

Happy Careers in Student Affairs Month!

Careers in Student Affairs Month 2018

#CSAM18

October is Careers in Student Affairs Month (CSAM)! This year we are highlighting amazing colleagues in our field. We are also taking time to highlight the incredible offices and functions that make up our diverse and broad field. And given that this month is dedicated to pursuing a career in student affairs, we are also focusing on tips and insights for undergraduate students thinking about pursuing graduate school. Thank you for all the work you do and please share these spotlights with the student leaders with whom you work!

Careers in Student Affairs

CAREERS IN STUDENT AFFAIRS MONTH *SPOTLIGHT*

Meg Nowak Borrego



Dean of Students
Framingham State University
Years in the Field: 15+
Graduate School:
Indiana State University & Boston College

What would you like to share with undergraduates about working in the field of Student Affairs?

It is a field where a variety of strengths and interests can be realized. Many of us have different backgrounds and specialties - for example in residence life alone we have programmers, staff and student development specialists, budget managers, housing and assignment people, facilities managers, customer service specialists, accountants, counselors, and community standards specialists. You may find many of these skills in one person but often it takes a team of people to work together to cover all those areas most efficiently and effectively.

Functional Area: Student Affairs

CAREERS IN STUDENT AFFAIRS MONTH *SPOTLIGHT*



Residence Hall Director
Years in the Field: 6-10
Graduate School:
Western Kentucky University

Brimah M. Vonjo Jr.

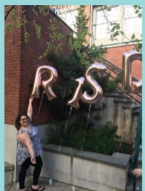
What would you like to share with undergraduates about working in the field of Student Affairs?

Undergraduates should remember to always believe in themselves and their ability to do outstanding work.

Functional Area: Residential Education

Careers in Student Affairs Month

CAREERS IN STUDENT AFFAIRS MONTH *SPOTLIGHT*



Britt Locklin

What would you like to share with undergraduates about working in the field of Student Affairs?

The best advice I got prior to starting my graduate program was to remember that every single person in your cohort had an AMAZING undergraduate experience. That room will be filled with the top achievers and top student leaders from their respective undergraduate institutions. When you're among top achievers, you'll feel like you need to one-up each other on who had the best undergraduate experience. Try to avoid that dynamic as much as possible because it doesn't matter what positions or leadership opportunities you got over another person, you're all here for the same reason, to get a master's. Focus on the present-day and learn from each other, don't compete with each other.

Functional Area: Residential Life

Resident Director
RISD
Years in the Field: 0-3
Graduate School:
University of Rhode Island

CAREERS IN STUDENT AFFAIRS MONTH *SPOTLIGHT*



Anabella Morabito

What would you like to share with undergraduates about working in the field of Student Affairs?

When I was a young Latina woman in undergrad I realized very quickly the need to role models that looked like me - that is what pushed me to want to be in Higher Education. My hope is that young undergrads who are thinking about entering the field, but feel discouraged or afraid, come to realize the need for people like them in the field!

Functional Area: Campus Ministry

**Assistant Director,
Center for Ministry &
Service**
Regis College
Years in the Field: 3-6
Graduate School:
Boston College School
of Theology & Ministry

Have students interested in going into the field of student affairs?

Encourage them to attend:



S.A.L.T.

Student Affairs Leaders of Tomorrow

The Student Affairs Leaders of Tomorrow (SALT) conference is designed to help undergraduate students explore the field of student affairs as a career path.

Participants will have the opportunity to meet other student leaders who share their same interests, discover the variety of functional areas available to them, meet professionals in the field who will provide guidance, mentorship & direction, and have a chance to learn about and meet representatives from the various graduate programs in student affairs in our region. The \$100 registration fee covers cost of SALT, meals, and a shared hotel room.

Apply Below! Applications are due by October 5th
http://apps.naspa.org/cfp/evt_frm_user.cfm?event_id=981

To follow more posts spotlighting professionals during Careers in Student Affairs Month connect with the Region on social media !

Join our [Facebook Group](#)!
Check out our [Facebook page](#)!
Follow [@NASPA_R1](#) on [Twitter](#)
Follow our [Instagram](#)

Knowledge Community Updates

Civic Learning & Democratic Engagement KC & Sustainability KC



A service learning project has been added to the Region I Pre-Conference festivities! On Monday, November 12 from 9:00am-12:00pm, would you like to volunteer for community service? Come join us as we assist Artists' Exchange (in nearby Cranston, RI) with the preparation for their annual end-of-year fundraiser. Our group will be building gingerbread houses for a December event in which Artists' Exchange sells 600 houses in a full-day competition for families and children of all ages. Artists' Exchange is a non-profit arts collaborative whose mission is to create an atmosphere in which creativity, learning and discovery converge and individuality is celebrated. To RSVP or request more information, please email Bryan at bmcgrath@nbss.edu or Ryan at ryan.baldassario@uconn.edu. Space is limited, so RSVP now! Co-Sponsored by Civic Learning & Democratic Engagement KC & Sustainability KC

Wellness & Health Promotion

Jill Bassett, Franklin Pierce University

Check out the latest edition of the Wellness & Health KC Newsletter here:

<http://nasparegion1.tumblr.com/post/177806385817/wellness-health-knowledge-community-newsletter>

Civic Learning & Democratic Engagement

Ryan Baldassario, University of Connecticut

Here's How Colleges Can Get More Involved in Elections — and Not Just in the Midterms - <https://www.chronicle.com/article/Here-s-How-Colleges-Can-Get/244219/>

Spirituality and Religion in Higher Education

Amy Fisher, Suffolk University

Consider attending the 2018 NASPA Religious, Secular, and Spiritual Identities Conference. The 2018 NASPA Religious, Secular, and Spiritual Identities Conference Dec 9-11, 2018 in New Orleans is designed to focus on the themes of Identity, Community, Leadership, and Research amalgamating for conversation and collective action in regards to Religious, Secular, and Spiritual initiatives in higher education. This conference will address the intersectionality of identity, religion, and spirituality with students, community members, and professionals and how those entities converge through one's work and collegiate experience. Furthermore, the content presented through the 2018 RSSI Conference will be reflective of research and policy and is intended to spark thoughtful conversation, strategic action, and enhancement of professional practice towards creating more socially just and inclusive campus environments that support religious, secular, and spiritual exploration and practice in our communities.

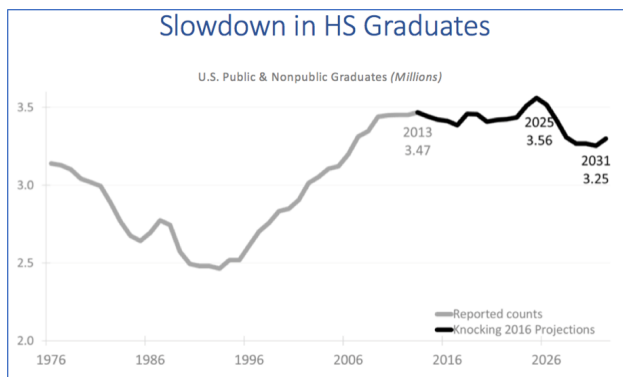
Enrollment Management

From Boom to Bust?: The Changing Landscape of Student Enrollment in Higher Education

In the early 1990s, the number of U.S. high school graduates began to increase. The upward tick was both consistent and striking. 5 years of increases...then 10 years of increases...15 years...20+ years of increases! The ever-growing numbers of high school graduates translated into a real boon for higher education. The number of colleges and universities across the nation increased from approximately 3,500 institutions to 4,700 institutions. These institutions then made sizeable investments in a number of areas including campus amenities such as residence halls, fitness centers, and—of course—the proverbial lazy rivers. We in student affairs also benefited, albeit to the consternation of some of my faculty colleagues. In fact, the number of student affairs professionals and other non-academic administrators more than doubled while instructional budgets saw only modest increases.

Knowledge Community Updates

To quote Bob Dylan, however, “the times, they are a changin’.” The bull market in higher education appears to be over. In fact, the number of high school graduates has already plateaued across the nation, and those who study this topic anticipate that it will decline substantially by the early 2030s (Figure 1). The dropping numbers are particularly steep in the New England states that comprise much of NASPA Region 1. As you might imagine, many of our colleagues in enrollment management are a bit nervous.



Since the Carter administration in the 1970s, the Western Interstate Commission for Higher Education (WICHE) has conducted research on the numbers of high school graduates, and their research has become a gold standard in the industry. WICHE publishes their findings every four years and their most recent report, aptly titled “Knocking at the College Door,” came out in December 2016. WICHE’s website features this report as well as a wealth of data sets and webinars for those of you who like to keep score at home.

Put simply, WICHE examines data from the federal government’s National Center for Education Statistics. Data about public schools comes from the Common Core of Data (CCD), and data about private schools comes from the Private School Universe Survey (PSS). At the same time, WICHE seems to be ever-mindful of an additional data set—birth rates. Reliable birth rate data comes to us from the federal Center for Disease Control and Prevention (CDCP). WICHE has found that if you observe the progression of individuals from birth to first grade (some six years later), and on through the grades each year, then you can eventually track their high school graduations and make fairly reliable predictions about future high school graduations. WICHE disaggregates their data by region, state, and race/ethnicity, and they maintain high confidence in the first four years of their projections.

One might wonder why the number of high school graduates are declining in the first place. To get at this, it’s helpful to recall a phrase with which many of us are familiar—“baby boom.” A baby boom refers to a period marked by significant increase in a region’s birth rate. One of the most notable U.S. baby booms occurred after World War II. The converse of this could be what one calls a “baby bust,” or a period of significant decrease in birth rates. As it so happened, and whether it be due directly to economic woes or to more nuanced cultural factors, U.S. birth rates dropped around the time of the Great Recession of 2008. In fact, the CDCP recently announced that the number of births in the U.S. was down yet again this past year, hitting a historic low. The declining numbers of high school graduates that we’re now witnessing is due in large part to our current American baby bust.

WICHE is careful to point out that the high school graduation numbers can vary widely by region. Generally speaking, WICHE shows that we’ll see growth in the number of high school graduates in the South and West, but we’ll largely only witness steady declines in the number of graduates in the Midwest and Northeast (see Figure 2). The South, in particular, is the only region that is predicted to experience an increase in graduates for every year of

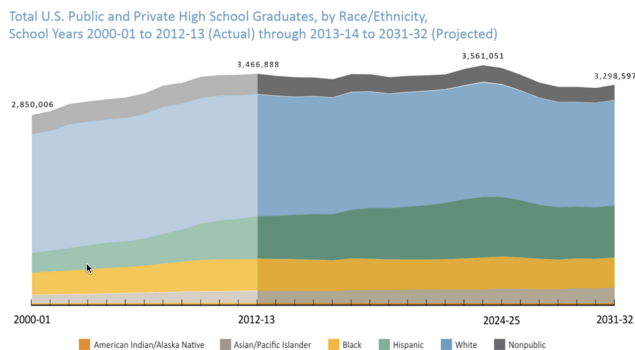
WICHE’s projections through 2025. After that, the number contracts, but the South will still represent nearly half of the country’s high school graduates. By contrast, the Northeast will see some fairly significant declines, leading it to comprise only 16 percent of the nation’s graduates by the early 2030s.

Within the boundaries of NASPA Region 1, in particular, the numbers might look pretty grim. By the early 2030s, Massachusetts is projected to see a 13% decrease in high school graduates.

Rhode Island will see a 21% decline; Connecticut a 26% decrease, Maine a 27% decrease, New Hampshire a 29% decline, and Vermont a 33% decline. Interestingly, WICHE also disaggregates their data by race/ethnicity, and in doing so provides a glimpse of how downstream student profiles might become increasingly diverse (see Figure 3). In the decades ahead, for instance, we’ll witness robust growth in the number of Hispanic graduates and in the number of Asian/Pacific Islanders. This growth will serve as a counter-balance, in part, to the substantial declines in the number of White grad

uates and, to a lesser extent, to the declines in the number of Black graduates.

The WICHE data is widely used by many stakeholders, but there are some limitations. First, the WICHE data exclusively addresses the number of high school graduates. It doesn't necessarily translate into the numbers of students who will then go on to attend college. In fact, we have to remember that while the enrollment of traditional-aged college students (ages 18-24) has grown over the years (from 35% in 2000 to 41% in 2016), the fact remains that most high school students (nearly 60% according to the U.S. Department of Education) are not going on immediately to attend college. So, we need to acknowledge that there's a big gap between the number of high school graduates (actual or reported) and the number of students who will really go on to attend college.



Second, the WICHE data focuses exclusively on U.S. high school graduates. Consequently, it doesn't address other groups (or subgroups) of potential students who may change the profile of higher education. For example, we may need to note that students entering higher education are likely to come more often from lower-income and first-generation families. We also need to remain mindful of adult learners (ages 25+) who now make up approximately 40% of the number of students in U.S. higher education. And, we'll certainly need to consider international students. According to "Open Doors" publications from the Institute of International Education, we have seen 6 decades of increases in the numbers of international students in U.S. institutions of higher education, and their numbers now stand at 1 million annually. Recently, however, Open Doors has shown that the enrollment of *new* international students has declined. Depending on how you slice the data, we haven't seen a drop in these numbers for well over a decade. The drop in new international students may be due to rising costs in the U.S. or to cut

backs in selected countries' scholarship programs. It might also be due to perceived xenophobia in the current political climate. Either way, there's no guarantee that we'll be able to rely upon a steady stream of international students as we have in decades' past.

In summary, the pool of traditional-aged college students across the nation is plateauing and, in many places, receding due in large part to the baby bust. So how are colleges responding? Well, as supply decreases, there's a good chance that demand will increase. Selective institutions, especially those with well-funded admissions operations, may fair just fine. Second-tier institutions, however, are likely to face steep competition. For instance, my alma mater in Birmingham, Alabama, can no longer depend on surrounding states for a surefire supply of students, particularly when other colleges will now be fishing in their backyard. As a result, they're now recruiting students year-round in states like California and Texas.

Some institutions are developing new incentives in hopes of stimulating their recruitment: iPads, tuition discounts, and need-based scholarships. Other institutions are renovating their curricula. Faced with declining enrollments, some of these schools have cut programs that lie at the heart of a liberal arts education—Art, English, History, Music, Philosophy, and languages. In the wake of these cuts, new programs have been mounted in computer science, data analytics, and the health sciences.

All institutions, however, seem to be coming to terms with the fact that we simply cannot recruit our way out of a baby bust. Student affairs professionals could do their part to help the cause by focusing more efforts on retention than ever before. After all, colleges and universities, on average, are losing 30% of their first-years students each year, thus it may be best to first devote our attention to the people, programs, and policies that keep students in place when American higher education goes from boom to bust.

Daryl Healea, Ed.D, Boston University

100 Years of NASPA



In 2019 NASPA is celebrating its 100th anniversary of enriching, engaging, and educating Student Affairs Administrators. In 1919 the first six Deans/Faculty came together at the University of Wisconsin to found the group which would later be called NASPA. The purpose of this group in 1919 was to exchange views and compare various methods of regulating student life and organizations across institutions. At the first national conference at the University of Wisconsin topics such as the extravagance of Junior Proms, Fraternity management, and the lack of student confidence in their own self-government were discussed. An organization initially established by six people has grown to support thousands of professionals but continuing a similar purpose of exchanging views and comparing methods surrounding campus life. Jumping ahead 100 years our campuses are still working to support the next generation of college students working to provide greater advocacy, engagement, and support to a diverse and ever-changing population. As Region I continues to engage with each other around topics impacting our campuses it is important to understand the historical lens of our campuses and our organization.

As a part of the 100th anniversary of NASPA the history committee has been diligently working to provide colleagues both in the region and beyond a snapshot of our history. As a part of this project a banner display was created by Region I's History Committee and displayed at the registration area in Providence and at the national conference in LA displaying key moments of our Regions history. To learn more about our Regions history and some surprising facts you can click [HERE](#).

The Region I History Committee works year round archiving and documenting information about the region as well as providing ways for the region to engage with Region I's history at conferences and various events. Members within the region are encouraged to share documents, photos, or stories with the History Committee that we can then add to our archive as a region. As the Region I Conference is fast approaching take some time to review some of the unique history within our own region and nationally. As an organization we have grown from a group of six men to a diverse, engaged, and supportive group of professionals dedicated to enhancing our campus environments, while creating change that will forever impact Higher Education and our students.

Here is a glimpse of the region's history & our first five regional conference locations

1980	Providence, Rhode Island
1979	Boxborough, Massachusetts
1978	Northfield, Massachusetts
1977	Braintree, Massachusetts
1976	Windsor Locks, Connecticut

More information about 100 years of NASPA can be found [HERE](#).

Written by Sarah Thomas, Babson College

Region I History Committee members

Sarah Thomas, Babson College

Evan Maloney, MCPHS University

Matthew Brancaccio Maine Maritime

Barbara Fienman, Suffolk University

Former Members:

Erica Devine, Regis College

Dexter Viator, Becker College

Program Spotlight– Walk this Way



Walk This Way (WTW), a program that was a product of the work of the UMass Amherst Campus and Community Coalition (CCC) to Reduce High Risk Drinking, was piloted in the spring of 2013. The program was developed in response to the niched and nuanced need for a specific residential neighborhood that abuts UMass's Southwest Residential Area, the largest residential area on campus. Southwest houses approximately 5,500 students in 16 different buildings (both high-rise towers and low-rise residence halls). Students, particularly first year students, would leave the Southwest Residential Area in search of parties (often at the nearby fraternities), and would flood what would otherwise be a quiet neighborhood in the relatively small town of Amherst on Friday and Saturday evenings. When initially designed, as a model, WTW is really quiet simple: it is a group of students who interact with their fellow students to ask them to walk the other way (to redirect foot traffic off of the residential streets and back on to campus).

What we discovered, through various trial and error methods (some successful and some not-so-successful), was that students were going to walk through the neighborhood regardless. Therefore, we decided to place our student team in the neighborhood to carry out other types peer-to-peer interactions. Similar to the way in which the model, at its core, is very simple, the messaging and conversations of the WTW team are also pretty simple: navigate the neighborhood respectfully, be aware of your surroundings, and stay safe. The WTW team, outfitted in bright yellow jackets stand on a heavily foot-trafficked corner and walk around both the residential and Southwest areas Friday and Saturday evenings to greet students on their way through the neighborhood and remind them of helpful tips and hints for

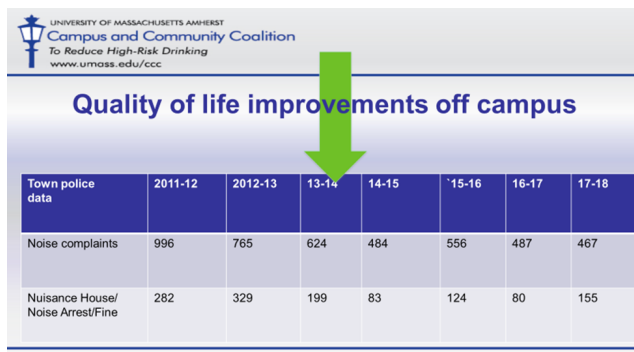
how to navigate the neighborhood respectfully and safely. Some of the things that WTW members communicate include:

- A reminder to walk on the sidewalks (as the streets can be dark, potholes are easy to miss, and Uber drivers are often looking for their next pick-up and may not notice students in the street)
- A gentle reminder of town-specific by-laws that pertain to alcohol-related behaviors (open containers, minor in possession, and excess noise disturbances)
- A reminder that students are in a residential neighborhood and to keep their voices on the quiet side (families with young children or individuals that are elderly may be trying to sleep)
- A friendly "have a good night," "stay safe," or "have fun" to those passing by

Feedback from students is generally extremely positive. While the team will occasionally have students stop for longer, more engaged conversations about who WTW is, why they are in the neighborhood, and what office they are a part of, the majority of the reactions from students include brief interactions and comments such as "thanks so much," "you have a good night too," "it's nice to see you back out again," "Awesome! You guys are back this year," "thanks for standing out in the cold and for being concerned for us." Permanent residents in the neighborhood have also applauded the program and have given the program feedback such as "we're so happy you're here each weekend," "we used to think it was the foot traffic that bothered us, now we realize it was the noise," "I feel a lot better knowing you are out here on the weekends; thanks for all you do."

The WTW team collects data each night they are also out on the street. They note the number of students that walk by, the number of times a stop sign is run at a particular intersection, and have recently expanded their data collection to note more crime prevention through environmental design (CPTED)-

related concerns (lighting, street conditions, and overgrown bushes that may contribute to a shift in student behavior to walk in certain spaces, for example). This data is given to the Associate Dean of Students for Off Campus Student Life and Community Engagement, Sally Linowski, who oversees the Off Campus Student Center that WTW is a part of. Through her community partnerships, both off and on campus, this data is shared with community stakeholders and often helps to put pieces together and to help notice trends in some of the “critical,” high-volume weekends on campus: weekends such as move-in weekend, homecoming, Halloween, Superbowl, etc. that impact both campus and town operations.



Included above is an image that demonstrates some of the data we have collected and some of the ways we have seen the quality of life improve for our students. The green arrow indicates when the WTW program was created. From the various data that the Off Campus Student Center and the town collects and works with, we have seen an overall decrease in dangerous drinking rates, a decrease in noise complaints, and a decrease in noise/nuisance houses charges.

From an examination of this program, I want to point out that the WTW program has been and continues to be as successful as it is because of consistent and note-worthy patterns that emerge: a program is only as good as its partnerships and prevention work cannot be done in isolation. Because of the dynamic, diverse, and constantly-evolving partnerships that support and help sustain the work of WTW, we are successful. The Off Campus Student Center, through its engagement with community partners (both on and off campus) sustain our program’s work and make it possible and relevant in various ways.

A good demonstration of the successful partnerships our work is deeply rooted in is WTW’s first-ever fall training session that we recently completed. We brought our team of 18 students back to campus before classes to participate in a 5-day training session. We merged this session with the work of the Off Campus Student Assistants (the undergraduate staff who help run the Off Campus Student Center during the academic year), local landlords, the head of the Amherst Area Chamber of Commerce, town officials from the police, fire, and inspection services, and public works departments, UMass police officers, CCC members, and neighbors. This training provided our students with tools, language, and a larger understanding of where and how their work fits into the work of the community at large—both on and off campus. Feedback from students included, “This was really great. I feel way more connected to the campus and town police departments,” “it was really nice to meet these ‘officials’ in a less stressful, ‘official’ capacity,” “I see how a lot of what we do is impacted and helped by the people our office works with.”

The relationships that are built through work are also significant. This fall, because of the success and stability of our program, will be continuing to stretch our work in new and exciting ways alongside the work of our community partners. Jim Stoval wrote, “You need to be aware of what others are doing, applaud their efforts, acknowledge their successes, and encourage them in their pursuits. When we all help one another, everybody wins.”

Written by Katherine Newman University of Massachusetts Amherst



Upcoming Events & Programs!

Regional Conference



Apply to be a part of NPMI!

NASPA REGION 1

2019 New Professionals Mentoring Institute

Applications for Mentors & Mentees Open October 1, 2018 & Close November 30, 2018

about

The program takes place over the course of four sessions, which run from January to May. Each session is designed to include a presentation on the day's topic, an interactive session, as well as one-on-one mentoring time with a mid-level or senior-level Student Affairs professional.



Session 1: 02.01.19 | Eastern Connecticut State University
Session 2: 03.29.19 | Worcester Polytechnic Institute
Session 3: 04.05.19 | New England College
Session 4: 05.03.19 | American International College

Virtual Session 1: January 23, 2019
Virtual Session 2: February 13, 2019
Virtual Session 3: April 24, 2019

* Virtual Sessions are 1 hour long. We recommend 1 hour check-in conversations between Mentees/Mentors at least once a month.



Apply Now

**NPMI Application
Live Oct. 1, 2018**

Entry Level



Professionals Workshop



On Saturday, October 6th MA-NASPA will be partnering with NECPA and BACHA to help host the Entry Level Professionals Workshop at Bentley University. This is a great opportunity for Student Affairs professionals, whether brand new to the field or with a few years of experience, to engage, learn, and grow through educational sessions and opportunities to network within the region!

In order to register for the conference please click [here](#).
The cost of registration is \$25 for attendees.



Multi KC

Drive In Conference

2018 NASPA Region I Multi KC Drive-In Conference



Friday, November 2, 2018

