



NEW PROFESSIONALS AND GRADUATE STUDENTS

Allow me to reintroduce myself, my name is ...

... The NPGS KC Leadership Team!

Kate Hogan (Executive Assistant) recently completed her Master's in Higher Education – Student Affairs at Florida State University. While at FSU, she worked for University Housing as a graduate assistant. She did her undergraduate education at Boston College, where she received a Bachelor of Arts degree in Psychology. Kate is excited to be joining the Housing and Residence Life team at George Mason University this June.

Erica Lovano McCann (Membership) is entering her fourth year at California State University, Northridge in the Office of Residential Life. As Special Projects Coordinator, Erica is responsible for student staff hiring and training, an academic mentor program, access services, and a myriad of other central staff projects. She is passionate about social justice and service work, particularly related to issues of access and equity. As your Membership Coordinator, Erica hopes to hear from you soon about how she can get you access to resources you need as a new professional or graduate student.

Cecilia “CC” Suarez (Co-Career Development) is originally from San Antonio, Texas and currently lives in New York City, serving as the Diversity Educator for The Department of Residential Life and Housing Services at New York University. CC earned a Bachelor's of Science from the University of Miami (FL) in 2005 and double majored in Biology and Elementary Education and went on to receive a Master's of Science in College Student Personnel from the OTHER Miami, Miami University of Ohio in 2007. Starting in the Fall of 2010, CC will begin a PhD program at The University of Illinois at Urbana Champaign in the Educational Policy Studies Department.

Tera Nakata (Communication / Publicity) is currently in her third year as a Residence Hall Assistant Director at New York University. She has a passion for social justice work, good design, and new technology. Tera has her M.A. in Higher Ed/ Student Personnel Admin from NYU. Before

leaving the “Best” coast, she did her BA at the University of California, Berkeley. Tera originally hails from Fresno, CA.

Shareè L. Myricks (Co-Career Development) is honored to serve as your NPGS KC Career Development Co-Coordinator! Originally, from Gary, Indiana, Shareè graduated from Emerson School for the Visual and Performing Arts in 2004 with Vocal Music Certificate. In 2009, Shareè graduated from Indiana University-Purdue University Indianapolis (IUPUI) in with a Bachelor's degree in Sociology. Currently, Shareè is enrolled at Texas A&M University (TAMU) working on a Masters in Education through the Student Affairs and Administration (SAAHE) program where she serving as a Graduate Hall Director and Interim Secondary Advisor of Southwestern Black Student Leadership Conference. Shareè is expected to graduate from TAMU SAAHE in May 2011.

Katie DeWilde (Research) is currently a Resident Director at the University of Washington. She completed her

undergrad in History and Political Science at Gonzaga University in 2004. From there, she went to work in Residential Life at the University of Portland for three years while completing her M.A. in Education. Katie has been at the University of Washington for three years and this summer will bring several changes. In June, after living in the halls for 10 years, she will move into a house with her fiancé. Katie will also be starting a new position at UW as a Conduct Operations Specialist within Residential Life. And also getting married in August! Katie is excited to work with the NPGS as the board member in charge of research.

Tanesha Barnes (Web/IT: Website) currently serves as a Program Administrator at NYU's Center for Multicultural Education and Programs, where she oversees campus-wide cultural and social justice programs (such as the – ISM Project), facilitates various diversity workshops on issues related to race, socioeconomic class, social identity and religion and has recently been selected as the 2010 NASPA Region II Outstanding New Professional.

Tom DiCato (Web/IT: Social Networking) is

currently a Residence Coordinator with the Department of Resident Education and Development at the University of Cincinnati. He earned a M.S. in Higher Education - Student Affairs in May 2009 from Florida State University after earning a B.A. from Salisbury University in Maryland in English: Literature and Psychology. Tom is a sports nerd, a nerdy nerd, and a learning nerd so it is fitting that he will serve as the Web/IT Co-coordinator for Social Networking on the NPGS KC Leadership Team!



Transitioning Student Leaders

Megan Igoe
Quinnipiac University

As the year closes and summer begins there are many things that can slip through the cracks. In Student Affairs, one of the largest things I've noticed is the transition that student leaders move through as the academic year closes. Some students are graduating, some are beginning graduate programs, and some are just moving into new leadership roles and positions at the same institution. As Student Affairs practitioners, we strive to support all of these transitioning leaders in the best way we can, but how do we do that?

1. Have the conversation

I can't tell you how many times I wished I had had one last heart-to-heart with my mentor before leaving my undergraduate institution. Because of that desire, I always make it a point to spend my final one-on-one meeting

with my RAs or Hall Council members just talking about the year they've had both professionally and personally. It gives them a time to reflect and consider any lessons they might have learned along the way.

2. Provide feedback

No matter what the student's next step may be, it's important that you share any advice or constructive criticism with that student. This is especially valuable to do with graduating seniors who might need some extra feedback regarding something that might help them in their professional careers. As an advisor or supervisor this should be a part of the evaluation process but sometimes it warrants an extra discussion.

3. Develop a plan

Sometimes with transition comes the unknown for students. They need to figure out a plan of action. With student leaders we want to get them to a point where they see the value in what they do and take pride in their positions, we can do this by helping them figure out which positions mean the most to them. By doing this, we can help them figure out the next best step and possibly even the ones after that.

4. What's your legacy?

Every student wants to feel like what they've done matters, that they have left a piece of themselves with their group, community or staff as they begin to transition out. I've always felt that one of the most important pieces to transitioning is reflection. We want to provide

them with opportunities to do “great things” so it is important that each student leader realize the potential for their legacy and reflect on the legacies they feel they have left.

5. **Let go, but not really.**

In general it is hard to let go of “our” students, but we have to. Either they are moving on to bigger and better things, new positions or new advisors/supervisors so we need to be supportive of their new roles. It is absolutely important to have a conversation with the student regarding the change in your relationship and define what that means for you and for them. To be clear, saying goodbye is a two way street, if you want to continue to be there for a student then let that be known. For me, the door is always open for any of my past student leaders, but this might not be the case for everyone. Just be clear and provide that support for when they need it.

Transitions and closure can be overlooked as the year closes. Often times the end of the academic year sneaks up on us and by the time we catch our breath it’s already graduation. So be sure to take the time to talk with colleagues about how they provide closure or move forward through the final few weeks of school with their students, and always take time to say good luck and good bye.

... The NPGS KC Regional Representatives!

REGION 1

Jenn Kosses currently serves as the Associate Director of Housing and Residential Life at Wentworth Institute of Technology in Boston. Prior to that, she was a Hall Director and Assistant Director of Residence Life at Roger Williams University in Bristol, RI. Jenn received her Master’s in Higher Education at Boston College and her Bachelor’s at Merrimack College. Jenn has served as the Region 1 NPGS KC Rep for 5 years. Over that time she has created a Annual Scholarship for one graduate student and one new professional to attend the National Conference. She has also co-created the New Professional Mentoring Institute which is completing its second year.

REGION 2

Zachary Helsper currently works as a Residence Hall Director at Cornell University in Ithaca, New York. A native to Southern California, he recently graduated from the Postsecondary Administration and Student Affairs (PASA) program at the University of Southern California. Although new to Region 2, he hopes to further expand the involvement of new professionals and graduate students in NASPA.

REGION 3

C.J. Mathis currently the Greek Village Manager at the University of West Georgia. He became an active member of NASPA as a NUPF Scholar at the University of Arkansas. He completed his graduate work at Bowling Green State University and is looking forward to using this opportunity to become more active in NASPA and provide a service to the profession.

REGION 4E

Daniel Hirsch is originally from a small town outside of Chicago (Go Cubs!) and completed his undergraduate work at Carleton College in Minnesota in 2005. After serving two years with an AmeriCorps program called City Year in San Jose, California, Dan attended the University of Southern California and completed his Master’s in Postsecondary Administration and Student Affairs in 2009. He currently works at Grinnell College in Iowa as a Residence Life Coordinator.

REGION 4W

Autumn Brinegar currently serves as the NPGS Knowledge Community Representative for Region IV-W. She works primarily with first-year

students, coordinating the University of Central Oklahoma’s living learning communities, teaching Success Central courses and also serving as a part-time academic advisor. She received her Master’s degree in Adult & Higher Education at the University of Oklahoma and her undergraduate degree from Agnes Scott College in Atlanta, Georgia.

REGION 5

Jeff Rosenberry currently serves as the Assistant Director of Housing & Residential Life at Montana State University, Billings (MSUB). Prior to moving to Billings, Jeff completed his graduate work in Student Affairs in Higher Education at Colorado State University. In 2007 he graduated from Central Washington University with a BS in Community Health Education, after serving as an RA for 3 years and on student government for 2 years. His passion for students and love for the outdoors led him to his first professional position at MSUB. In his current role he oversees the day to day operations of the two residence halls and approximately 550 students living within.

Travis Mears currently works at the University of Puget Sound in Tacoma, WA as a Resident Director. Travis began his career at Puget Sound in July 2009 after moving more than 3,000 miles from Burlington, Vermont where he worked for a short time in admission at Burlington College. Travis earned his Bachelor's Degree in Public Relations from Champlain College in Burlington, Vermont and Master's Degree in Student Affairs in Higher Education from Colorado State University in Fort Collins, Colorado. After a brief hiccup in his

professional career, Travis is thrilled to be back in Residence Life and has truly enjoyed his experience, thus far, as a staff member at Puget Sound.

REGION 6

Terry Howell Jr. received his Master of Education from the University of Hawai'i at Mānoa and is currently pursuing his Ph.D. in Education. As the Off-Campus Housing Coordinator at UH, he developed a parent services program for Student Housing Services. Following the successful implementation of this

program, the university sought to create a campus-wide parent/family program. Terry now holds the position of Coordinator for Family Relations & Off-Campus Housing and developed the Parent & Family Relations program, which is the first campus-wide program dedicated to serving parents and family members of university students in the state of Hawai'i. Terry also performs in community theatre and, as a member of the Screen Actors Guild (SAG), occasionally works in television and movies filmed in Hawai'i.

Announcements!

Dear Colleagues:

As we all know, higher education has not been immune to the ongoing financial crisis. As highlighted in many NASPA Annual Conference presentations, we have been met with both personal and professional challenges in the past year. We have also encountered, counseled, and encouraged many students and their families whose lives have changed dramatically and whose next steps are unclear.

We would like to know your stories! We are collecting vignettes/anecdotes about how you are doing and what you are doing to persevere through this recession. Please submit your stories using this [link](#).

We hope that this would provide opportunities for you to have your voices heard, be a resource to each other, and help SAPAA-KC and NASPA identify ways of supporting you professionally.

- S. Sonya Gwak, Ph.D.

Announcing a new Social Justice book!

NASPA Region II Contributors and Editors: Tanesha Barnes (New Professional of Region II 2010) & Marcella Runell Hall (Mid-Level Professional of Region II 2009) "Love, Race and Liberation: 'Til the White Day is Done" Books available at <http://stores.lulu.com/loveraceliberation>

Dr. Cornel West of Princeton University describes the book by saying "Love, Race & Liberation is a grand tribute to the love of freedom and the courage to struggle for justice. Don't miss it!"

If you would like more information about the book or have any questions please contact Bindi Patel at 212-998-4316 or bindi.patel@nyu.edu

We're excited to collaborate with other KCs on a summer webinar series on the following dates!

June 9th - SAPAA KC

June 23rd - GLBT KC

July 14th - Men and Masculinities KC

July 28th - Veterans KC

Aug 11 - Disabilities KC

All webinars will start at 2pm EST.

Impact your Knowledge Community at [@NPGS_KC](#) on [twitter!](#)

Finish the Year Out Strong!

Brad Popiolek
University of Texas at Austin



One of the most challenging time periods for a graduate student or new professional arrives each Spring on campuses around the country. Graduate students and new professionals have learned to balance various priorities throughout their lives, a skill that has enabled them to reach this point in their academic careers. However, the ability to manage their multiple responsibilities and transition into a professional, full-time position can pose a challenge.

In the last academic term of a school year, it is essential that students and new professionals finish the year strong. There are many reasons why staying focused on current responsibilities is critical - whether it be course work, an assistantship, an internship, or just completing the tedious aspects of one's position at the end of the year.

Remaining focused as graduation approaches will allow graduate students to:

- Strengthen their relationship with current/future professional references
- Develop and maintain a high work ethic
- Prepare for future challenges – life is full of multiple responsibilities
- Participate in continual education – never stop learning in current role
- Keep doors open – if a job opportunity is not waiting upon graduation, part-time work may be available through current position
- Have a talking point for upcoming interviews regarding their ability to see a task through its completion

Throughout this transition, graduate students and new professionals tend to have many influential people surrounding them. Bloom (2008) offers a practical tool to help frame these important people in one's life, which is known as a "Personal Presidential Cabinet." According to Bloom, the Personal Presidential Cabinet allows individuals to fill the Cabinet slots with trusted family, friends, university personnel, and others who will be available to consult when bothersome situations and problems arise. Each of these individuals may offer an area of expertise or serve as the go-to person for advice in a given situation. Bloom's concept can help graduate students and young professionals work through challenges and make well-educated decisions during this exciting time. The Personal Presidential Cabinet offers many advantages:

- Understand that there is no single magical mentor with all of the right answers
- Make the best decisions based on the best information available
- Develop a go-to list of experts in a variety of areas - this will prove helpful when different (sometimes urgent) situations arise
- Formalize a list of consultants and advisors (although it may already exist internally)
- Take best pieces of information from this group and make personal, well-informed decisions
- Appoint and dismiss individuals to Cabinet as life evolves

As graduate students prepare for their full-time positions and young professionals eagerly begin to navigate their careers, it is important to take note of the many opportunities. It is critical for graduate students to finish the academic year strong as they enter the work force for a variety of reasons. The momentum students develop in their last semester can springboard into a rewarding career. Bloom's Personal Presidential Cabinet enables graduate students and young professionals to make the best decisions and effectively utilize the resources at their fingertips.

While the current economy may present a serious challenge - it is also an exciting time.

Bloom, J. L. (2008). Moving on from college. In V. Gordon, W. R. Habley, & T. Grites (Eds.), *Academic advising: A comprehensive handbook* (2nd ed.).