigherEdu.com & Stonehill College

SAVE THE DATE

Escaleras: Student Affairs Latin@ Leadership Institute|

Latin@ Student Affairs Professionals Scaling New Heights in Leadership

October 25 – October 27, 2015, University of Rhode Island, Kingston, Rhode Island

Join us for NASPA's inaugural leadership institute designed for Latin@ student affairs professionals who aspire to attain senior student affairs officers or vice president for student affairs roles, which may ultimately lead to executive leadership roles, at institutions of higher learning. This three-day institute is designed for emerging Latin@ student affairs leaders as they address critical topics such as the necessity and relevancy of higher education leadership in the coming years. Escaleras offers an intensive, challenging, and collegial learning environment for Latin@ student affairs professionals as they develop culturally relevant leadership skills that leverage their unique ethnic heritages and histories.

SAVE THE DATE

2016 New England Latino Student Leadership Conference

Friday, April 1-Saturday, April 2 at Hampshire College (Amherst, MA)

Over the past 13 years, a group of Latino students and professionals affiliated with the Student Affairs Administrators in Higher Education (NASPA Region I) have organized the New England Latino Student Leadership Conference for college students. The purpose of the New England Latino Student Leadership Conference is to foster networking connections among Latino college students within the New England region, while

strengthening leadership skills and preparing students for post-graduation. By attending this conference, participants can expect to share new ideas, develop leadership skills, and network with old and new Latino leaders. More details to follow!

For more information please contact:

Melisa Jaquez- NASPA Region I Latino/a KC Programming Co- Chair- mjaquez@holycross.edu

CONNECT WITH US

Region 1 LKC

Twitter: @LKCreg1

LinkedIn: <http://tiny.cc/LinkedInLKCreg1>

National LKC

Twitter: @tweetinglavo #salatino

Facebook: [facebook.com/lavozlkc](https://www.facebook.com/lavozlkc)

Tumblr: latinoakc.blogspot.com

E-Mail: lavozlkc@gmail.com

OUR TEAM

Leadership Team Members

Constanza Cabello, University of Massachusetts Lowell

Walter Diaz, Ed. D., Eastern Connecticut State University

Melisa Jaquez, College of the Holy Cross

Omar Rodriguez, Stonehill College

Cindy Sanders, University of Hartford

Amelinda Vazquez, Eastern Connecticut State University

Edili Lopez, Eastern Connecticut State University

Mike Piña, Stonehill College

For more info please contact

Constanza Cabello - LKC Region I Representative

Associate Director, Office of Multicultural Affairs - University of Massachusetts Lowell

Email: constanza_cabello@uml.edu