

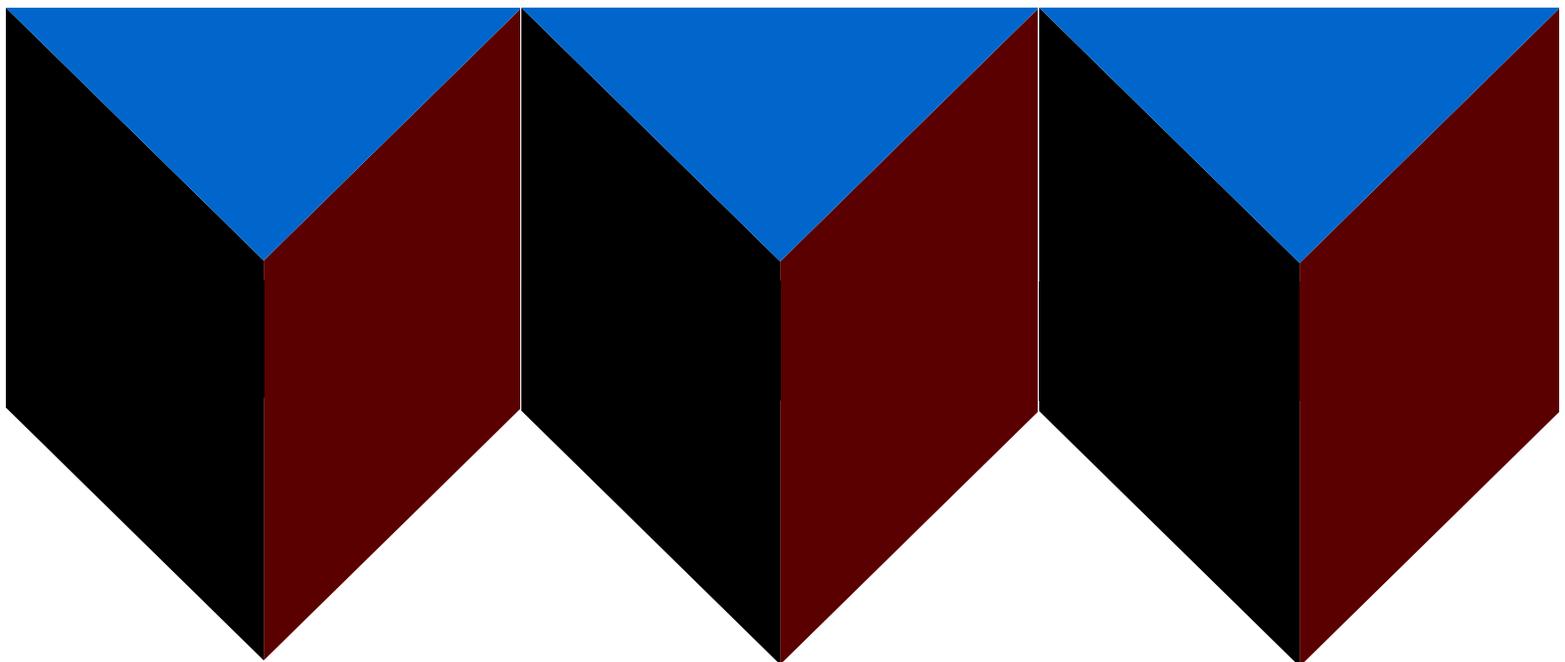


NEWSLETTER

Winter 2016 Pipeline

MNYCCPOA
PIPELINE

YOUR CONNECTION TO CAREER COUNSELING RESOURCES,
EMPLOYMENT OPPORTUNITIES & NETWORKING EVENTS



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Contact us at: communications.mnyccpoa@gmail.com



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A Letter From Our President

As we march through spring, it's time to finish up our campus interviews, our fairs, and prepare our students for their roads ahead. As MNYCCPOA members, we are more than ready to face those challenges. Our winter program offered us tools to handle the busy season in a stress-free and balanced fashion. In our Spring program, we will have the opportunity to share our year's successes through the Alva Cooper Award Ceremony and reflect on the latest changes to our profession.

Looking ahead to the next membership year, MNYCCPOA will expand in a few exciting directions. We plan on moving forward with a new group membership, allowing offices to sign up their entire staff. This new feature will provide career services an easy option to manage renewals and sign up the entire office for MNYCCPOA. We expect to roll this out with the membership renewal drive starting in June for 2016-2017.

Also in June, look out for a call to vote on the proposed changes to our student membership.

Expanding the student membership reflects the diversity of the new roles within career services offices. And through this expansion we will be able to reach the next generation of professionals entering our field. As we make these changes, we will also widen our outreach methods. We've added a new role to the Membership Committee team that focuses solely on outreach to potential members at universities throughout the region. In addition to the changes to membership, we will also expand on the aspect of MNYCCPOA you all enjoy the most, the opportunity to network. Starting with our spring meeting, we will be hosting happy hours throughout the summer. This will be a fun way to connect with each other beyond our regular meetings. Speaking of connecting, our Communications Committee has done a wonderful job at re-envisioning the MNYCCPOA Pipeline to help us tap into the latest updates with our organization.

Follow us on our new Twitter account (@TheMNYCCPOA) for the latest in MNYCCPOA news. I look forward to seeing you again in the fall. Until then, have a terrific summer.

Keith R. Okrosy, MNYCCPOA President



The Importance of Wellness and Balance for Those Who Help Others By Diane A. Safer, Ph.D., Yeshiva University

Remember the last time you were on an airplane and the plane stewards instructed that, in the case of an emergency, to put on your mask before helping others? At MNYCCPOA's Winter 2016 Meeting, panelists discussed the significance of helping yourself first, and how modeling wellness makes one a better counselor.

Moderator Tamara Nisanov, a Fitness and Wellness Coach and an Executive Recruiter, asked the panelists how they model wellness:

- Ruth Warwick, CEO of Haven Empowerment Center and psychotherapist, stressed the importance of having a good sense of humor. She also discussed how she believed in the power of finding new hobbies, creating a bucket list, and most of all strengthening communication between colleagues.
- Russ Terry, Life Coach and Entrepreneur, reported that he relied on exercise, something that he meticulously blocks off on his schedule each week. He also reminded us that we need to make ourselves a priority and to find and do things that "inspire" us and give us "chills."
- Francine Rowe, Certified Personal Trainer, felt that it was key to be aware of the things for which we were thankful. She advocated intentionally integrating fun, enjoyment and social communication into our lives. She especially stressed the intentional part of it.

Panelists discussed how those of us who work helping others tend to put others first, and may even feel guilty when considering self-care. They encouraged us to "be our own client" by setting boundaries, scheduling exercise, carefully considering our time management, and scheduling fun. Ms. Warwick suggested that next time we are working late, instead of thinking about how devoted we are to the job, we should consider whether we aren't managing our time well, or whether we just might have too much work! And then do something about it.

Mr. Terry, who recently published, *My Gratitude Journal*, a book that challenges others to find something that they are grateful for each day, said it's important that we determine our priorities each and every day, and to finish those first before we are bogged down with the "agendas of others." Email is an example of "other people's agendas trying to get us off our agenda." He also reminded us that sometimes technology could keep us from being present. He suggested turning our phones face down when working or when meeting with clients.

Ms. Rowe agreed with this sentiment and suggested that we think about who we are, challenging us to find balance in our lives by being present with ourselves - again, treating ourselves like a client and making a program. She advocated smiling and engaging with others as much as possible because we never know if the person we are going to meet is our next client or even... a spouse?

Finally, panelists were asked about whether and when we should evaluate our career paths or our careers. Ms. Rowe responded that she was always thinking about what needs/skills are out there and what she needs to help others. Ms. Warwick recommended taking inventory of where we are and where we are going so we can reinvent ourselves -- then we can look for the gaps and fill in the missing links. Mr. Terry suggested working on something we are passionate about so that we will always want to learn more. The moderator, Ms. Nisanov, concluded the panelist discussion by encouraging us all to take action and jump into doing something different.

To help us learn how to put all these ideas into action, Mr. Terry led the second workshop of the meeting, entitled, "*Learn from the Best How to Have Less Stress*". He reminded us that "saying no to others is saying yes to yourself" and "having a self wish is not selfish." Mr. Terry's top suggestions:

- Give up control - there's less stress and more "me time" when we give up the need to control everything.
- Exercise self care - the reduced stress in our lives will affect others in a positive way.
- Find support - nurture those relationships that are key to our growth.

Dorian Mastrogony, National AmeriCorps Recruiter for Reading Partners By Wanda Chen

Dorian is the National AmeriCorps Recruiter for Reading Partners and drives both the sourcing and external recruiting strategy for 500+ AmeriCorps service roles across the country. Reading Partners is a national educational non-profit that provides one-on-one reading instruction to elementary school students reading below grade level. They partner with under-resourced schools and engage volunteer tutors to help children unlock and develop the fundamental skills they need to succeed in school and in life.

Dorian graduated from UC Davis with a dual degree in History & Italian and joined Reading Partners as an AmeriCorps VISTA in community engagement for two terms. She then became a staff member in 2013 and has supported the growth of AmeriCorps programming throughout 14 regions.

What are the qualities or skills you look for in candidates for Reading Partners? Do you have any tips for students who are interested in serving with Reading Partners?

We're looking for folks with three major characteristics: - a strong interest and dedication to service; - an ability to take initiative in personal/professional growth; and - a deep belief in our mission to help children become lifelong readers and reach their full potential! As a recruiter, I'm always looking for potential - we know that folks coming out of college aren't necessarily going to have years of prior experience, especially if they're coming out of high school or college; we want to offer a way to both give back and get their feet wet in the nonprofit sector. Our best AmeriCorps members are flexible and adaptable, can problem-solve through challenges, and are excited to be part of a dynamic team. If you're interested in Reading Partners AmeriCorps and you're in one of our regions, sign up to tutor! You'll get a firsthand view of our program in action, and be able to chat with a currently serving AmeriCorps member at one of our partner school sites. If you're outside of our locations, don't worry - we have folks moving all over to serve with Reading Partners. You can learn more about our program through our Reading Partners blog, where we've recently highlighted service for AmeriCorps Week.

How do you see civil and service organizations such as Reading Partners change within the next five years?

I hope to see civil and service organizations growing their impact across the country by using service-based models and national service members. By increasing the national volunteer rate and interest in volunteerism, thousands of Americans from all walks of life will have the opportunity to make a positive impact in their communities and across the nation. At Reading Partners, volunteers get results...our program couldn't continue to be as impactful without volunteers giving their time to our students. In 2014-15, we had 200+ AmeriCorps members and 12,000+ volunteer tutors serving with us. Imagine if we could multiply that number of individuals tenfold within Reading Partners and throughout other service orgs! The effect would be enormous.



**Ricki Weitzen, Assistant Director, Employer Relations/Career Programming Coordinator Baruch College
- STARR Career Development Center By Nicole Wolfrath**

Tell us about your professional background and career path.

I started my career in the advertising industry as an Account Manager where my main focus was to work with my clients and internal strategic & creative teams to create advertising campaigns. My brands were leaders in their categories and included Pillsbury, Toaster Strudel and respiratory brands such as ADVAIR, Flovent & Ventolin. After a few years in this industry, I realized how much I enjoyed working with the company interns and advising them during their internships. This realization paired with my volunteer work as an admissions representative from my Alma Mater, caused me to reconsider my career path and explore the field of higher education administration. After doing a bit of research, I enrolled in the HEA Master's program at Baruch College, where I graduated with my MEd in 2015. While obtaining my degree, I worked part-time in both the Center for Academic Advisement and the STARR Career Development Center at Baruch. I am now the Assistant Director of Employer Relations & Career Development at STARR and have never looked back.

What inspired you to get involved with MNYCCPOA as a new member?

On my first day of orientation at Baruch's STARR Career Development Center, I met a woman who had asked if I'd been to the last MNYCCPOA meeting and I had no idea what she was referring to. As a new member of the career services industry I hadn't explored all of the professional organizations within the field but after speaking with my new colleagues, I knew I had to get on board. I've since experienced MNYCCPOA as being a great resource for networking, best practices and continued learning for new and established career development professionals.

What have you gained and/or learned as a member of MNYCCPOA since you joined?

Since joining MNYCCPOA I've gained a sense of community within higher education. It's reassuring to know that there are professionals in New York with similar goals as mine, which is to best prepare my students for their professional journeys and careers. MNYCCPOA is filled with passionate, caring people who want to continue to progress and drive this industry to the top. By hearing from top employers, learning about industry trends and gaining new counseling practices I've received well-rounded information and experiences from MNYCCPOA. Share how you envision MNYCCPOA to be like moving forwards.

What would you like to see happening for MNYCCPOA?

I'd like to see MNYCCPOA continue to work with industry leaders and influences so as career development professionals we can continue to evolve with our students and the demands of the job market. By being able to incorporate new technologies, best practices for nontraditional students and nontraditional majors, we will be better equipped to serve our communities.



Laurie Hollister, Associate Director of Career Services, NYIT By Khourin Wilkins

A two-day conference was held in January with a focus on how technology can inform and improve the work of professionals within the Career Services field. I thought it was a great platform for professionals from all points to get together and discuss best practices. Laurie Hollister, the Associate Director of Career Services at New York Institute of Technology had a huge part in developing the event, I needed to pick her brain.

Provide a brief bio about yourself:

I've spent my whole career in higher-ed with positions in academics, student activities, student development, and careers. With a masters in instructional technology, my intro to career services was as a technology specialist in 2004 when all kinds of new software products were rolling out for career centers. I soon realized that not working directly with students left me with a huge void so I added career advising, then hosting career events, and zoom ahead to current day where I'm now supervising professional staff, running large scale events, and managing employer outreach for our NY campuses.

Tell me about your interest in Technology:

Timing was everything. My MS in Instructional Technology was complete just as the World Wide Web was born. With lots of exposure to computer based tools for training, I developed a genuine interest in computers and used every opportunity to infuse new technology into my work. My husband & I also ran a small business providing software training & network configurations for other small businesses. Since the early 2000's the career center had a need for someone to oversee and evaluate new tools and technology giving me a platform to foster my interests.

What was the inspiration for collaborating/developing the CSTM event?

I missed the first year of CSTM, but when I learned about it on LinkedIn I knew I had to bring the event to NYC. My idea was to recreate the event locally, but when I reached out to Gerald Tang (Baruch College) and Eva Kuba (Princeton) they invited me to serve with them on the planning board and run the next event at NYIT's Columbus Circle campus. The rest is history!

What goals did you want to accomplish by hosting this event?

My goal was to host CSTM in NYC because I knew of the high concentration of talented professionals in the area that would be excited to participate. I was right. Attendance was great and Lindsay Pollock showed up with John Hill (LinkedIn at the time)!

What was the most challenging component to planning/ hosting this event?

It was my first remote event planning activity. I was already accustomed to running & hosting "homegrown" events on campus with my colleagues. This event required the sponsorship of five college career centers & MNYCCPOA, with an invite list of 100 professional colleagues. And all planning took place via conference call. Just a little pressure here!

If you could do this all over is there anything you would alter?

I have done it over every year since, and like good event planners we learn and improve with each event. CSTM2016 at Baruch College was probably our best event yet, running 1.5 days with roundtables, sponsorships, and cool tools. Can't wait to start working on 2017, location almost confirmed...

Emerging Career Opportunities in NYC Start-Ups

By Kristy Lamb, PhD, STEM Career Advisor, University Career Services, St. John's University

One of the most exciting industries of this era is the tech sector, and many students will be qualified to work in the tech industry upon graduation, regardless of major. While computer programming and data analysis skills are required for jobs on the technical side of these companies, social media savvy students, perhaps with backgrounds in communication or public relations, are well-qualified for the public-facing roles at tech firms.

Sales and marketing are critical for these young companies. Community coordinators, project managers, account managers, and event managers can come from a variety of backgrounds; the common denominator is critical thinking and communication skills, common to every college degree.

Among Mayor de Blasio's central campaign platforms was growing jobs in the technology services sector. Known as Silicon Alley, NYC is home to outposts of Facebook, Google, and Pinterest. SJU students recently spent an evening at Pandora's NYC office on a site visit with University Career Services. Beyond the big names, there are more than 6,000 tech startups in NYC, at various stages of development. Digital.nyc is a website, run by city government, which maps tech start-ups, posts start-up jobs, catalogs courses and workshops happening around the region, and lists other events where those in the industry and those hoping to break in can learn and network.

While we call it the tech sector, not all companies in that space are overtly technical, and not all start-ups are technical in nature. For instance, a new offsite storage pickup and delivery service called MakeSpace is an NYC-based start-up. A start-up, according to the work of Silicon Valley pioneer Steve Blank, is a newly founded company looking to define and solve a problem with a repeatable and scalable business model. To accomplish this, start-ups need to be flexible. After the initial start-up phase, companies may be more stable but still change as the business grows and matures.

Though start-up jobs are trendy, they aren't for everyone. There is truth to the high risk/high reward trade-off; according to the Wall Street Journal, 3 out of 4 startups fail. Students who fear failure or do not see the value of investing in their network to be ready to find their next job may not like those odds. At a start-up or fast-growing tech company, an individual may have a greater say in defining what their role looks like in the overall company, as opposed to someone coming in and taking over a role with a well-established task list. People with personalities that are more flexible and adaptable are more likely to thrive through company growth and culture change, restructure of roles and responsibilities, and - ultimately in most cases - acquisition by a larger organization. Folks who like established structure, predefined roles, and a set 9 to 5 schedule will likely be happier in more firmly established, traditional companies, while those who cherish creative freedom and are driven to successfully take ownership of their work, may thrive at a start-up.

Many well-established tech companies operate with perks that have continued from their start-up days, particularly if they value the flexibility of the start-up culture and want to encourage their employees to think and work in similar patterns to those early days. While company-stocked kitchens and in-house fitness equipment have a certain appeal, those who work for start-ups may work long hours making these "conveniences" a reason to never leave the office. Evaluating job offers from start-ups - especially when compared to traditional companies - can be tricky, and tools to aid students in learning to evaluate these offers will become an important part of the career services professional's repertoire in the next several years.

Cultural Challenges: Addressing Career Development Needs of Chinese Students

By Amy-Louise Goldberg, Hofstra University

With increasing numbers of Chinese students coming to the U.S., it makes sense to address the particular considerations that will help them to be effective in the internship and job search processes. As shared in Foreign Policy.Com, "Chinese students are by far the most visible international presence at many universities across the United States, and their numbers continue to grow. During the 2014-2015 academic year, the number of Chinese students studying stateside was 304,040, a 10.8 percent increase over the 2013-2014 academic year," according to a report by the nonprofit Institute of International Education (IIE) <http://foreignpolicy.com/2015/11/16/china-us-colleges-education-chinese-students-university/>. In fact, "out of the more than 974,000 international students currently in the United States, almost one in three is now Chinese." What attributes characterize this population? What can we do to facilitate their success in the job search process? What follows can generally provide a useful lens through which to view these students who increasingly visit our Career Centers:

While it's stereotypical to describe Chinese students as exceptionally conscientious, they do tend to begin studying math and science in earlier years than we do here in the U.S. and, as a rule, have a very strong work ethic. It is useful to recognize and nurture this tendency to study hard and to urge them to press for greater academic challenge and also "stretch" roles as they undertake internships and jobs within and following their university careers.

Moreover, as a group, the Chinese who come to study in the U.S. are highly ambitious, (as are many other foreigners who uproot for study in this country). What may make this quality challenging to support and nurture as career professionals are the cultural norms and linguistic hurdles some of this group face in realizing their ambitions and goals.

Due to growing up in a culture where "the group" supersedes "the individual," some Chinese students may find it hard to identify, let alone assert, their individual vocational preferences, especially when it comes to careers. Some may have received strong direction from a relative (often male) to pursue a particular field and may be more likely than others to have found themselves in a major that was not of their choosing. It helps to draw the student out through discussion and use of tools like the Onetonline.org database, Investopedia (for financial careers) and similar resources to assist this type of student in identifying his/her true interests. The Strong inventory and similar assessments may be additionally useful tools, to help formulate a career direction that builds upon the student's personal interests and incorporates the student's studies thus far. Chinese students may find the cultural adjustments to the job search in the U.S. to be challenging as well.



Coming from a culture where "referrals" often mean that a student automatically gets a job, some students may have few job-seeking skills and be unfamiliar with the need to write cover letters, targeted resumes and thank-you notes. We can take the opportunity to patiently educate them about the value of building relationships through their own efforts, rather than expecting that a "referral" will equate to a job offer. It is also beneficial to emphasize the value of networking, particularly with alumni of a student's school, which is not the typical Chinese approach. The concept of "dialoging", rather than merely responding to questions, is a useful skill too. Coming from a cultural environment where compliance may have been more highly valued than innovation (especially for younger people who have done internships within the corporate arena), the Chinese student may also particularly benefit from encouragement to generate and implement less traditional ideas within the job search process and in the context of an interview. Some students may need support in pursuing not only large, multinational companies (which may, as a rule, be more likely to provide sponsorship) but also to move them past only search-engine job searches into using LinkedIn (or other social media) to obtain informational interviews, for example. It might also involve setting a "standard" cover letter format to try a more unusual one (e.g. using a question at the beginning or inserting a more personal example). In an interview, this may manifest as taking the opportunity to "sell oneself" more assertively or to ask more direct questions at the close of the discussion.

The Chinese student may also benefit greatly from guidance around powerful body language, coming from a culture where (especially women) have traditionally been encouraged to not make an assertive initial impression.

Practicing firm handshakes, sustained eye contact, and slightly leaning into one's conversational counterpart can be particularly helpful. Given that nonverbal communication, including voice, purportedly accounts for 93% of the first impression we make on others (Albert Mehrabian,1971) https://en.wikipedia.org/wiki/Albert_Mehrabian it makes sense to focus on the factors that can be controlled within this area. As with students from other backgrounds who may be shy or hesitant to speak assertively, it's helpful to practice communicating in a loud, confident voice where sentences do not end with a raising of the voice (as if to question the value of the speaker's words). The trick, as implied in www.Study-Body-Language.com, is to combine congruency between what you say and what you do for a truly powerful communication combination. A variety of interview web tools, including Big Interview and mock Skype interviews, allows opportunity for practice and provides feedback on areas needing improvement.

Transitioning from nonverbal to verbal communication, the Chinese student may feel especially challenged by learning and speaking English. Speakers of Mandarin may especially struggle with verbs and plural nouns, in addition to prepositions that challenge many English learners. Many Chinese have particular challenges with English verb tenses, as there is, for example, no past tense in Mandarin. From a vocabulary standpoint, it helps to reinforce that an "internship" is a job and an "intern" is a person in that job. Drawing a distinction among "referrals," "references" and "recommendations" may be helpful as well. As pointed out in the HigherEd.com article, "Chinese in the Classroom," there are challenges in three areas: writing,



speaking and even thinking: www.insidehighered.com/news/2014/04/09/new-research-examines-how-chinese-students-respond-challenges-classroom. Still, the conscientiousness noted above often translates (no pun intended) into a willingness to accept constructive feedback on a student's verbal and/or nonverbal abilities.

Visa issues can also impact Chinese student morale. Often in the U.S. on F-1 visas, many are concerned with obtaining H1-B sponsorship following graduation from undergraduate or graduate school. This may result in increased anxiety during the job search process and a greater sense of urgency as their Optional Practical Training (OPT) period may terminate. We can help to allay these concerns by channeling Chinese students into a more focused effort around sending out resumes, contacting others (especially alumni of their schools via LinkedIn searches) and actively reviewing the websites of their target companies for opportunities. Those who are strongly motivated to stay in the U.S. may need to "think out of the box" and consider possible careers and roles that are not their "first choice." Despite these challenges, it can be especially rewarding to work with Chinese students, as with students from other cultures.

They often feel, and express, sincere appreciation for our suggestions and recommendations in their drive to succeed in the career arena.

A Focus on Service: Hofstra University's New Approach to Networking By Gary Miller, Executive Director, The Career Center at Hofstra University

We know that networking is vital to students' career development, from understanding options to finding opportunities. We also know that networking can be intimidating and uncomfortable for some students. Additionally, at Hofstra we found that there were growing student populations where engagement with the Career Center was lower than our student body as a whole. The staff of the Center wanted to provide meaningful connections for these students in a setting that would move beyond the traditional and appeal to students who may not as naturally use our services. Recognizing the interest and desire among the current cohort of students to carry out public service, in 2015 we created the Hofstra Service Networking Program.

The Hofstra Service Networking Program brings together students and professionals for service projects in area community organizations. The Service Networking trips focus on specific industries, bringing together students from appropriate majors and professionals from appropriate organizations. This initiative allows students to network and interact with professionals in their field of interest in a low-pressure setting where the focus is on helping others rather than on personal pitches; this allows students to comfortably interact and develop relationships. In 2015 the groups carried out needed services at such sites as the Interfaith Nutritional Network and the Ronald McDonald House of Long Island.

We are thrilled with the outcomes associated with this program. While we had five targeted goals for the program, three stand out as particularly meaningful. First, 92% of participating students had never engaged with the Career Center before. Second, more than 80% of the participating professionals reported that the informal nature of the program made networking easier for the participating students. Third, 100% of participating students either agreed or strongly agreed with the statement "As a result of this program I feel motivated to take additional steps toward my career goals."

In spring 2016 our External Relations team is carrying out three Service Networking Programs, and we look forward to further impacting our student body with this exciting new approach to engaging them.



Career Fair Marketing: A Unique Approach By Kimberly Porter , Associate Director, Graduation Outcomes/Advising, Career Services, Pace University

The Career Services Team at Pace University makes an effort to frequently examine processes to encourage the most successful outcomes for our students and alumni.

Increased student engagement is always a goal.

To promote our Career Fairs to students, we implemented some strategies that have worked well:

1. The Employer Relations Team reviews the companies that register for the fair and their open internship and full-time positions.
 2. Using this information as a guide, a list of majors/requirements is generated.
 3. This list is cross-referenced with class schedules to find an appropriate audience.
 4. Career Services staff members visit these classes 5 minutes before the start time, distribute flyers and mention some employers that will be in attendance to attract student interest. Information about pertinent services and prep workshops is also shared.
 5. The class visits are batched by location so that multiple visits can be done quickly.
 6. Information tables are set up in high traffic areas during lunch and common free hours to spread the word.
 7. The irresistible Pace mascot, a "pup" named T-Bone, helps to "work" the table by giving out flyers and encouraging students to come over. While a real pup would probably bring more attention, a Pace student athlete in a costume does the trick!
- No time for class visits? Consider training an army of student ambassadors to do them.

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