

NARACES Spring Newsletter

Spring 2019

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Letter from the President



Dear NARACES Members,

I hope the spring weather is refreshing your spirit. I have just returned from the ACA 2019 Conference in New Orleans and, as usual, the Big Easy did not disappoint. It was wonderful reconnecting with so many NARACES members at the conference. During the ACA Conference, I was excited to see the relatively large number of NARACES members serving in ACES leadership positions. Furthermore, I was pleasantly surprised to see the number of attendees at the ACA NARACES Business Meeting. These experiences reminded me of the number of attendees at

NARACES 2018 Conference (336) and the overall NARACES membership number (661). Our regional organization is thriving, leading, and collaborating.



In regional news, NARACES has just completed a comprehensive by-laws revision effort that was two years in the making. This revision effort was approved by the NARACES executive council, NARACES membership, and ACES Governing Council. A few of the changes reflected in the new by-laws document, include: clearly articulated levels of membership, changes in NARACES voting structure, new by-law

amendment and ratification procedures, concise definitions of all standing committees, and clear articulation of ACES fiduciary responsibility over NARACES. I would like to thank the following individuals for their assistance in updating the by-laws documents: Dr. Mike Mariska, Dr. Amanda Minor, Dr. Melissa Luke, Dr. Derek Seward, Dr. Tamara Sullivan, Dr. Alyse Anekstein, Dr. Eric Perry, and Dr. Kristin Vincenzes.

While the NARACES 2018 Conference was only a few months ago, Dr. Michelle Hinkle, NARACES President Elect, has already been hard at work planning the next NARACES Regional Conference. The 2020 NARACES Regional Conference will be held in Pittsburgh Pennsylvania between November 5th and 8th at the Wyndham Grand Pittsburgh Downtown. Dr. Hinkle is beginning to put together the 2020 conference coordination committee. If you have interest in serving the region in this capacity, please contact Dr. Hinkle at hinklem@wpunj.edu.

To me the meanest flower
that blows can give
thoughts that do often lie
too deep for tears.

-William Wordsworth

In committee news, Dr. Kristin Vincencenzes has been appointed as the new NARACES Technology Chair. A big “thank you” to Dr. Eric Perry for his service and contributions as the previous NARACES Technology Chair. In addition, Dr. Rachel Vannatta has stepped in as the new Research Grant Co-Chair. Thank you to previous Founding Research Grant Co-Chair, Dr. Tracy Stinchfield, for all of her dedication.



Awards Committee Chair, Dr. Meredith Drew, has recently sent out a call for regional award nominations. If you are interested in nominating someone or serving on the awards committee, please contact Dr. Drew at drewm2@wpunj.edu. You may also want to peruse the awards page on the NARACES website at: <https://naraces.org/2019-naraces-awards-application/>.

NARACES is pleased to announce a call for research grant proposals. This year, we have three \$500.00 research-based grants available. Proposals will be accepted between 5/1/19 and 7/15/19. For more information on the research grant process or to submit a proposal, please visit <https://naraces.org/researchgrant/> or email Research Grant Co-Chairs Dr. Derek Seward (dxseward@syr.edu) and Dr. Rachel Vannatta (rvannatta@immaculata.edu).

Please join me in thanking, Dr. Tami Sullivan, NARACES Advocacy and Regional Affiliates Chair, for her thorough analysis (e.g., by-laws, leadership, financial structure, etc.) of ACES state branches within the NARACES region, including: PACES, MARIACES, NJACES, NYACES, CACES, and NNEACES. This information will be updated annually to ensure ACES has awareness of state branch affiliation business. If you are involved in a state-based ACES branch, not listed above, please reach out to Dr. Sullivan at tamara.sullivan@oswego.edu.

Regarding our regional-based publications, Dr. Franc Hudspeth (Editor) has been making important changes to the *Journal of Counselor Preparation and*

Supervision (JCPS). A few of these changes include: changing *JCPS* to a quarterly publication, considering a journal logo, and seeking an assistant editor. Please submit *JCPS* manuscripts at, <https://repository.wcsu.edu/jcps/>. Drs. Jason Duffy and Sarah Springer have continued to create a fantastic regional newsletter. If you would like to submit an article to the NARACES Newsletter, please email Drs. Duffy and Springer at jason.duffy@oswego.edu and sspringer@monmouth.edu. Last, but certainly not least, is our NARACES student-based publication *The Graduate Gazette*. Peitao Zhu (Editor), a Syracuse University doctoral student, has been hard at work creating a state-of-the-art student-based publication through editing important publications and fostering regional-based collaborations. If you would like to submit a manuscript to *The Graduate Gazette*, please email Peitao at pzhu01@syr.edu. Coordinating, creating, and editing a scholarly publication is no easy task, so a big “thank you” to everyone involved with *JCPS*, *NARACES Newsletter*, and *The Graduate Gazette*.

Throughout the academic year, we have had excellent leadership by the chairs of our 12 active NARACES Committees, including: Awards (Dr. Meredith Drew), Journal (Dr. Franc Hudspeth), Wellness (Dr. Alyse Anekstein), Communications (Drs. Jason Duffy and Sarah Springer), Research Grants (Drs. Derek Seward and Rachel Vannatta), Historian (Dr. Sherrita Hughes), Regional Affiliates (Dr. Tamara Sullivan), Membership (Dr. Regina Schrecengost), Technology (Dr. Kristin Vincenzes), Graduate Student (Peitao Zhu), Advocacy (Dr. Tamara Sullivan), and Treasurer (Dr. Megan Krell). There are many opportunities for

service (e.g., volunteering, elected positions, and appointed committees) within our regional organization. If any of the aforementioned committees sound interesting to you, please contact NARACES President Elect, Dr. Tracy Stinchfield, at tstinchfield@Immaculata.edu.

I sincerely thank you for electing and supporting me as NARACES President and Conference Planning Chair, it has been a fantastic journey and I feel very proud of all of the good work we completed this year.

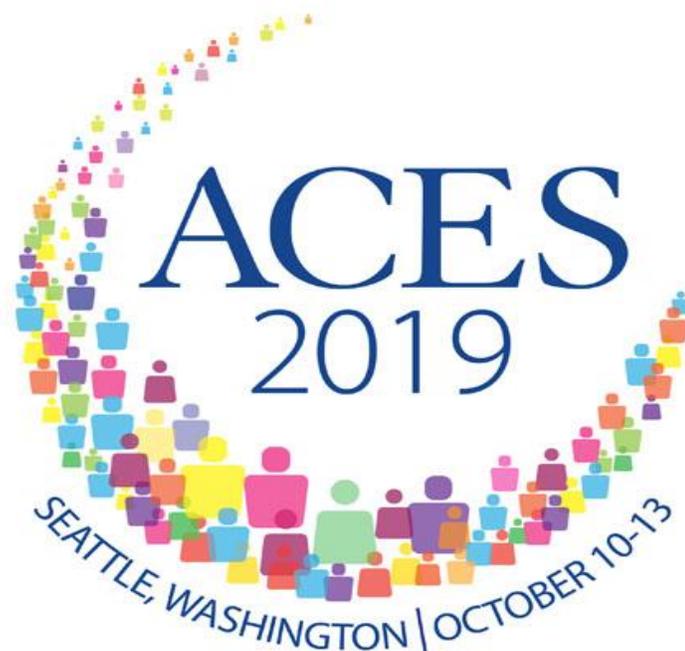
Sincerely,

Stephen V. Flynn, Ph.D., LPC, LMFT-S, NCC, ACS

NARACES President



Coming Up In 2019!



The bi-annual conference of the Association for Counselor Education and Supervision (ACES). ACES is the premier organization dedicated to quality education and supervision of counselors in all work settings. ACES members are counselors, supervisors, graduate students, and faculty members who strive to improve the education and supervision of counselors in training and in practice. ACES and the regional associations host conferences to highlight research and best practices in supervision and in the training of counselors.

Information and Registration: <https://acesonline.net/aces-conference-information/>



NARACES AWARD NOMINATIONS

Hello NARACES Members!

As we get closer to the ACES conference in Seattle, WA this fall, it is now time to submit your nominations for our yearly awards to deserving NARACES

Members. This is a wonderful way to acknowledge the hard work your colleagues are doing in their communities, counselor education, and the counseling profession. Below are the five award categories for this year:



Marijane Fall / NARACES Counselor Educator of the Year

Outstanding Graduate Student Award

Outstanding Supervisor Award

NARACES Social Justice Award

NARACES New Professional Award

To nominate someone for an award, please download the 2019 Award Nomination Packet here. This packet contains detailed information on each award and procedures for nominations. **The deadline for nominations is May 15th, 2019.**

Please send any and all questions about awards to drewm2@wpunj.edu

Thank you, and I will look forward to receiving your nominations!

Coming Soon: Research Mentoring Initiative

NARACES will be launching a new Research Mentoring initiative this summer with an expected 'start' date this fall. Please look for additional information via email and on the NARACES website this summer.



We Need You!

NARACES

NARACES promotes Counselor Education and Supervision master's and doctoral students, faculty, and site supervisors in the Northeastern United States by encouraging quality education and supervision of professional counselors who specialize in addictions counseling, career counseling, clinical mental health



counseling, college student affairs counseling, K-12 school counseling, and marital, couple and family counseling. We encourage all graduate students, site supervisors, and faculty to become actively involved.

Interested in becoming more involved in NARACES?

We have several committees and initiatives that might be a perfect fit. To find out more information, let Stephen Flynn know of your interest.

Steve's email: svflynn@plymouth.edu

Graduate Student Committee

The graduate student committee is seeking new members!

The NARACES graduate student committee consists of a group of master's and doctoral-level students working together to meet the needs of graduate students in our region. Interested in learning more about the graduate student committee? Contact: Peitao Zhu

Peitao's email: pzhu01@syr.edu

NARACES Newsletter

Want to contribute to the NARACES Newsletter?

Articles and items for consideration for the next newsletter can be sent to: Jason Duffy & Sarah Springer

Jason's and Sarah's emails: Jason.duffy@oswego.edu / sspringe@monmouth.edu

VOICES FROM THE FIELD



The Current Climate of the College Admissions Process: Implications for the Counseling Profession

Kathleen Grant, Ph.D.

&

Alyson Pompeo-Fargnoli, Ph.D., LPC

Monmouth University, Educational Counseling & Leadership

In March 2019, the United States Justice Department accused fifty people in six states of taking part in a massive college-admissions bribery scandal (Medina, Benner, & Taylor, 2019). The details of this case highlight the lengths to which some wealthy parents will go to secure a spot for their children in the most competitive and prestigious universities in the country. The actions allegedly employed by the defendants in this case, such as bribing athletic coaches to place a nonathletic student on the list of recruited athletes and cheating on the SAT and



ACT, are emblematic of a larger problem with the college admissions process in the United States (Jaschik, 2019). There are many other, less publicized and more normalized, examples of how the affluent use their economic and social privilege to

gain unfair advantages for their children in the college-admissions process. Strategies include seeking a medical diagnosis that will allow for extended time on the SAT or ACT; spending thousands of dollars on standardized test tutoring, which can begin as early as middle school; and hiring consultants to write college admission essays (Goldstein & Healy, 2019; Carrns, 2014; Stauffer, 2019).

As counselor educators and supervisors, we are training future school counselors who will support students with post-secondary planning process (ASCA, 2019), including college-preparation and application process (Gilfillan, 2018; NACAC, 2000). It is therefore vital that we prepare pre-service counselors

with the awareness and abilities to expand access to higher education for youth from traditionally underrepresented communities, such as students of color and students from low-income backgrounds (Gilfillan, 2018). In order to ensure ethical practice, school counselors must be knowledgeable about the system of unfair advantages that favor the affluent in college admissions, particularly how economic and social capital can be mobilized to support privileged students' entry into elite institutions. Without this awareness, questionable practices, such as legacy admission preferences and lower admission standards for recruited athletes, which favors students who are white and affluent (Hernandez, 2015; Strauss, 2019) may remain invisible to school counselors, and their efforts may serve to maintain the status quo or reinforce inequities. Even such seemingly innocuous practices, such as campus visits and applying early decision, can perpetuate inequity. Applicants are given points in the admission's process for visiting the campus and applying early; however, many low-income students cannot afford travel to multiple college campuses or possibility limit their financial aid opportunities by applying to only one school via the early decision process (Lombardo, 2019). Such lessons to promote this awareness must be deliberately built into our counselor education and supervision models.

Not only does the college-admissions process, as designed by universities and navigated by families, often support unfair outcomes, as it serves to maintain and perpetuate class distinctions, it can also contribute to adverse social and emotional consequences in youth (Putman, 2015; Ciciolla, et. al., 2017). The pressure to gain admission into a competitive college is intense, and affluent students across the country report developmentally inappropriate levels of stress as they seek to achieve the factors necessary for a strong college-admissions application; these include but are not limited to stellar GPAs, high standardized test scores, and many extracurricular activities performed at a near-professional level (Feld & Shusterman, 2015; Spencer, 2017; Luthar, Barkin & Crossman, 2013). Additionally, the time that affluent adolescents spend in activities designed to give them the most significant advantage in the college-admissions process can



shift their attention away from other developmentally important, meaningful, and authentic endeavors.

Counselor educators and supervisors will best serve their school counseling students by helping trainees to understand the societal pressures that can exist within the college admissions process, and how such pressures may impact their future students. The consequences of this intense pressure on mental health is also important to be aware of, especially as it is well documented that adolescent stress can lead to chronic depression and anxiety (Hammen, 2009). This awareness is equally important for pre-service counselors preparing to work in college counseling settings, as students at elite colleges may begin to question their merit to be at such institutions, which could in turn cause identity confusion. Given this critical stage of development, such derailments to college students' identity formation could lead to subsequent mental health concerns, including inadequacy, despair, and depression (Demir, Kaynak-Demir, & Sönmez, 2010). As counselor educators and supervisors, we are called to prepare counselors who can help support high school and college students, families, and communities and to challenge dominant cultural messages about achievement, as we work to create authentic constructions of personal meaning in life. At the same time, we must prepare our students to be continually mindful of the impact of these issues on overall mental health.

Given the importance of preparing our future counselors in this current climate, suggestions for counselor educators and supervisors include:

- Planning class discussions that process the societal pressures of the college admissions process
- Including current events in the class discussion, to help students understand the current state of these issues
- Encouraging counseling students to create reflection journals about their own college admissions process, to promote a feeling of connectedness and empathy towards their future students and families.
- Providing reading assignments to assist in deconstructing this connection between personal identity and college acceptance, such as: "Where You Go Is Not Who You'll Be: An Antidote to the College Admissions Mania" by Frank Bruni
- Providing assignments that encourage critical thinking and reflection around how school and college counselors can create a climate of mental health help-seeking at their schools.

- Encouraging supervisees to continually assess students' state of mental health, even if presenting concerns are identified only as college application assistance.
- Supporting supervisees in understanding the importance of student development and identity formation
- Providing supervisees with reflection questions such as "How might the pressure of this college search be impacting the student's mental health?"
- Reviewing *Turning the Tide College Admissions Campaign*, which promotes increasing equity and access for economically disadvantaged students and reducing excessive achievement pressure in the college admissions process <https://mcc.gse.harvard.edu/research-initiatives/turning-the-tide-college-admissions-campaign>

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The Weird and Wonderful World of Online Counselor Education

Leah K. Clarke, PhD, LPC, NCC

Messiah College

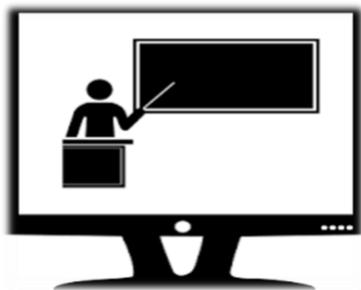
Eight years ago I was hired to teach counseling online. I was eager for the challenge but unsure what life as an online counselor educator would look like. Around 50 online classes later, I have a lot of thoughts about teaching counseling online; thoughts augmented by my ongoing research of student and faculty experiences with online counselor education.

Benefits

I do feel that teaching online has made me a better teacher, and I know it has connected me with students I would have never had the opportunity to meet.

Intentionality in Teaching

Setting out to design an online course is different than on ground. Simulating lecture based learning in an online class is now generally considered to be ineffective (Fish & Wickersham, 2009). I incorporate live interactions in all of my courses via video conferencing and PowerPoints with embedded audio or video, but this constitutes much less “class time” than it would traditionally. I have expanded my instructional modalities to be more learner centric and efficient. I use written forum discussions to respond to readings, share resources, and debate important topics. Online we can have class discussion where each student participates multiple times, has done the readings, and incorporates outside sources. Other methods of learning include students interviewing each other, meeting in small groups to discuss cases and generate questions, and sharing multicultural competency goals with one another. Online I put more ownership of the learning on the student initially and then provide guidance and feedback to deepen their understanding.



Student Diversity

My colleague Heather Barto and I interviewed 13 students or recent graduates from various online CACREP-accredited Master's programs. Most interviewees said they would not have been able to complete a Master's degree in counseling had they not done it online. Were it not for online programs, students living in areas where there is not a program or the number of places in graduate counseling programs is limited, they would either have to choose another profession or not become a helping professional at all. Some potential students, particularly those in the military or with military spouses, must have the flexibility to relocate while completing their counseling degrees. Through their scholarship program, The National Board of Certified Counselors Foundation (n. d.) has prioritized the educations of counselors with military backgrounds and those in rural areas, both populations who are well served by online counseling programs. Students in my program have applied for and/or received these scholarships.

Because online programs often do not use full-time cohort models, they are also well suited to serve students who have time limitations. This could mean moving through the program at a particular pace (our program can be completed in 2-6 years) or taking breaks in education. Our students have taken leaves of absence to be a care-taker, complete cancer treatment, start a new job, honor military obligations, relocate, deal with a natural disaster, adopt a child, or cope with the loss of a parent. These events are part of the life cycle common for adult learners. I see great value in welcoming new counselors into the field who have a variety of life experiences and who are living those experiences while learning about how to help others.

Issues

Disconnection/Retention

There are certainly struggles in online counselor education as well, some issues related to distance education generally and some particular to teaching *counseling* online. Feelings of disconnection and isolation are well documented among online students (Phirangee & Malec, 2017). This can be part of what leads to lower retention rates compared to on ground programs. We asked students in our interview study how connected they felt to their



counseling programs and what they did to stay connected. A theme to their answers was that it took intentional effort on their part to feel connected; relationships with faculty and peers did not come as readily as they did in on ground experiences. Because our field is a highly relational one, feelings of disconnection online could be particularly frustrating for future counselors. Another detriment I have noticed for our students is that graduate school does not provide them with a professional network once they graduate. Because we feel that isolation is problematic for counselors, we do try to connect them with other local students and provide coaching on developing networks at their field experiences and through professional associations.

Upon surveying counseling department chairs about online counselor education, my colleague and I unfortunately confirmed that there is still stigma attached to learning counseling online. One respondent going so far as to say online programs should not be accredited. There can be no doubt that online learning is here to stay. We will continue to do our jobs with excellence and advocate for our hard-working and dedicated students.

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Attention Graduate Students!

The *Graduate Student Gazette* needs you!

The NARACES Graduate Student Committee is seeking submission for the third issue of its online student publication, the Graduate Gazette! We are inviting all doctoral and master's level graduate students (including recent graduates) to consider submitting a manuscript to this emerging platform dedicated to graduate students' voices and insights. Additionally, submitting work to the Graduate Gazette can provide scaffolding for graduate students seeking opportunities to enhance their professional writing. Graduate students from outside the NARACES region are also welcomed to submit.



The theme of this new issue is "Resilience and Hope in the Face of Turmoil." We are seeking manuscripts that highlight your stories related to the theme. We anticipate that you can share your stories and strategies for maintaining hope during this current climate. Our goal is for this issue to serve as a platform for self-expression, healing, and building our community.

We welcome submissions that fall into the following two categories:

1. Theme-based essays that take the forms of personal reflections, opinions, commentaries, stories, poems, or other creative formats. Essays should be 800 words or fewer in length and should directly address the theme of the issue. Strict adherence to APA format is NOT required for manuscripts within this category, though clear and professional writing is strongly preferred.
 2. Brief academic articles that address the theme of "resilience and hope" in the context of counseling and counselor education. Students are encouraged to submit past course assignments and papers (or in their modified forms) that are directly related to the theme. Manuscript must not have been published or submitted elsewhere. Manuscripts should be prepared in APA style and should not exceed 8 pages, double-spaced, inclusive of a title page, abstract, tables, figures, and reference.
- Manuscripts that are outside of these two categories but address the theme in other innovative ways may also be considered. The deadline for submission will be Saturday, August 10th, 2019. Following the peer-review process, authors will be notified of the editorial decisions and/or contacted for revision if needed. All manuscripts should be submitted via email to pamphiles1@montclair.edu or pzhu01@syr.edu

If you have any questions, please don't hesitate to reach out to Shanta and/ or Peitao!

Warmly,

Shanta Pamphile & Peitao Zhu

2019-2020 NARACES Graduate Student Representatives



2020 NARACES Regional Conference

November 5th to 8th 2020

Pittsburgh, PA

For more information contact

Michelle Hinkle, Conference Coordinator, at hinklem@wpunj.edu



NARACES has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 1103. Programs that do not qualify for NBCC credit are clearly identified. NARACES is solely responsible for all aspects of the programs.

2018-2019 NARACES Executive Board Members

President: Stephen Flynn – Plymouth State University

President Elect: Tracy Stinchfield – Immaculata University

Past President: Mike Mariska – Plymouth State University

2018-19 Secretary & 2019-20 Secretary-Elect: Amanda Minor – Salve Regina University

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