



THE NAVIGATOR

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Photo of, and provided by, Jen Hapgood.

A Message From The President
Jen Hapgood,
Binghamton University

The NEACUHO year is winding down as the weather starts to warm up and snow is melting. At the end of February, the University of Southern Maine hosted our organization for the New Professionals Conference and Mid-Level Institute. Both conferences were a huge success, even with the snow storm going on outside. Now we look forward to our Annual Conference at RIT in June.

The self-study task force has put together a summary of their findings, which you will find in this issue, and we have already started working on some of their recommendations. The self-study findings will help shape our future as an organization. I thank you all for taking the time to participate in the many surveys. The task force will be presenting their full findings at the Annual Conference.

I hope that the spring comes quickly for you all, that your halls close quietly, and to see you at the Annual Conference at RIT!

Jen Hapgood is the Business Manager and Assessment Specialist at Binghamton University. To contact Jen, please email her at jhapgood@binghamton.edu.



Meeting Minutes

Happy April NEACUHO!

This is just a friendly reminder that NEACUHO Executive Board meeting minutes can be found on our website at:

http://neacuho.org/index.php?option=com_content&view=article&id=225&Itemid=253.

Stay tuned for our latest meeting minutes!

Jen Golojuch is an Assistant Director of Residence Life at Mount Ida College. To contact Jen, please email her at jgolojuch@mountida.edu.



2010-2011 Membership Renewal

Are you missing out on the new *NEACUHO Google Group*?
 What about e-mails for upcoming events?
 Do you want to receive a discounted rate for upcoming conferences?

It's not too late!

If your institution has not yet renewed their 2010-11 NEACUHO membership please contact Stephanie Ketterl (sketterl@sjfc.edu) to renew today!

NEACUHO Would Like to Thank Our Corporate Partners!

Please visit the websites of our Corporate Partners!

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Photo of, and provided by,
Peter Nardone.

Letter From The Editor

Spring has Sprung...

Greetings NEACUHO! I first wanted to thank the membership for its continued support in our newsletter. I continually have been impressed with the amount of submissions the Media & Publications Committee has received, not just this month, but since August 2010.

Speaking of which, I can't believe it's already been eight months since our first issue of *The Navigator*!

As we move into April, I want to strongly encourage each and everyone of you to look forward. As we transition into spring, although some areas in our region have experienced some wintery weather of late, think about ways we can continue to improve in our positions and how we can take advantage of that in the coming months ahead. With only a few months of the academic year left, it's important to act local and think global. The work with our professional and student staff will still have lasting impacts after May! Now is the time to continue to build on those relationships we have built throughout the course of the year. Whether it's working with a new professional in their transition at your institution or assisting a graduating senior in their next step, now is the time to live in this moment.

With the nice weather, it's easier to be visible. The warmer weather that is approaching is a great way to build community with our students and staff. If you teach a class this spring, try and bring your students to the closest bench or quad and talk about the semester accomplishments. If you work on a committee or two, try and relocate that meeting place to a more central spot closer to students. As we know, getting involved at your institution outside of your current department is key towards effective collaboration across campus. Reach out and see where the greatest need is. Maybe you're trying to figure out a different approach in working with your Resident Assistant staff. Focus on a community builder or staff development that makes the staff visible in your residential communities. Continuing recognition practices and simply being visible (in different ways) can truly make a difference in the lives around you.

Of course, with spring upon us, it's a great opportunity to give back to ourselves and to our community. If you're an outdoors person instead of heading back to your home or apartment right away after work, take some time for yourself and enjoy your campus or local area. There are always a lot of great places to see and things to do! Try and coordinate or participate in a service project or a 5K run! Not only is it a great way to meet people in your community, but it's a rewarding experience. See if your colleagues, staff or friends want to participate! As we move forward and conclude this academic year, I encourage you to continue to do the things you love and make a difference. With the NEACUHO 2011 Annual Conference upon us, I believe we can bridge our world. Registration is now open!

Feel free to email me with any questions you may have about *The Navigator* or the Media & Publications Committee at pnardone@binghamton.edu.

Peter Nardone (Media & Publications Committee Chair)

District & Committee Updates

Connecticut & Rhode Island—Megan Houlihan

Happy Spring CT & RI NEACUHO!

I hope your semester is going well and things have warmed up for you. Back in December 2010, colleagues from Roger Williams University, Johnson & Wales, Rhode Island College, University of Hartford, & Central CT State University met up in Providence for a fun happy hour. Special thanks to Thomas Kelley from Rhode Island College for helping to set up this great night shared by colleagues. During the event everyone helped participate in a 50/50 raffle for a local Toy for Tots Christmas program and winner Megan Dumaine from Roger Williams donated her portion to buy more presents. On Thursday, March 24 at UCONN we met and discussed hot topics within housing and operations. UCONN hosted a fabulous breakfast and many colleagues shared their best kept secrets for running an effective housing program. Big thanks to Nikki Cole, from UCONN for helping to coordinate our roundtable which was attended by Western Connecticut State University, Eastern Connecticut State University, Central Connecticut State University, University of Hartford, Post University, and UCONN colleagues. I hope your second semester is off to a good start and you're ready for some more fabulous CT & RI events! On Friday, April 8 Quinnipiac University will be hosting "Building Community through Collaboration" sponsored by CT & RI District, Risk Management & Legal Issues Committee and ASCA Circuit 2. More information will be coming out soon! As always please feel free to contact me with any questions about upcoming events within our district! Please note my new contact information:

Megan Houlihan, Director of Residence Life Post University
mhoulihan@post.edu
 203-596-4508

To contact Megan, please email her at mhoulihan@post.edu.

Eastern New York & Vermont—Joe Murphy

Hello Eastern-NY & VT!

Unfortunately, due to Mother Nature's April Fools snow storm joke, we cancelled traveling to The Culinary Institute of America on Friday, April 1 and quickly setup a WebEx conference meeting to discuss Fall Training. Many thanks to the 20 folks from seven institutions that came together over the web/phone to discuss and share ideas about fall training for our professional and student staff. Congratulations to Toli Gintoli, Green Mountain College, for winning our book raffle, "The Big Book of Icebreakers." A huge shout-out to Ryan Butler and his team from The CIA for all of their help in coordinating this event; we're all sorry we weren't able to visit your beautiful campus and sample the delicious treats. It's the time of the year for NEACUHO elections and committee chair appointments. As I read the candidate statements this year, I felt it was important to review my own candidate statement, and make sure I have held true to the three pledges I made to you one year ago. Communication – I have communicated with every member institution in our region through email updates, newsletter updates, and conversations at events this past year. Representation – I have acted as a voice for the institutions in our region, and the membership as a whole during executive board meetings, calling the question for more information/research before I casted any votes. Opportunities – I have helped



*Photo taken from the 2011 New Professionals Conference & Mid-Level Institute.
 Photo provided by the Media & Publications Committee.*

Continued on next page...

sponsor two district round table discussions and a district social, while assisting with the RD2B held at Siena College, and bringing the Program Committee's Annual Conference Presentation selection day to Skidmore College. If I'm not meeting your institutions/staffs needs, please let me know as that is my goal as your representative. As always, please feel free to contact me with any thoughts, questions, concerns, or ideas you have for our region and the organization. I look forward to seeing folks at the NEACUHO Annual Conference in June at RIT! Good luck wrapping up staff selection, housing, and closing for the semester!

To contact Joe, please email him at jmurphy@skidmore.edu.

Maine & New Hampshire—Nate Gordon

Greetings Maine and New Hampshire NEACUHO!

I hope that your spring semester is going well and that everyone had a restful Spring Break. I wanted to take a moment and thank the Residence Life Association of the Granite State for co-hosting a social at Colby Sawyer College on March 25. At the event we enjoyed appetizers and discussed NEACUHO Updates. I am also looking to have a district roundtable in April and if you are interested in hosting, please let me know. As soon as I have the site and details finalized, I will send out another district update inviting everyone to participate and be sure to keep an eye out for more information on these as the semester starts to wind down. As always, if you have any questions or are interested in hosting a future district event, feel free to get in touch with me. See you soon!

To contact Nate, please email him at ngordon@keene.edu.

Massachusetts—Eric Rollo

Hi NEACUHO!

In the past couple of weeks, Massachusetts-NEACUHO just had a couple of great events. The two workshops were lead by well-respected professionals who both happen to be NEACUHO Past-Presidents! Special thanks goes out to **Shruti Tekwani of the Wentworth Institute of Technology** for helping secure space for the events and helping me organize the logistics of the event. The first workshop was geared towards less-seasoned professionals on the unique transitions that occur as we move from being new professionals to mid-levels, and so on. **Henry Humphreys of MIT** gave a wonderful presentation and was able to address a number of these issues and answer questions. The second workshop was led by **Rich Bova of Brown University** (thank you Rhode Island and Brown University for loaning Rich to us!), who was able to educate his audience of seasoned-professionals and CHOs on transgender issues and how housing policy has been affected by them. The workshops were followed by a social at Uno's with portions of the proceeds going to SpeakOUT Boston, a wonderful group that sends panels to various organizations and institutions with hopes of educating and raising awareness on all things LGBTQIA. Thank you to **Julie Hershkowitz of Northeastern University** for her help in planning and organizing the social, and a warm thank you to **Cathy Reynis-Meeker** for her amazing assistance in helping publicize the events and secure speakers. I'm excited to see everyone at The Annual, and hope to have another event this summer. It's hard to believe, but closing is right around the corner, so enjoy the rest of your semester.

To contact Eric, please email him at erollo@baystate.edu.



Photo of the December 3, 2010 CT/RI District Happy Hour Providence, Rhode Island. Photo provided by Meghan Houlihan.

Western New York—Darese Doskal-Scaffido

Hey There Western NY!

Spring is finally in the air...or at least on the calendar! Hope you are all enjoying spring semester, spring break, conference season, and all the joys of spring! I am currently working with some representatives at St. John Fisher College who will be hosting a professional development breakfast on April 29 discussing online issues including crush sites, harassment and news games. Watch for more details to follow soon! And of course, in June, The Annual Conference will be right here in our own backyard, back at RIT. I look forward to seeing all of you at these events.

To contact Darese, please email her at doskald@tc3.edu.

Metro NY— Angela Kang

Hello Metro NY!

I hope the spring semester is going well. Most of you are now getting ready for closing in May. Before we look forward to the end of the semester, I want to invite you to these two events in our district in April.

On Friday, April 15 from 9:30am-12pm at Dominican College, there will be a breakfast roundtable for all the new professionals in our district. Here is a chance to meet other new professionals within our district since many of us couldn't attend the New Professionals Conference in February. Don't forget to bring your business cards. If you would like to attend, please RSVP at <http://www.surveymonkey.com/s/BRDS3PQ> by Tuesday April 12.

Don't worry others. Teachers College on 1230 Amsterdam Avenue (between west 120 Street and west 121 Street) is hosting a roundtable discussion for all professionals within our district on Wednesday April 20 from 2pm-5pm. We will be covering the following topics: legal issues as they relate to housing practices, policies and procedures, professional development on a budget, supervising graduate students and much more! I especially would like to invite mid-level managers to this roundtable to share some insights on these topics. After we finish, we'll head over to happy hour at Amsterdam Café which is across the street from where we're meeting. If you would like to attend please RSVP at <http://www.surveymonkey.com/s/BFNQ8KK> by Monday April 18.

For more information about these events, please check out [NEACUHO Metro NY District](#).

NEACUHO Annual Conference is from June 8-11, "Building Our Legacy", hosted by Rochester Institute of Technology. Registration information will be coming out soon. I hope that many of us will be able to attend this great conference. I hope to see many of you at the upcoming events in April. As always please feel free to contact me at 914-251-3172.

Happy Spring!

To contact Angela, please email her at Angela.Kang@purchase.edu.

Corporate Relations—Kathi Bradford & Rich Bova

To contact Kathi, please email her at kbradford@wsc.ma.edu or to contact Rich, please email him at Richard.Bova@brown.edu.

Annual Conference—Bill St. Jean

Registration for the NEACUHO 2011 Annual Conference is now open! Please visit <http://www.rit.edu/reslife/neacuho2011> to learn more about the Annual Conference, June 8-11, hosted by the Rochester Institute of Technology.

To contact Bill, 2011 Annual Conference Chair, please email him at brsrla@rit.edu.

Media and Publications—Pete Nardone

Greetings NEACUHO!

I hope this edition of *The Navigator* finds you well! The Media & Publications Committee has been hard at work the past two months putting together our fifth issue of the year. This month you can continue to find members highlighted in our membership spotlight as well as questions from new professionals in our “Ask Cathy” section. I would also like to encourage the membership to send their shout out’s and continue to recognize all of the great things our professionals are doing in the region.

In March, an email was sent out to the membership regarding our spring survey of the newsletter. Please go to <http://www.surveymonkey.com/s/6JLF6Y6> to fill out the survey. Happy writing!

To contact Pete, please email him at pnardone@binghamton.edu.

New Professionals Development—Ryan Young

Greeting everyone!

The New Professionals Development Committee (NPDC) has been hard at work over the last couple of weeks! Not only did we host two very successful RD2Bs, the committee also put on a great New Professional’s Drive-In Conference. The teams at Keene State College and Sienna College, lead by Jen Spade and Keyne Cahoon respectively, did a fabulous job putting on our final RD2B conferences. NPDC members and other professionals within NEACUHO had a great time working with nearly 100 students interested in Residence Life and Housing. If these conferences are any indication of what is to come for our field, we are in for a bright future.

The New Professional’s Drive-In Conference was also held concurrently with the Mid-Level Institute on February 25, 2011 at the University of Southern Maine. The conference chairs, Megan Igoe and Greg Mantolesky, along with their wonderful committee did an excellent job with the conference. We had a great turn out despite the snow. Now that these major events are over, the NPDC will turn its focus to preparing for the Annual Conference in June! We will once again be hosting our New Professional’s Orientation at the start of the conference. This will be a great opportunity for new professionals to find out how to get the most out of their experience while at RIT. Another amazing event at the Annual Conference for new professionals is the Program Committee’s New Professional Case Study Competition. Open to any new professional, this competition will challenge the participants in a fun way. Of course, there are prizes at stake for the winning team. Keep your eyes out for registration information for the conference s well as for the Case Study.

If you have any ideas, suggestions, or comments on how we can better serve our new professionals, please feel free to contact me.

To contact Ryan, please email him at ryoung@pace.edu.

Professional Development—Jennifer Crane

The Professional Development Committee made it back from Maine, despite the snow and enjoyed seeing everyone at the Mid-level Institute. A special thanks to the University of Southern Maine, all of our speakers, committee help, and participants. You can read more about this conference in *The Navigator* article "The Joy of Mid-level". I would like to make a special heartfelt thanks to Kristen Conti Murphy and Shelly Keniston who cared very much for the institute, were professionals in the planning, and workhorses in the implementation.

We are looking for institutions to host these events next year. Feel free to contact Jennifer Crane, or President Elect Paula Randazza.

As a reminder from the last *Navigator*: The Professional Development Committee announces that we are currently putting NEXUS NEACUHO on hold. It is in the best interest of NEACUHO for us to secure a location with a very minimal or free cost to our participants and minimal cost to NEACUHO. All members and hosting institutions will find out more as we progress into the spring semester.

For the remainder of the semester, the Professional Development Committee will be exploring a mid-level and CHO mixer either before or during the Annual Conference at Rochester, as well as continue with committee contributions to *The Navigator* and an incentive program for mid-level and CHOs new to NEACUHO.

To contact Jen, please email her at Jennifer.crane@quinnipiac.edu.

Program—Michael Guthrie

On Friday, March 18, the Program Committee was graciously hosted by Skidmore College in Saratoga Springs, New York. We read through over 50 program proposals to select the programs for the Annual Conference. An additional eight people reviewed proposals online to give an opportunity to accept the programs with the broadest appeal. It was a difficult task trying to select a variety that would appeal to New Professionals, CHOs and everyone in between. The committee selected the programs based solely on content in the program proposals as presenters' names and reference of institution were removed to offer a completely unbiased selection. Presenters are in the process of being notified. Look for a call for posters coming soon. For those not looking to present a full scale presentation but maybe just looking to do a poster presentation instead, you still have time to submit. Please contact me at the address below. The Program Committee would like to recognize Joe Murphy from Skidmore for allowing us to host committee day at Skidmore and also Ann Marie Przywara for allowing us to steal Joe for the entire day.



Photo taken from the 2011 New Professionals Conference & Mid-Level Institute. Photo provided by The Media & Publications Committee.

To contact Mike, please email him at Michael.Guthrie@quinnipiac.edu.

Residential Operations—Shruti Tekwani

To contact Shruti, please email her at tekwanis@wit.edu.

Risk Management and Legal Issues—Kristen Eldridge

Upcoming Events!

Friday April 8 Quinnipiac University: ASCA Circuit 2 and NEACUHO RMLI committee co-sponsoring a Drive-in conference! Building Community Through Collaboration. Please see advertisement for details.

To contact Kristen, please email her at eldridk@tc3.edu.

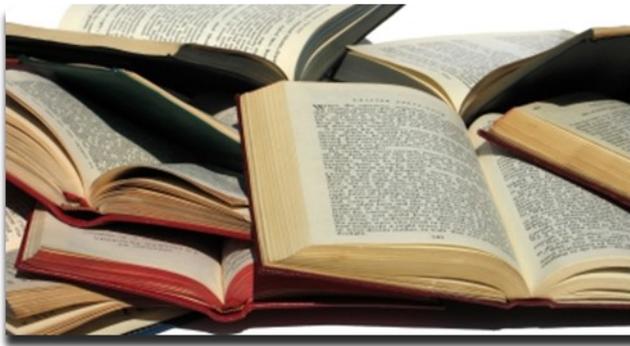


Photo of the December 3, 2010 CT/RI District Happy Hour Providence, Rhode Island. Photo provided by Meghan Houlihan.



Photo of Amanda Metzger at The Western New York Housing Placement Exchange at RIT.

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Attend presentations sponsored by Risk Management and Legal Issues Committee and be entered into a raffle to win! Announced at The 2011 Annual Conference!

Big Ideas in Short Order: One Way to Keep Staff Motivated Till the End of the Year

Michael McCarthy, Lesley University

We just returned from Spring Break and for many students that means a non-stop sprint to the finish line. Schoolwork, personal lives and just a general feeling of comfort in their job can lead our student staff members to hit a bit of a funk around this time of year. They have hit their programming requirements, developed relationships with students, students have their own things going, and there can just be less fun stuff and more administrative responsibilities to take care of before the year comes to a close.

How do you keep student staff motivated? I'm guessing few of us got into the field for paperwork and excel sheets, so how do we maintain all the good stuff throughout the year?

“Whatever they want to do, create opportunities for your student leaders to link their student leadership experience to the steps they want to take after graduations.”

One thing I like to do is really focus on how their residence life positions can work for our student staff members. There are tons of great things about working in residence life. One aspect I always talk about at information sessions for student staff recruitment is that no matter what they go on to do after graduation, their work as a student staff member will put them in a better position for success with all of the possible transferable skills.

Find out what your staff wants to do after graduation or even just for a summer job or internship:

- ◆ Do they want to be a teacher? How can you connect their work in residence life to a career in teaching? Can they present a session during an in-service or training?

- ◆ Are they getting a criminal justice degree? How can you get that student more experience or training with crisis response? Can you arrange a time for the student to work with Campus Security?
- ◆ Is the student pursuing a degree in graphic design? Is there a way to get them to be in charge of your advertising campaign for summer housing? Maybe they can have a role for advertising some campus-wide program or event?

What if your student leader wants to pursue a career in higher education? How can you connect them with other offices on campus so they have a more diverse resume so they can get accepted to their dream graduate programs? What interview prep can you give them that you wish you had before you went on your first interview? Ask them why they want to work in Student Affairs and why are they interested in the schools they are applying to, we all know those questions are coming.

Whatever they want to do, create opportunities for your student leaders to link their student leadership experience to the steps they want to take after graduation. No matter what path they anticipate taking - there are avenues to connect their work in residence life to their life after college. As a supervisor, a leader, and perhaps a mentor it is your responsibility to put your student leaders in the best position for after graduation. These last few months can be a rich, fulfilling, and important time for you and your team. Make the most of them.

Michael McCarthy is a Resident Director at Lesley University. To contact Michael, please email him mmccar14@lesley.edu.



Photo of, and provided by, Dennis Lue Yat.

Social Networking, Good or Bad?

Dennis Lue Yat, Quinnipiac University

Today, there are many ways we can stay connected with family, friends, co-workers, or students. In 2003, MySpace was created. Facebook has been operational since 2004, with over 600 million users, the ability to create groups to promote events, organizations, and even causes. In the last couple of years, Twitter has evolved. These are only 3 of the major social networking sites that are most commonly used.

As university administrators, where does the use of social networks put us? While this is a great medium for staying in touch and informing us of what is going on with people both near and far, I believe it can put us in a tough spot.

“If you search your institution and saw something questionable being done on your campus, what is the response on the part of your institution?”

Some of these are great, however, some of the information that we may come across can be daunting. Some pictures that may pop up on news feeds along with status messages can be alarming. Should we be concerned by every little thing that we come across? Should we overanalyze these statuses? For example, if you saw a status of a student (resident, RA, organization leader) that said “HURTING”, what would be your approach? Do you find the student to try and make sure they are okay? What if it was because they had a tough workout? How would you look? On the flip side, what if the student was dealing with some tough issue and was trying to reach out to you and you didn’t reach back?

One other social medium that is growing in popularity is YouTube. It is certainly a place where you can probably find any type of video, some that are hilarious and some that are concerning. If you searched your institution and saw something questionable being done on your campus, what is the response on the part of your institution? What happens if the situation was not addressed and something terrible were to happen and be documented for the public to access via this medium?

In the end, these types of sites can be fun, creative, and a good way to keep our students engaged. However, it is important for us to find out what is expected of us by the institutions that employ us so that we may act in accordance.

Dennis Lue Yat is a Residence Hall Director at Quinnipiac University. To contact Dennis, please email him dennis.lueyat@quinnipiac.edu.

New Professionals Development Committee



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Embracing Your “Important Person” Status

Andrew Fuller, Binghamton University

Last year, I was walking through our University Union when I had an epiphany. (Okay, this might be a strong word, but at the very least an “ah-ha” moment.) I had just walked past a senior-level administrator who happens to be far above me in our organizational structure. We traded a brief smile followed by diverted attention – the sort that says: “I think I am supposed to know who you are, but I could be mistaken and I don’t know your name.” AH-HA! Is this how my students feel when I walk past them in my building without saying hello? Is this how they feel when I have offered them the same half-smile?

“I would suggest, however, that it can do us some good to spend a little time pondering how our students may perceive us and how we interact with them.”

Now, let me be clear, I am not writing this to comment on the actions of this senior-level administrator. Certainly he may have had a million things on his mind that day, he may not have had time to stop and say hello, or he may have genuinely not recognized me. (I hadn’t been working here long at the time.) No, my realization is centered on the feeling I had after that interaction. I had a split-second feeling of hurt at the lack of recognition from someone in an important role at the institution. This made me think about all the times that I have been walking through my residence hall with a million things on my mind, almost late to the next meeting I was speed-walking to, or (heaven-forbid) when I was having a bad day. Am I causing my residents to have the same feeling if I don’t acknowledge them during these times? How hard would it be to offer a friendly hello?

I think the thing that I had to get used to as a new professional was that idea that I am perceived by the

students as holding an “important role” at the university. While as a staff member, I am sometimes reminded of my place in the overall “food-chain,” they

don’t have the same perspective of all the people that work above me in my department and division. To them, I am their Resident Director. Recognizing that perspective can be interesting, but embracing that role has been key to improving my overall interactions with students this year.

Now, this concept might be elementary to many of you. Granted, I didn’t think myself “unimportant” in my residence hall or to my students before. I would suggest, however, that it can do us some good to spend a little time pondering how our students may perceive us and how we interact with them. We should take the time to embrace our role and everything it can be to them, in a positive way. This is something I encourage my RA staff to consider as well. Don’t underestimate the power of a friendly “hello” in passing. You may never know the doors that were opened (or which doors weren’t closed) because of it.

“When we set that friendly tone, it makes it easier for students to engage with us when they need us. It makes them feel connected to the community.”

Indeed, this year in my residence hall I have been intentional about interacting with my residents as I pass them in the hallways. (Again, this may be obvious to some of you – but it doesn’t come naturally to all of us.) What is usually a simple “How’s your day going?” – has helped me build relationships in



Photo of, and provided by, Andrew Fuller.

Continued on next page...

my building. My residents have begun to beat me to the punch: “Hello, Andrew!” I more often have residents who feel comfortable walking into my office, grabbing a seat, and telling me about their day. I have more residents who contact me via email to ask questions or seek advice. While this is not a scientific study, I think much of this is due to setting that friendly face and interaction right there in the laundry room, hallways, elevators, and stairwells in my building.

So, perhaps I am just late at coming to a conclusion that others have already accepted – but I would encourage all of us to continually evaluate how we are interacting with our students on the most elemental of levels. Building community has to include setting that tone for the community – as those “important people” in the community, students look to us for that example and for that tone. When we set that friendly tone, it makes it easier for students to engage with us when they need us. It makes them feel connected to the community. It makes them feel acknowledged. As we know, this can have a profound impact on retention. It starts with each of us, and our casual interactions.

Andrew Fuller is a Resident Director at Binghamton University. To contact Andrew, please email him at afuller@binghamton.edu.



Photo taken from the 2011 New Professionals Conference & Mid-Level Institute. Photo provided by the Media & Publications Committee.



Photo taken from the Residential Operations Trade-In and Drive Show 2010. Photo provided by the Media & Publications Committee.




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Photo of, and provided by, Genia Bettencourt

**Supporting First Generation Students in
Residential Communities: Lessons from a Research Study**
Genia Bettencourt, University of Massachusetts Amherst

Every fall as new students pour into our residence halls, we prepare ourselves to create inclusive communities and support students across race, ethnicity, gender, sexual orientation, religion, ability, and socio-economic status. Another group of students to consider are our first generation students, defined here as “students whose parents have no more than a high school education” (Pascarella, Pierson, Wolniak, & Terenzini, 2004, p. 275). Are we conscientious of the needs of those students who may be struggling to adapt to the new demands of higher education without the precedent or support of parents or family that have experienced college life? These students may make up a sizeable population of our halls each year. Choy (2001) found that as 34% of all incoming students at four-year institutions and 53% of those at two-year colleges are first generation.

“As a researcher, I sought to generate information around how first generation students select, and why they persist within, certain clubs and organizations on campus.”

Many of us are already familiar with some of the challenges that first generation status can bring within higher education. These students may face concerns such as feelings of not belonging, not being able to relate to peers, and not identifying with the university environment (Lehmann, 2007). Other students report feeling trapped in an imposter complex, where they “feel as if they are unqualified and simply posing as a member of the academic community; at any time, they will be ‘found out’ and exposed for who they really are” (Pascarella et al., p. 89). As a result, first generation students are 1.3 times more likely than their peers with college educated parents not to return for a second year (Ishitani, 2006).

During 2009-10, as a graduate student at Oregon State University, I conducted a qualitative study at a large public research university in the Pacific Northwest to add to the field of knowledge on first generation students. At the time, I worked as an advisor to a student leadership organization sponsored by the alumni association. My goal was to combine two of my other interests within student affairs, access and involvement, to examine the research question: “What are first generation students’ perceptions on why they join clubs and organizations?” After all---with so many obstacles confronting first generation students, it is possible that by understanding their involvement experience and motivation, practitioners can help first generation students connect to meaningful opportunities to gain a sense of community, leadership skills, career tools, and other tools for success. As a researcher, I sought to generate information around how first generation students select, and why they persist within, certain clubs and organizations on campus.

By emailing over 300 registered clubs and organizations at my research site, I recruited a maximum variation sample of nine participants. All participants met three requirements: they were first generation students; they were involved in at least one registered club or organization; and they had completed a minimum of 45 units at the university. The last requirement was to make sure the study examined perspectives of students who had more exposure to opportunities for involvement and had the chance to formulate more deliberate decisions regarding their choices of clubs or organizations. The nine participants ranged across identity characteristics, student standing, and types of involvement. I met with each student for 30 to 60 minutes to ask them a series of questions surrounding their involvement choices, and then coded the interview transcripts using a ground theory research approach. From those interviews, three key themes emerged: students selected clubs and

Continued on next page...

organizations that would allow them (1) to make a difference, (2) to gain social and cultural capital, and (3) to maximize their college experience.

The first theme, making a difference, included starting a new organization, reshaping an existing organization, or utilizing an organization as a means to positively impact others. Two participants selected new Greek organizations on campus because they afforded the students the opportunity to create a unique fraternity or sorority and leave a legacy for future participants. Another participant joined a food science organization and assumed a leadership role in an attempt to make the group more community service oriented. Students also sought opportunities that would allow them to make a difference with their peers, whether advocating for safer health practices through a health advocacy group or giving back to the students' cultural community through ethnicity-based groups on campus.

The second theme focused on clubs and organizations as a means to gain social or cultural capital, of which typically first generation students possess a deficit when they first begin in higher education. Cultural capital includes knowledge, skills, education, and other advantages that act as a sort of currency for facilitating students' ease and maneuverability within higher education (Oldfield, 2007). Cultural capital fosters social capital, or the relationships that provide opportunities and resources to students (Pascarella et al.). Students sought clubs and organizations that offered these benefits. Cultural capital was primarily sought out through the concrete skills provided by leadership and career opportunities. First generation students also gravitated to organizations that provided social capital through connections to other students, faculty, and professional networks. From these organizations, students gained new knowledge while connecting with colleagues ranging from study buddies to job references.

Finally, students viewed involvement in clubs and organizations as an essential piece of the college experience. Across participants, there was a sense that for first generation students who already face many obstacles to attend college, the experience of becoming involved was the pinnacle of full engagement in higher

education. As one participant summarized:

"Just the fact that I was going to college was a big deal because no one else in my family had done that. I felt a certain obligation to explore the facets of the school and of college as much as possible."

Knowing that these three themes may be guiding the first generation students on our campuses in seeking out involvement opportunities, how can we as NEACUHO professionals use this information in residence life? I utilized clubs and organizations as a unit of involvement for my study, but I believe these themes can potentially be viewed broadly and apply to internships, student employment, studying abroad, and even participation in a residential community. Now that I am back in residence life as a full time practitioner, I generated some ideas on how we might apply these concepts to help support our first generation students.

"By having some further insight into what first generation students are looking for, we may be able to better refer them to valuable experiences elsewhere on campus."

One idea is that as the "first stop" for information, residence life professionals can utilize their understanding of what first generation students may be looking for to help connect them to opportunities on campus that may be most fulfilling. A business student looking for social or cultural capital may benefit from organizations or internships that allow them to acquire new skills and build a professional network. A sociology major wanting to make a difference may benefit from service learning projects that allow them to apply their education to aid the community. By having some further insight into what first generation students are looking for, we may be able to better refer them to valuable experiences elsewhere on campus.

Residence life provides many options for involvement within the halls themselves. Hall councils and Residence Hall Associations provide students with means to be

Continued on next page...

leaders in their communities. As advisors, we can work to make these organizations truly reflective of students' interests. A student looking to make a difference through hall council should be given the support and resources to do so, even though that difference may look differently for each student.

The Resident Advisor position and other student staff roles offer involvement opportunities to live out these three themes. Practitioners can be attuned to opportunities to create social and cultural capital for students whether through trainings, conferences, or referrals. We can help students to articulate and achieve the impact they wish to have in their position and connect the experience to their overall college journey to feel that they are making the most of their time. By purposefully providing information, reflection, and flexibility, residence life staff can help these involvement pieces connect more fully with some of the goals of first generation students.

Finally, we can use this information in the communities that we create. Like clubs and organizations, it is easy to imagine that first generation students at many of our universities view a successful residence experience as a way to "make the most" out of their college experience. By working to build communities where residents feel that they are an essential part of our halls and that their presence makes a difference, we may help the experience have greater resonance. An awareness of social and cultural capital may help practitioners to approach programming from another angle to connect students with the networks and skills they need to be

successful in college. We may even educate some of our student staff to empower them in supporting first generation students in their communities by tapping into these themes. My hope is that this article may spark conversation around how we can continue to support our first generation students, both in our halls and on our campuses.

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The Results Are In...

Self Study Task Force Team

Since June 2010, the Self Study Task Force has been collecting feedback from members and corporate supporters on a wide range of topics related to NEACUHO. Whether it was through focus groups at the Annual, a “Town Hall” session at the Fall Drive-In, an on-line survey linked on the Association website, or other means, we were able to collect information from a wide range of people. The demographic breakdown of those participating mirrored the overall membership in areas such as geographic distribution by district and level of experience, and all areas of professional responsibility were represented.

“Throughout responses to the various feedback mechanisms, it was clear that the membership saw a need for the association to have a clear and consistent long-term plan.”

The Task Force then took the information and looked for general trends and areas of concern. Interestingly, in some cases the anecdotal comments that were supplied in response to the surveys did not correlate with the numerical answers given (i.e. the numerical answers were generally positive but the comments were generally negative), so coming up with conclusions was a little more complicated than we were expecting. Responses to some topics also differed based on various characteristics (length of time in the field, area of responsibility, etc.). That being said, we gave it our best effort and the results are summarized below.

The information below was presented to the Executive Board during their meeting on February 24, 2011 and was generally well received. Based on their feedback, a final report will be developed and delivered to President Jen Hapgood by May. The results will also be presented at the Annual Conference this June in

Rochester.

The outcomes the Task Force came up with were grouped into six areas – these are listed below with some examples of the recommendations that were developed. The final report will include all of the recommendations with references to the supporting data used to reach these conclusions.

Mission/Vision

While there was general agreement regarding the Mission of NEACUHO, there was less of a consensus about whether the Mission was being met, if there was a consistent Vision and, if so, if it was being followed. It is recommended that there be an assessment of the Mission to determine if it is still valid or needs to be revised, with actions to be taken as appropriate. In the area of Vision, the recommendation is to develop an articulated Vision Statement and make sure this is communicated effectively to the entire membership.

Strategic Plan

Throughout responses to the various feedback mechanisms, it was clear that the membership saw a need for the Association to have a clear and consistent long-term plan. Consequently, a recommendation is to have NEACUHO undertake a Strategic Planning process, likely after the Mission is assessed and the Visioning process is completed.

Governance

The success of any organization, especially one that is totally volunteer-based, is significantly dependent on how the group is lead. As a result, a number of the recommendations addressed issues that will make the Executive Board stronger and help it be more reflective of the membership. Examples include items such as reviewing the composition of the Board to ensure that the structure provides the best representation of the various characteristics of the

Continued on next page...

membership (length of time in the field, type of institution, area of responsibility), clarification of the role of the District Coordinator, and additional training that will make future Board Members more effective.

Events

The avenue through which the majority of members experience NEACUHO is the events that are sponsored by various committees each year. However, not only do the events need to be planned and implemented, but they must meet the needs of the membership and maximize the resources dedicated to them. In order to ensure that this is happening, recommendations include a comprehensive assessment of all NEACUHO events, a review of the Executive Board structure to make sure each event has adequate support, and an evaluation of whether some information would be better suited to being delivered via technology instead of or in addition to a face to face format.

“However, not only do the events need to be planned and implemented, but they must meet the needs of the membership and maximize the resources dedicated to them.”

Operations

In order for a group to be successful, an effective infrastructure must be in place to make the work happen. This is especially true when a membership fee is charged and the leadership needs to be accountable for how these funds are being spent. Recommendations in this area include a review of the membership rate structure to make sure various size institutions are paying an appropriately scaled fee, that technology is being used consistently and effectively as both a management and a communication tool, and that corporate partners have an adequate role within the organization.

Organizational Culture

Any organization is a reflection of the people who make up the membership, both in individual and collective terms. How these members interact with each other and how connected they feel to the organization will

have a major impact on how engaged they are with the organization. To make sure the culture remains positive and addresses concerns raised, recommendations are proposed to create an effective communication plan, review the role of the Executive Board in Association events, and define the role that past leadership should play in charting the future direction of the organization.

Any questions may be directed to any member of the Task Force:

Sonya Alexander is a Resident Director at Central Connecticut State University. To contact Sonya, please email her at alexandersom@ccsu.edu.

Jon Conlogue is the Executive Director of Residential Services and Campus Life at Westfield State University. To contact Jon, please email him at jconlogue@wsc.ma.edu.

Kim Schmidl-Gagne is a Program Coordinator at Keene State College. To contact Kim, please email her at kgagne@keene.edu.

Peter Galloway is the Director of Housing Services at West Chester University of Pennsylvania. To contact Peter, please email him at pgalloway@wcupa.edu.



Photo taken from the Residential Operations Trade-In and Drive Show 2010. Photo provided by the Media & Publications Committee.

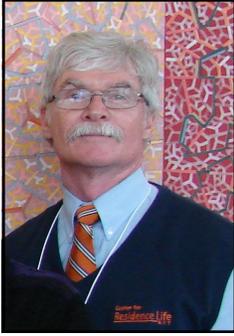


Photo of Chuck Lamb, provided by Kristin Murphy.

Why Attend NEACUHO At RIT?

Chuck Lamb, Rochester Institute of Technology

Our organization's 47th annual gathering will be held at RIT from June 8-11, 2011. From the first conference I attended NEACUHO has brought together quality people, quality presentations and quality information exchange in a positive atmosphere. This is truly a time period when our profession can "catch their breath" from the previous nine months of multiple priority management so that we can reflect on developments and issues on individual campuses and throughout our profession. I have always felt comfortable in my participation and interactions- whether it be with peers, seasoned colleagues and novitiates new to the field. What a wonderful mix. Energizing!

“On campus housing will be situated in Global Village-RIT's newest residential facility which opened in August 2010.”

So why do I keep returning and participating after all of these years? NEACUHO has been a primary source of professional development for me- a location for new ideas to be learned and shared. Attending the conference each year is similar to an annual family reunion when one can catch up on news and provide your views. The sharing that occurs is incredibly stimulating- whether at formal interest sessions, conversation during a meal or reflection with a colleague/friend during a late night social.

This year will be no different at RIT! This is an amazing campus with an incredible staff and you should really come to take a look and experience it for yourself. On campus housing will be situated in Global Village- RIT's newest residential facility which opened in August 2010. Food service will provide a wide variety of

choices and there will be some special Rochester fare for the out-of-towners in attendance. The exhibitor fair is scheduled for a dedicated five hour block on Thursday, June 9 in our spacious field house and includes a cook-out lunch. The Thursday "Night on the Town" provides ample opportunity for you to sample the wide variety of dining, entertainment, and cultural options. The campus is easily accessible by air, rail and interstate.

The campus and guest services of RIT merely serve as a backdrop to the real "guts" of any conference- the wide array of interest sessions and the information exchange to assist with your individual professional development and sharing new ideas to continue the evolution of the student housing/residence life program on any campus. NEACUHO has a long history of outstanding speakers and programs to meet a wide variety of needs and NEACUHO 2011 at RIT will enable those standards to be maintained.

Plan to head west with your Res Life tool kit to NEACUHO 2011 at RIT and let us help with "Building Your Legacy."

Registration for the 2011 NEACUHO Annual Conference is now open!

Kathleen Schreier and the Annual Conference Committee

What you'll learn:

You can expect a variety of programs at this year's conference. The program selection committee received 54 submissions! Dr. Susan Salvador, Vice President for Student Services at Monroe Community College and President of ACPA College Student Educators International, is the keynote speaker.

Did you know that RIT utilizes two languages, English and American Sign Language (ASL)? We will have

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events that will give you the opportunity to learn some basic sign and fascinating tidbits about Deaf culture at RIT.

Where you'll be:

Did you know Rochester is home to Kodak, Xerox, Bausch and Lomb and the Garbage Plate? Frederick Douglass and Susan B. Anthony once called Rochester home. Our city boasts nine minor league athletic teams, access to the Finger Lakes region and many local wineries, and is home to Genesee Beer. There is plenty to see and do in Rochester.

Where to hang your hat:

Conference attendees will stay in RIT's newest housing complex, Global Village. Each suite has a common area, five single bedrooms, one double bedroom, and two full bathrooms. Additional complex amenities include outdoor volleyball court, fire pit, wellness center, Mexican cantina and bar among others. Cost per night is only \$45 per person. Where else can you get world class accommodations at such a low rate?

Where to cut loose:

As always, you can expect the events that have become

a tradition for the NEACUHO Annual Conference. First, we will kick off the conference with opening night events to give participants the opportunity to interact with colleagues and have a good time. The Night on the Town will give you the chance to experience great cultural and culinary offerings that Rochester has. The Fun Run/Walk will be back and utilizing a 5k course on RIT's campus. Finally, we will bring the conference to a close with the always entertaining closing celebration!

Where you can help:

When you register for the conference, make sure to sign up to be a volunteer! We will have many wonderful opportunities for you to get involved and put your own mark on the conference.

What to do next:

Conference registration is \$220. New professionals can register for the discounted rate of \$150. Registration is available through the NEACUHO 2011 Annual Conference website: <http://www.rit.edu/studentaffairs/reslife/neacuh2011/>.

Chuck Lamb is the Director of Residence Life at Rochester Institute of Technology. To contact Chuck, please email him at chlrla@rit.edu.



The Joy of Mid-Level: Getting The Recipe for Success

Kristin Murphy, Worcester Polytechnic Institute

At the 2010 NEACUHO Annual Conference, I was excited to see many offerings for mid-level professionals as I had always struggled to find my place among the new professional and Chief Housing Officer programs. I learned that there had been discussion about focusing on this population and that efforts in the past year had not gotten off of the ground. I felt relieved and excited by the prospect of helping the mid-level group find a voice and get their needs met.

I was eager to get started as I drove to the NEACUHO Committee Meeting Day in the summer of 2010. It had been a while since I had participated in a committee in order to focus on other aspects of my life. It felt good to be back. I was anxious to rekindle my relationship with NEACUHO. I had been missing the collegiality and energy that the organization had always provided for me. That day, I was given the opportunity to serve as Chair for the 2011 Mid-Level Institute and I felt like I had found my niche.

“I felt relieved and excited by the prospect of helping the mid-level group find a voice and get their needs met.”

Chairing a NEACUHO event is a wonderful professional development opportunity because it requires close relationships with other housing professionals. As someone who has been at the mid-level for a while, I felt like this was a great next step in my personal development. I was able to communicate regularly with others, share opinions and more importantly, produce tangible results.

Despite snowy weather, folks made their way to the University of Maine – Portland Campus to participate in the 2011 Mid-Level Institute on Friday, February 25.

The event reached its maximum capacity of more than 20 registrants with various levels of experience. I was thrilled that the event happened this year and even more excited that we reached our cap!

After pulling from the ACUHO-I essential competencies research of Diane Porter (2005) and consulting with seasoned student affairs professionals, the Professional Development Committee was able to identify relevant themes to assist participants in being successful as a mid-level professional. Participants were exposed to experienced faculty members who shared expertise regarding three key competencies necessary for success in mid-level housing positions.

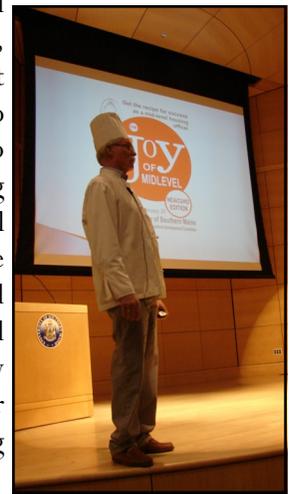


Photo of Chuck Lamb, Keynote Speaker.

The competencies that were identified for the institute and the faculty that presented them were:

Personnel Management presented by Rich Bova, *Senior Associate Dean of Residential Life and Dining Services, Brown University.*

Resource Management presented by Craig Hutchinson, *Vice President of Student and University Life* & Denise Marcoux Nelson, *Director of Residence Life, University of Maine.*

Campus Politics presented by Beth Moriarty, *Director of Residence Life and Housing, Bridgewater State University.*

We were extremely fortunate to benefit from these esteemed faculty members' presentations. The faculty were excited to spend time with mid-level professionals and it showed. It was clear that they had spent time

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preparing. They brought interactive case studies and exercises so that the mid-level professionals could get the most out of each 90 minute session. Special thanks to the dedicated faculty.



Photo taken at the Mid-Level Institute at Portland, ME. Provided by Kristin Murphy.

Discussion was lively and participants were clearly engaged. “The NEACUHO Mid-Level Institute was a great eye opener to the hot topics that we all face on a daily basis. I really appreciated the time that the presenters took to spend with us. All the sessions were of high quality and I would highly recommend this institute in the future to new mid-level professionals,” said Megan Houlihan, Director of Residence Life at Post University.

“The Mid-Level conference was a great experience. The curriculum was extensive without being overwhelming (supervision, budget, campus politics). The participants had a broad range of experiences regarding the subjects that were covered which definitely enhanced the discussions on each topic. We were able to learn from some of the regional “sages” about why we need each of these for the current and next steps in our careers” - Rob Geddes, Assistant Director of Residential Life, Lesley University

The small group size helped create an atmosphere where attendants felt comfortable sharing opinions and asking questions. At lunch, participants had the opportunity to interact with faculty in small groups. Mid-level professionals also had their resumes

reviewed. As the day wrapped up, it was clear that the event was a success. All in all, the Mid-Level Institute served its purpose and provided a unique professional development opportunity for me, the faculty, and all of the participants. I would strongly urge those interested in contributing to the development of mid-level professionals to join the Professional Development Committee next year – you never know, you could be chairing next year’s institute.

Kristin Murphy is an Associate Director of Residential Services at Worcester Polytechnic Institute. To contact Kristin, please email her at kconti@wpi.edu.



Photo taken at the Mid-Level Institute at Portland, ME. Provided by Kristin Murphy.



Photo taken at the Mid-Level Institute at Portland, ME. Provided by Kristin Murphy.

Working at your Alma Mater: Perks and Pitfalls

Christina King, Hofstra University



*Photo of, and provided by,
Christina King.*

Many of us working as college and university housing professionals got our starts as paraprofessionals during our undergraduate careers. Considering there is no such bachelor's degree as "Res-for-Lifers", the predominant driving force for many of us to commit to working in housing as professionals was the positive experience we had as RAs, CAs, OLs, etc.

Because our experiences have been so positive at our alma maters, it quickly becomes a logical next step to apply for positions within the place we know. Comfort is an undeniable factor in a job search and who of us are not most comfortable where we are? Why not keep climbing that same ladder, right?

“You can take on challenges and initiatives that you’ve always wanted to see done as a student and make them a reality.”

I speak from experience. At Hofstra University I was a student, resident assistant, senior resident assistant, and am now in my third year as a professional resident director and completing my graduate degree. There have been some real advantages to working at my alma mater, as well as some challenges that were important to steer clear of. I have brainstormed the top five perks and pitfalls of working at your alma mater as a new professional to provide some insight to someone struggling with this choice. In the immortal words of The Clash: “should I stay or should I go”?

Perks:

You already know [almost] everybody and everything!

This is really the most important factor, and relates to most of the other perks. You know the campus culture, the policies (even those weird ones that don't come up

often), and the offices that students use. You already know who will be your supervisor and their supervision style. To put it simply, you have the home field advantage.

Familiarity allows for broader goal setting.

Knowing the policies and having a shorter learning curve for your position can really allow you to challenge yourself. You can take risks that someone who doesn't know the lay of the land might not be able to take yet. You can take on challenges and initiatives that you've always wanted to see done as a student and make them a reality.

More likelihood to collaborate with other offices.

Since you don't have to spend the time getting to know new people or what each office in your Student Affairs division provides, you can jump right into collaborative partnerships. You're more likely to be able to plan a meaningful program with advisement for example, when you have a contact person to call on and an idea of what services they provide.

Slow down the change train!

Change can be scary! In our field, change is inevitable, but sometimes we want to take it in stride. An all out move means new location (city, state, etc), new school and culture, new job functions, new home, and new friends. Yikes! It can be exciting or overwhelming! Staying at your current institution in a new capacity allows you to change job function and responsibilities, and possibly homes, but mostly everything else stays the same. For some people, this is a comfort when taking the first step as a new professional.

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You have a finger on the pulse of the campus and student culture.

In residence life (or even in student affairs), how often do we try to brainstorm what students are looking for? What's great about being an alumnus is you can provide insight to the student body that is relevant and real. As we move up the professional ladder, sometimes we become out of touch with what students really want, and it's even harder to know this information at an institution you are unfamiliar with. Having been a student at the institution you work gives you a unique advantage to meet students needs in a significant way.

Pitfalls:

The same experience can easily slip into a complacent experience.

Ever think to yourself "I can do this with my eyes closed"? Well if you have, you are clearly not challenging yourself enough! You need to be highly motivated and able to challenge yourself to be able to grow in the same location.

"While you have the upper hand in terms of knowing the history of your office, it's still important to be flexible."

You may have to supervise friends.

It's a great possibility that you will have to supervise those that you were once on the same level with. And it is important to make sure that boundary between friend and supervisor is extra thick. This may include de-friending on Facebook (or at least restricting access to some information), and cutting out outings that could include inappropriate behaviors between a supervisor and employee (think karaoke at the local bar). In essence, you have to overhaul your mindset to understand you are no longer a student.

It may be easier to slip into unprofessional behaviors.

"But everyone knows me, they know I'm kidding!"- not

necessarily. Any time we step into a new level there is an expectation of increased professionalism and maturity. Since you're already comfortable with everyone you may take more liberties with your sense of humor or cut corners when it comes to getting work done. The professional expectation is the same of you as a new employee, if not more so. You have to prove yourself in this new capacity.

You may become resistant to change.

It's natural when staying at the same place to expect things to remain the same. As other people enter your office from other schools, you may become closed off to their suggestions. However the "that's not how we do it" attitude will only hold you and your office back. While you have the upper hand in terms of knowing the history of your office, it's still important to be flexible.

You give yourself less of a chance for a "fresh start."

In undergrad, especially as those "super ultra involved" student leaders, we get reputations- it's only natural. Now, these reputations are rarely negative (especially if you are being considered for a promotion) but they're still going to stick. So, maybe you're looking to be taken more seriously and shake your "class clown" rep. It's possible to do this at your alma mater, but it sure is going to take longer!

I was once told by Cathy Raynis Meeker (as my mentor in a NEACUHO New Professional conference) that you should do what's comfortable for you, and sometimes that is to "bloom where you are planted," meaning doing the absolute most you can at an institution. Only when you've exhausted yourself developmentally is time to seriously consider moving on. This has stayed with me during my tenure as a new professional at my alma mater, because I was concerned that perhaps I had taken a poor course of direction. But, she was right. I just wasn't done at Hofstra yet.

It's most important to remember that it is best to do what's right for you. There is no "right" or "wrong" move in terms of what to do next in your professional career. The only requirement is to carefully consider what your long term goals are and which route is going to help you get there.

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We also often worry about what it will say on our resumes if we're at one institution "too long" or, in contrast, jump around to "too many schools." Employers value both loyalty to a school as well as varied experience- it is unpredictable. What's most important to a potential employer is the continued growth and valuable experience of their applicant. You have to continue to challenge and develop yourself as a professional, whether at your same institution, or a new one. Ways to achieve this can simply be joining new committees or professional organizations, taking on larger/more varied responsibilities, or starting new Initiatives.

A rule of thumb: if you have become noticeably stagnant, it's time to re-evaluate and move on.

Christina King is a Resident Director at Hofstra University Stuyvesant Hall. To contact Christina, please email her at Christina.king@hofstra.edu.

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Raise Awareness for Texting While Driving

Ryan Greelish, Sacred Heart



*Photo of, and provided by,
Ryan Greelish.*

The dangers of texting while driving has become a hot topic with young adults. In 2008, the Transport Research Laboratory in the U.K. found that drunk drivers' reaction time is reduced by 21% and texting drivers' reaction time is reduced by 35%. This is a 14% difference! In 2010, 25 U.S. states had laws against texting while driving. Fines varied by

state from \$20 to \$750. In Utah, you could face up to

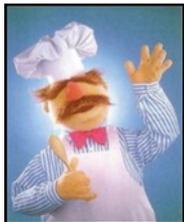
15 years in prison, which is the same for a drunk driver. (Suite101.com)

These statistics would be valuable to program around for our students. Our lives become so wrapped up in technology that we are connected all of the time. It is crucial for us to start spreading the message before our students become 1 of the 2,600 people that dies each year as a result of using cell phones while driving or the 330,000 people that are injured (Harvard Center for Risk Analysis).

Ryan Greelish is a Resident Director at Sacred Heart University. To contact Ryan, please email her at greelishr@sacrectheart.edu.

What's Cooking With Your Career?

Chuck Lamb, Rochester Institute of Technology



*Photo provided by
Chuck Lamb.*

The challenge of promotional advancement in student affairs and particularly in residence life can be daunting. There is help out there, however, to attempt to assist and guide you to the next possible stop in your career journey. With the popularity of the wide array of cooking related television shows and magazines, there is a recipe for success to follow to hopefully assist as you work towards the “dessert” in your job search. Here are a few recipe tips: There are plenty of mentors and veterans in the field who are more than willing to assist.

Why Are We Doing This?

It's simple: Succession Management! If we don't proactively create the next generation of Residence Life professionals, who will? **You are important to us;** you're the next generation of leaders who have exhibited the potential. We're just helping you explore your options. If we can assist with providing or pulling out the passion for our profession with you, we can then work with you to secure the skills you need to be effective. **Paying back & paying forward-** just remember to do the same when it's your turn!

LET'S SEE HOW THIS ALL COMES TOGETHER!

There are qualities of an good chef and some are the same as a good staff member!

- Personal appearance and professionalism
- Confident & decisive
- Knowledge of recipes (students?)
- Kitchen expert - including sanitation, procedures, equipment, facility
- Consistent - same dish every time
- Does not take short cuts or compromise product
- Stays in control during “hot” situations with management, staff or customers

- Chef prepares what customer really wants
- Has perception of value for work produced
- Vision - see the whole kitchen and meal
- Creativity - ability to try new recipes
- Communication with managers, kitchen staff and customer
- Accepts criticism from colleagues and customers
- Non abrasive and avoids controversy
- Positive energy
- Be in position to make the right decision
- Self evaluation

Simultaneously there are important tools/equipment for a chef that could be transitioned to any profession:

- Thermometer - to know when you are done or ready!
- Spoon - to stir it up
- Apron - for protection
- Good taste
- Creativity - to try new recipes
- Ability to follow successful guidelines - like recipes
- Colander - to strain out unnecessary parts
- Sharp knife - to be on the cutting edge

The challenge with professional advancement can be exemplified by the following. As you attempt to advance within your career there are simply fewer positions but the same (or more!) number of applicants vying for those positions.

What Are The Critical Skills for Career Advancement?

A few years ago I asked colleagues and other CHOs to list skills they seek in Assistant Director candidates. Their responses:

Continued on next page.

<u>Skills</u>	<u># of Responses from CHO's</u>
• Big Picture	10
• Oral/Written Communication	9
• Supervision	7
• Politics	5
• Multitasking	4
• Problem Solving	3
• Work Ethic	3
• Relationships	2
• Tact	2
• Build Model/Positive Attitude	2
• Accountability	2
• Time Management	2
• Tech Skills	2
• Ethics	2
• Assessment	1
• Step Up/Volunteer	1
• Listening	1
• Prioritize	1
• Decision Making	1
• Conflict Resolution	1

Got all these in your package? If not, create a plan to secure those essential tools. Get prepared to make the next step; now. There are a number of job search influences that impact the potential shift to middle management position:

JOB SEARCH INFLUENCES:

- Job title
- Salary
- Opportunity for career advancement
- Geography/location/cost of living
- Benefit package
- Additional educational options
- Proximity to family/friends
- Type of institution (public, private, 2/4 yr.)
- Fit with long-term professional plan
- Consideration of family/partner needs/working partner

These also need to be reviewed and prioritized before any search begins.

For those of you who still live in/live on, there's also this:

The Fiscal Reality Of Moving Off campus/ Moving up:

Stuff You Will Have To Pay For You Didn't Have To Pay For Before:

- Rent/Mortgage
- Cable
- Water
- Utilities/Electric
- Phone Line
- Snow Removal/Maintenance
- Parking Fees
- Gas For Commute
- RD Apartments Are Furnished, is yours?

As you move out just realize that your wallet will not be the same. On average, these expenses may add up to \$1,125 a month or \$13,500 a year.

In the author's opinion work ethic is a critical component for career advancement

- You really have to demonstrate your passion and enthusiasm to get your foot in the door, any door!
- You need to go beyond your job description; how will you distinguish yourself from someone else?
- Don't think about the hours/time; think about getting the job done and done right!
- Many want to work "bankers hours" –the 9-5; if you want that - **go work in a bank!**
- Work ethics are a big part of getting ahead!

There are important questions to ponder as you contemplate the next career move:

- What do you give up to achieve your goals? How much sacrifice is necessary?
- What really is negotiable in your life?
- Is there a cost to your ambition?
- Why did you want to enter this profession and why remain in it?
- What are you looking for in a career?
- Job vs. Career?
- Financial security? Benefits
- Are you a systems or a people person?
- Seeking material comfort and personal satisfactions?

Continued on next page...

Words of Wisdom from a Wizeden Warrior

- Advancing your career could be equal to a marriage/partnering
- Some partners separate while others are lifelong companions!
- Divorce and separation happen; ask yourself now what you hope to gain/achieve
- Professional prenuptial agreement might be needed
- Don't be seduced by my words or those of others about what you should do
- Do what is right for you; be thorough with your investigation and ask for help if you need it
- Final decision is yours; live with it!

Confidence is an Essential Skill for all Employees and Candidates

- Do you have it?
- Can you instill it in others?
- Are you the calming and reassuring influence in another's life?
- Do you have confidence with humility?
- Many overcome confidence issues with hard work a helping relationship with a mentor
- How about you? Do you have those?

Is there a Doctor in the House?

- One of the most significant challenges for the upwardly mobile residence life professional is the decision to pursue an advanced degree-whether it be PhD, EdD, MBA or other.
- Do you need it?
- In what discipline?
- Read job advertisements now to find out what skills or education are required or preferred.
- Review transitions pages in The Chronicle.
- Who is leaving/moving and what degree did they have?
- Does institution want to enhance the current position with a new degree requirement?

Does your current institution offer tuition assistance for an advanced degree? Take advantage of it if available!

What Are You Gonna Do?

63 27 36

This is an equation I frequently use to positively challenge staff about career progress. The numbers are simple: you are probably going to have to work until you are 63 years old! (SORRY!) Insert your age for the next number - let's say 27 - and the difference is the remaining number of "work years". How do you want to spend them? If you achieve the coveted CHO position by 35 years of age, does that mean you stay there for 27 years? Maybe! What can you do to challenge yourself and plan for the end of your professional life? How many moves do you really want to make? If there is family involved do you really want to move around when the kids are established in schools?

“It can be difficult but the potential reward of working with staff and students provides us with the greatness.”

Dessert

There is a great scene in the film "League of Their Own" with Tom Hanks and Geena Davis where Davis' character chooses to leave the team rather than play in the championship game.

Hanks challenges Davis about her decision and she responds, "It just got too hard." Hanks responds: "It's supposed to be hard! If it wasn't, everyone would do it. The hard is what makes it great!"

The same could be said for our field and the quest for the elusive middle manager position: this can be a demanding profession not meant for those not accustomed to unique hours. It can be difficult but the potential reward of working with staff and students provides us with the greatness.

Chuck Lamb is the Director of Residence Life at Rochester Institute of Technology. To contact Chuck, please email him at chlrla@rit.edu.



Photo of, and provided by, Ryan Darling.

All I Need To Know About Student Life I learned From Sesame Street

Ryan Darling, College of the Holy Cross

Two unstoppable forces recently came together for me. First, the rush of conference season, complete with job searching, professional development, and a fair amount of introspection. Second, I acquired a truly special DVD item over the holidays this year, *Sesame Street: 40 Years of Sunny Days*. This is a goldmine of all our favorite Sesame Street songs and skits from the forty seasons the show has been on air. As I watched “Here fishy fishy fishy fishy!” and “Elmo’s Ducks,” I was struck by the nearly countless ways Sesame Street taught me about learning and life. Then I realized – everything these lovable muppets taught us is important in our work. So sit back with me and let’s review.

Big Bird: Our huge yellow friend never stopped being curious. His desire to keep learning is something we should all embody and pass on to our students.

Oscar: The grouchy one knew who he was and stayed true to it. A little self-awareness goes a long way.

Elmo: The little red guy is commercially successful for a reason – he knows how to laugh and play. To survive the sometimes intense and often draining world of Student Life, we have to remember to laugh, smile, and sometimes just be a little silly.

The Count: Here was a person with a talent. Maybe yours isn’t counting, but whatever it is, use it! For our Strengths Quest folks out there, polish those diamonds until they sparkle.

Cookie Monster: C is for cookie, and he loves cookies more than anyone – talk about following one’s passion. Most of us probably do so every day in our

work. In recent years, Cookie broadened his diet. It just goes to show, sometimes a new experience is just the trick for a little fresh energy.

Guy Smiley: Remember the forever smiling game show host? He was always positive. Sometimes it can be tough to keep a smile on our faces, but as we say in our office. “Positive people, positive attitude!”

The Honkers: Yep, the fuzzy guys that only communicated through honking their noses. That takes a little innovation. And so does our work.

“What’s important is that we, like our favorite Sesame friends, keep growing and being there for our students and each other.”

Telly: The eternally stressed one. Hopefully none of us are quite as perpetually panicked as Telly, but it’s good to be on our toes and always reaching to be our personal best. Stagnant is no fun at all.

Two-Headed Monster: How many times did these two (or one??) disagree over their course of action. And yet they always found a way to make it work. Compromise? Accommodation? Either way, it helps to take one for the team, and sometimes, it works out for the better.

Grover: When I think about it, Grover is really one of the best characters and terribly undervalued. He constantly had a compassionate hug for the kids, and Super Grover is the epitome of inner strength and support. No further explanation needed.

Continued on next page...

Slimey: The little worm inched his way along Sesame Street every day. We all face big challenges sometimes. Slimey reminds us that taking it step by step is ok.

Kermit: The intrepid frog made many appearances, usually braving some sort of reporting fiasco. His dedication was unswerving, and exactly what we as professionals can give to our students.

Bert & Ernie: Last but far from least, the odd couple were never far apart. And despite their tiffs, they always had each others' backs. That's collegiality at its

best.

Maybe we don't all have every single one of these qualities at every moment of our days. Maybe we excel at a few. That's all right. What's important is that we, like our favorite Sesame friends, keep growing and being there for our students and each other. That way, we always know the way to sunny Student Life Street.

Ryan Darling is a Community Development Coordinator at The College of Holy Cross. To contact Ryan, please email him at rdarling@holycross.edu.

Most Frequent Writers for the 2010-11 Academic Year

Cathy Raynis Meeker, NEACUHO Past President 2009-09

Cathy's Column (October, December, February & April)

Chuck Lamb, Rochester Institute of Technology

NEACUHO Loses Friend and Colleague

NEACUHO Past Presidents Offer Unique Services to Members

What's Cooking With Your Career

Why Attend NEACUHO At RIT

Gary Bice Jr., SUNY Fredonia

The Value and Outcomes of a Self-Study

Myth Debunked: It's the Same People Every Year

Jacque Bollinger, University of Wisconsin Oshkosh

ACUHO-I Updates (August, October & December)

Jess Faulk, Simmons College

Reslife 2.0 (October, December, February & April)

Kathleen Schreier, Rochester Institute of Technology

The NEACUHO Annual Conference: Getting Ready to Build Our Legacy

Visiting The World By Attending The 2011 Annual Conference

Kim Schmidl-Gagne, Keene State College

The Value and Outcomes of a Self-Study

Self Study: Details, Details, Details

Kristin Murphy, Worcester Polytechnic Institute

Things I Wish Someone Had Told Me: Blunt, honest advice for New Professionals

The Joy of Mid-Level: Getting the Recipe for Success

Ryan Nicole Greelish, Sacred Heart University

Training Teasers

Developing a Partnership with Faculty in Residence Halls

Raise Awareness for Texting While Driving

Sonya Alexander, Central Connecticut State University

Reflections from the 2010 Regional Entry Level Institute (RELI)

NEACUHO Self-Study: Progress Report

Stephanie Weishaupt, Utica College

The NEACUHO Annual Conference: View of a First Time attendee

Advocating For Yourself!

Tracy Lea Hensley, Skidmore College

Sea-Change: An Outsider's Exploration of the Northeast

Professional Networking Strategies at a Regional Conference



Photo provided by Pete Nardone.

New Professionals Conference & Mid-Level Institute

All photos provided by the Media & Publications Committee.



New Professionals Conference & Mid-Level Institute



Thank you to all presenters at the
2011 NEACUHO
New Professionals Conference &
Mid-Level Institute!

“Transforming Community Membership to Active Citizenship: Part I the Active Citizen Continuum” by **Gary Bice Jr.**, Director of Residence Life, SUNY Fredonia & **Kim Schmidl-Gagne**, Program Coordinator, Keene State College

“Cooking up a Conference: Prepping with Skills to Run a Retreat or Conference” by **Cathy Raynis Meeker**, Past President, NEACUHO 2008-09

“Navigating Campus Politics” by **Beth Moriarty**, Director of Residence Life, Bridgewater State University

“Investing in Yourself, Developing Your Professional Self” by **Jen Hapgood**, Business Manager & Assessment Specialist, Binghamton University

“What’s Bugging Our Residents?” by **Sonya Alexander**, Resident Director, Central Connecticut State University

“Have a Plan: A Recipe for RA Training” by **Jeff Bickford**, Coordinator of Residential Living, Johnson State College



“Discussions on Drinking” by **Becky Budynekiewicz**, Area Coordinator, Western New England College & **Christopher Ivory**, Resident Director, Western New England College

“SUIT UP!...An Interview Refresher” by **Joe Murphy**, Community Coordinator, Skidmore College

“But I’m Non-Confrontational! Managing Student Conflict in the Junkfood that is Facebook, Twitter and Passive Aggression” by **Patrick Quinn**, Residence Director, University of Massachusetts, Amherst & **Sarah Judy**, Residence Director, University of Massachusetts, Amherst

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New Professionals Conference & Mid-Level Institute



“I’m an Adult, Entertain Me!” by **Marsha Dawson**, Residence Director, University of Hartford

“The Measuring Cups of Success: The New Professional’s Guide to Learning Outcomes Assessment” by **Liz Green**, Resident Director, Wentworth Institute of Technology

“Got NEACUHO?: How to Whip Up Your Professional Success” by Tracy Hensley, Residence Hall Director/ Program Coordinator, **Skidmore College** & **Michael Guthrie**, Residence Hall Director, Quinnipiac University



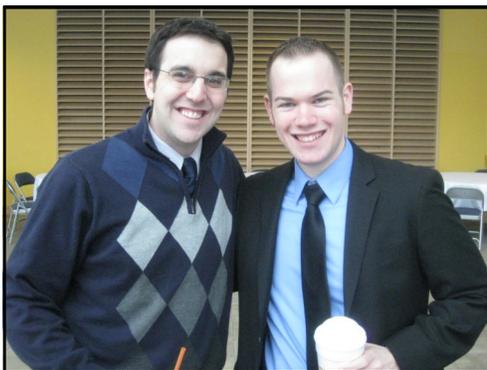
“Transforming Community Membership to Active Citizenship: Part II Creating Active Citizens in Your Residence hall Community and NEACUHO” by **Gary Bice Jr.**, Director of Residence Life, SUNY Fredonia & **Kim Schmidl-Gagne**, Program Coordinator, Keene State College

“Is there Life After Residence Life? How to Transfer Your Skills to other Professions” by **Chuck Lamb**, Director of Residence Life, Rochester Institute of Technology, **Phillip D. McCarthy**, Ed.D. Legislative Analyst office of Policy & Legal Analysis, Maine State Legislature, **Connie Taggart**, Director of Human Resources at Baker Newman Noyes, Accounting Firm & **Don Volchok**, Director, Program and Student Services, Graduate School of Business Administration, Northeastern University



“Working with Faculty as Partners in Residence Life” by **Nate Gordon**, Keene State College

“Staff Accountability: How to Track Performance” by **Patrick Quinn**, Residence Director, University of Massachusetts, Amherst & Sarah Judy, Residence Director, University of Massachusetts, Amherst



“Transforming Community Membership to Active Citizenship: Part III Understanding History to Become an Active Citizen in NEACUHO” by **Gary Bice Jr.**, Director of Residence Life, SUNY Fredonia & **Kim Schmidl-Gagne**, Program Coordinator, Keene State College

“Prepping Your Kitchen: Learning to Supervise Your Staff to Better Manage Your Students” by **Erin Courville**, Residence Director, Bridgewater State University



Photo of, and provided by, Jess Faulk.

Residence Life 2.0: Living in a Quick Response (QR) World

Jess Faulk, Simmons College

Email, cell phone, and text messages all enable us to stay connected with people in our lives and quickly exchange communication at any time of day. These quick exchanges have led us to expect things quicker; fast replies to our emails, text messages, fast access to information, etc. How many times have you been sitting at a restaurant with a friend who asked a question and someone just HAD to look up the answer on their smart phone? We love having information at our fingertips and we've come to expect that the businesses that we interact with will make it easy for us.

Enter QR Codes. Quick response codes (QR) help us and our students access information in a super quick and easy way. They bring interactivity to traditional text advertisements or articles, and they have endless possibilities! Before you can get as excited as I am about the potential, I need to slow down and take a step back, as many of you have probably never heard of these wonderful marketing tools. QR codes are similar to barcodes, in that there is an image that can be placed on printed material that when scanned is interpreted by a computer or a phone. But QR codes are more versatile than barcodes because when scanned they can take you to a website, a video, a person's contact information, a phone number, or a text. The other great thing about these codes is that they are open source, so anyone can make one, and anyone with a camera phone (or ipod) and internet connection can access them. Access to new information is instantaneous when you scan the image with any number free of [QR code readers](#) that are available for all phone platforms.

In 2009, the EDUCAUSE Center for Applied Research [published a study](#) (PDF) of undergraduate students, stating, "more than half of respondents (51.2%) owned an Internet- capable handheld device and another 11.8%



planned to purchase one in the next 12 months." We know that a large number of our students are 'connected at the thumb' to their phones, which should lead us to think: How do we use this insight to our advantage? Are you now starting to see the possibilities? Let's look at some ways that you can use QR codes on your campus!

1. Marketing

This is the most obvious use for QR codes, and once you know what they are, you will start to notice that many companies are using them already. A QR code on a flyer for an upcoming concert could take the student to a YouTube video of the artist, or to the Facebook events page to allow them to RSVP. You can also simply link the code to your own website for students to learn about more upcoming activities or to a google map to [show people how to get to an event](#). Take note that the best experience will be sending students to a website that is optimized for mobile phones.

2. Surveys

[Ed Cabellon](#) at Bridgewater State University shared that at the recent Association of College Unions International (ACUI) conference presenters were using QR codes for attendees to go to evaluations of the session to fill out on their phone. [Noel-Levitz](#) suggests using QR codes to do quick surveys of students. Do you think your students might be willing to fill out a 2-3 question survey on their phone while waiting in line for the food? Want to give QR linked surveys a try? Scan the QR code on this page and fill out a quick survey.

3. Scavenger Hunts/Tours

[Mashable.com](#) reported on a citywide scavenger hunt in New York City that utilized QR codes to send participants to the next location in the game. [Teachers can use them](#) to innovate learning, and orientation programs or admissions offices can use them to help students get to know the campus or surrounding area better. If you create your own QR code hunt/tour be sure to partner students without camera/internet

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enabled phones with other students or to provide options at your office for students to participate without a phone.

4. Tagging resources for “take away”

Libraries are finding the usefulness of QR codes for allowing students to walk away from a resource search with the details of the search in their hands. No need for little slips of paper and those tiny pencils that never work. As the [Association of College & Research Libraries](#) shares, QR codes can be “placed on audio book cases for author interviews or books for reviews” or “placed on study room doors connecting to room reservation forms.” Visit the link above for a list of additional ideas. Libraries may have a head start on when it comes to technology, which is a great reason to learn from their successes for our own use.



5. Sharing your contact information

Another interesting way to utilize QR codes is through networking. In this informative [CNET.com](#) video I learned that folks at google are starting to put them on the back of their business cards so that clients don't need to engage in the tedious process of entering contact information into their address book. I am excited for the day when Student Affairs professionals start having QR codes on the back of their name tags at conferences so that when you meet someone new all you have to do is turn over your nametag and scan to exchange info.

6. Accessing how-to information

One of most exciting ways for me to think of QR codes is about how they can make both students' lives and our own easier. I was impressed to learn from [EDUCAUSE](#) that University of Leicester is using QR codes in equipment rooms to easily access how to manuals or video. I can imagine my own department working on creating easy videos via [screenr](#) to link videos such as “How housing selection works” or “How to check out of your room” and directing students to this more dynamic context through napkin holders in our dining commons or on our bulletin boards. I know that I for one would rather be shown how to do something than have to read

about it and I imagine many of our students would appreciate it as well. Student Affairs offices need to get as smart as marketing companies about tracking data. Similar to the way [bit.ly](#) or [goo.gl](#) tracks clicks through to a website, you can gather analytics on your QR code scans so that you can later report to your Director or Dean how successful your campaign has been. The data can also help you determine where and how to market for future programs!

When considering whether to use the codes on your campus remember that your student body (and staff) may need some educating on how to use them first. You could consider a [Social Media Week](#) like Bridgewater State University, or put explanation text next to the code when you start. I want to acknowledge that this technology, like others will be affected by class disparity. Not all institutions will have a student body that are using smart phones with internet connectivity or may have international student population without US cell phones. For now, you can consider QR code as a possible addition to marketing you are already doing, not a replacement, and your campus can consider additional funding for mobile devices that can be checked out for use at the gym, library or anywhere else you are employing the codes.

Whether you decide to use them on flyers, T-shirts, or equipment, I believe that they will be coming to college campuses soon, and I think Student Affairs professionals can really benefit from their use. To create your own codes and start experimenting with the possibilities you can visit [QR Media](#) for a list of generators. Make sure that you test each code with multiple types of phones before putting your flyers to print. If you want to learn more about possible QR uses, you can read the articles that inspired me to write this article or see videos on how they are being used.

- Article: [Why QR Codes Will Go Mainstream](#) From mashable.com
- Guide: [7 Things You Should Know About QR Codes](#) (PDF) by [EDUCAUSE Learning Initiative](#)
- Video: [Advertising with QR Codes](#) A great overview video from CBS News
- Video: [We're a Favorite Place on Google Video](#) I found this link through Dave Olsen's blog, *Mobile in Higher Ed: For when I need more than 140 characters.*

Continued on next page...

Note: Due to the large number of articles I referenced I decided to link directly to each webpage throughout my article. A full reference list can be found on my blog at www.jessfaulk.com. Please feel free to visit to comment on the blog post and share with others how your campus is using QR codes! Image courtesy of Flickr, [clevercupcakes](#).

Jessica Faulk is the Director of Residence Life at Simmons College in Boston, MA. Contact her with tech ideas you wish to share with the NEACUHO community at twitter [@jessfaulk](#) or email jess@jessfaulk.com.

Economic Stress: A Growing Epidemic

*Candice Redden, Culinary Institute
of America*

The last few years have been a challenging time for most of us. Even Academic Institutions have struggled during these difficult fiscal times. Working and middle class students are carrying increasing burdens as the cost of tuition continues to rise and the access to funding and aid shrinks. This article will take a look at the warning signs of a student in distress and ways that we can assist students who may be having financial difficulties.

According to a study released by www.projectstudentdebt.org, “college seniors who graduated in 2009 carried an average of \$24,000 in student loan debt, up six percent from the previous year.” This number is miniscule for those who must take full loans to cover where financial aid falls short. We all know someone with loans upward of \$80,000 or more. More important is the lack of awareness of the true cost of education and the life-long repercussions that accompany higher education costs. It’s also worth noting that international students can be particularly vulnerable to financial stress, since they’re often not eligible for financial assistance and are often required to pay their tuition in full before stepping foot in a class room.

Of course the burden of financial stress is not visible. As a Student Affairs professional, you may not know for sure that a student is in economic distress, but if a student mentions that they’re struggling, or you’re in a position that oversees programming, here are some thoughts for your consideration.

Warning signs that a student may be experiencing stress are:

- Lack of sleep/too much sleep
- Lack of proper nutrition/ overeating
- Irritability
- Isolating themselves from others
- Physical ailments (headaches, nausea, dizziness)
- Inability to concentrate
- Signs of depression or anxiety

If you notice a student exhibiting any of these sign or symptoms, here are some resources that may be helpful:

Counseling Support

Refer a student in need to your on campus counseling/ psychological services center. Some times they just need someone to reassure them that they’re capable of handling the new and challenging issues facing them.

Career Development

The Career Services office may be able to assist in finding part-time on or off campus jobs to help defray the cost of their education. They can also point them in the right direction as far as preparing for post-graduation jobs through mock-interviews, resume critiquing, internship placement and career planning.

Financial Aid

The Financial Aid office seems like an obvious choice, but students looking to gain information about their financial future may have avoided going to the source for information about their options. Financial Aid officers are trained to explain the varying methods of paying for college, as well as guide students and parents through the often confusing and bureaucratic public and private loan process. In conjunction with offering support and resources, helping students become knowledgeable about their finances will foster growth outside of the classroom, as well as reduce stress regarding their financial obligations. Some topics for discussion might include:

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Credit Cards

College students have become hot targets for credit cards. In the past it was not uncommon to see recruiters on campus with Frisbees and t-shirts to entice new students, but the Credit Card Accountability, Responsibility and Disclosure Act (or Credit CARD Act) of 2009 made it illegal to solicit on behalf of credit cards on college campuses. However, students still have unprecedented access to credit. Research by Sallie Mae found that “the higher the grade level, the more heavily students used their credit cards, with seniors graduating with an average credit card debt of more than \$4,100.” The report goes on to say an increasing number of students are using credit cards to pay for tuition. So, it’s more important than ever to educate students on the benefits and dangers of credit card use. A session run by a professional from the Financial Aid office or hand outs with vital information could be helpful in educating students about interest rates, the dangers of late payments, building credit, and responsible use.

Jobs

More now than ever, students are pursuing a variety of avenues to pay for their education. One possibility is on or off campus employment. Many students worked part time jobs during high school, hence are well equipped for the task of juggling time and responsibilities; however you may find that a student is having a hard time balancing academics, extracurricular activities, and a job. They may need that job to pay their tuition. Consider questions you may ask to help a student think through their commitments and priorities: What do you hope to get out of your time here? Are you managing your time well; leaving space for rest, time with friends, and studying? How would you rate your level of stress due to your schedule demands? How are your grades?

Budgeting

Budgeting is a challenge for adults of all ages. Often college is the first time a student has been on their own. It may be the first time they’ve had to manage and track their expenses, pay bills, or save money for emergencies. Things that need to be taken into consideration when creating a budget are: housing, utilities, food, health, clothing, auto maintenance/ payments/gas, insurance, and tuition. Similar to the

credit card discussion, a budgeting seminar or list of online resources could be really useful. There are dozens of helpful online resources available, as well as many reputable budgeting tools, such as YNAB: <http://www.youneedabudget.com/>. It’s a downloadable budgeting tool that helps you plan for your expenses as well as savings and retirement.

Loans

Student loans are probably the most ominous aspect of the college financial maze. There are so many options and it can be difficult to navigate. In the past colleges had financial ties to certain loan companies, making it scary to ask for advice, but recent reforms have helped to break down some of those ties. Some web resources that may be helpful for students and parents are: http://www.simpletuition.com/student_loans_home, which breaks down what loans are available to you, as well as the interest rates and flexibility of the loans. The Institute for College Access and Success: <http://www.ticas.org/> is packed with helpful information and tips for making smart choices.

As our year winds down, many students are working on their FAFSA for the following academic year. This may be the time that you notice a student who is struggling with these concerns. Feel free to share this article, or direct them to some of the resources available.

References

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The Project on Student Debt. October 2010. <http://projectonstudentdebt.org/files/pub/classof2009.pdf> Accessed December 15 2010

Candice Redden is a Resident Director at The Culinary Institute of America . To contact Candice, please email her at reslife@culinary.edu

Event Hosting Info

NEW PROFESSIONALS CONFERENCE

Coordinated by the New Professional Development Committee, this event occurs annually in the fall semester, usually in December or early November. Average attendance ranges from 175-200 participants. Host site criteria includes but is not limited to the following:

- Large auditorium or event space for opening welcome/
- Possible keynote speaker and/or lunch
- 7 to 8 rooms for program sessions
- Cafeteria or large event room for lunch (if not able to use opening welcome space)
- Parking
- ADA compliant and completely accessible.
- Designated staff member from host site to serve as committee liaison

RD2B CONFERENCES

The New Professional Development Committee coordinates two fall conferences simultaneously at two different campuses. The fall RD2B conferences are primarily focused towards undergraduate seniors. Average attendance is between 50-100 participants. Host site criteria includes but is not limited to:

- Medium sized auditorium or event space for opening welcome/possible keynote speaker and/or lunch
- 3-4 rooms for program sessions
- Cafeteria or large event room for lunch (if not able to use opening welcome space)
- ADA compliant and completely accessible
- Parking
- Designated staff member from host site to serve as committee liaison

OPERATIONS DRIVE-IN & TRADE SHOW

Usually occurring in early December, this event is coordinated by the Residential Operations Committee in collaboration with the Corporate Relations Committee. Average attendance is between 40-60 participants. Host site criteria includes but is not limited to:

- Medium sized auditorium or event space for opening welcome/possible keynote speaker
- Large event area for trade show where lunch and dessert can be served
- 3-4 rooms for program sessions
- ADA compliant and completely accessible
- Parking

Designated staff member from host site to serve as committee liaison

DRIVE-IN CONFERENCE

This event occurs in the spring semester, usually in mid to late February. This conference is coordinated by the Professional Development Committee and is programmed to serve all levels of professionals. Average attendance spans from 150-200 depending on the location and date of the event. This event may occur in conjunction with the Mid-Level Institute. Host site criteria includes but is not limited to the following:

- Large auditorium or event space for opening welcome/
- Possible keynote speaker and/or lunch
- 7 to 8 rooms for program sessions
- Cafeteria or large event room for lunch (if not able to use opening welcome space)
- ADA compliant and completely accessible
- Parking
- Designated staff member from host site to serve as committee liaison

RD2B CONFERENCES

The New Professional Development Committee coordinates two spring conferences simultaneously at two different campuses. The two spring locations should ideally be in different districts than the fall conferences, but have the same host site criteria.

MID-LEVEL INSTITUTE

This event occurs in the spring semester, usually in mid to late February and may be held in conjunction with the Drive-In Conference. This conference is coordinated by the Professional Development Committee. Registration is usually limited to maintain a focused and intimate climate (25-40 participants). Host site criteria includes but is not limited to the following:

- Medium sized auditorium or event space for opening welcome/possible keynote speaker and/or lunch
- 2-3 room for workshop sessions
- Cafeteria or event room for lunch (if not able to use opening welcome space)
- ADA compliant and completely accessible
- Parking
- Designated staff member from host site to serve as committee liaison

COMMITTEE RETREAT DAY

This event is coordinated by the President with support from the Committee Chairs. Usually held in late June or July (depending on the ACUHO-I Conference dates), all committees are provided space at the host

Continued on next page...

location to run a strategic planning meeting for his/her committee. Committee meetings are held in the afternoon so that an Executive Board meeting can be held in the morning. Host site criteria includes but is not limited to:

- Medium to large sized auditorium or event space for opening welcome (usual capacity needed is 150)
- 8 rooms for committee meetings
- ADA compliant and completely accessible
- Parking
- Designated staff member from host site to serve as committee liaison

NEXUS NEACUHO

Usually occurring in late June, this event is coordinated by the Professional Development Committee. This event was created to connect the ACUHO-I interns from all over the United States who are working at NEACUHO institutions (10-25 participants). Host site criteria includes but is not limited to:

- Free housing
- Medium sized auditorium or event space for opening welcome/possible keynote speaker and/or lunch
- 3-4 rooms for program sessions
- Cafeteria or large event room for lunch (if not able to use opening welcome space)
- ADA compliant and completely accessible
- Parking
- Designated staff member from host site to serve as committee liaison

SOCIAL ISSUES RETREAT SERIES

The series consists of the Professionals of Color and Allies Retreat, GLBT and Friends Retreat and the Women's Winter Renewal Retreat and traditionally occurs in early January over three days. Currently there is a registration cap to maintain intimate and focused retreats (between 30-50). Host site criteria for each retreat may vary slightly but generally includes but is not limited to:

- Medium sized auditorium or event space for joint opening welcome and/or lunch
- An small auditorium for possible keynote speaker
- 2-3 small rooms for program sessions
- Cafeteria or event room for lunch (if not able to use opening welcome space)
- ADA compliant and completely accessible
- Parking
- Designated staff member from host site to serve as committee liaison

If you have any questions about hosting for a NEACUHO event, please contact Paula Randazza (Raz), NEACUHO President-Elect, by emailing prandazza@rivier.edu or by calling (603) 897-8244 for more information.



Photo taken from the Residential Operations Trade-In and Drive Show 2010. Photo provided by the Media & Publications Committee.



Photo taken from the 2011 New Professionals Conference & Mid-Level Institute. Photo provided by the Media & Publications Committee.



Photo of, and provided by,
Cathy Raynis Meeker.

Cathy's Column

Q: *Cathy, I am currently a new professional and began my first position this past fall. Although I like my work with students, I am not sure if the institution is the right fit. I Am in the middle of a job search. When looking at my next move, what would you suggest are some of the most important things to consider? I love the work I do with students, and staying in the Northeast is certainly important to me. Thank you for your time.*

A: Discovering what you like and don't like in a job and at an institution are part of the normal development of new and mid level professionals. It is important that with each position you are honest with yourself and assess what is a good fit for you. It usually takes us three years to go through a normal cycle of a position. During the first year you are often uncomfortable because everything is so new. During the second year, you typically get more comfortable because you understand the job and the department and campus culture. During the third year you can put your stamp on things and feel really comfortable in your job and as part of the campus community. Sometimes realizing that the fit is not good is the first step to finding the next position where you will be able to put down roots to stay three or more years. Leaving a job after one year will have some drawbacks. The first will be that you may get asked why you stayed for only one year at every interview for the next ten years. Secondly, it is important that you consider that some institutions do not start your retirement plan unless you stay past a year. You may lose a years' worth of retirement benefits if you leave during your first year. Finally, you want to make sure that you are simply not running away from a job, but that you are running toward something that will be better than the job you are leaving.

Congratulations on recognizing that your current institution might not be the best fit for you. Sometimes it is hard to determine if an institution is a bad fit or just uncomfortable because everything is so different and new. Good for you that you took the time to figure out that you liked the work you did with students and

you'd like to stay in the Northeast. Think about your current position and current institution and assess the specific things you liked and did not like. For example, it will help if you make a detailed list about what you like about the work you do with students.

Assess your current situation:

What are the things you like about the position, the department, the campus and the city or town? What are the things that are making it a bad fit? The more you know what you like and don't like, the more you can keep those factors in mind to guide your job search.

Keep the image of what you are looking for in mind:

As you search for a new job, keep an image of your ideal job, supervisor, department, campus, and town or city. It is important that you keep your eye on what will move your career forward and be a good fit for you. This image will help you to make good decisions about the next

Develop your ideal image of each of the following:

- The job itself
- Supervisor
- Peers
- Professional Development opportunities on campus/conference support
- Live in/live on/live out
- Salary and other benefits
- The department
- The institution
- The town/city around the campus
- Opportunity for Academic growth
- Opportunity to pursue personal interests, hobbies, and important lifestyle choices
- Opportunity to engage in ideal personal life
- Location
- Size of institution/Residential Population
- Type of institution

Continued on next page...

- Values/Mission of department
- Values/Mission of institution

“Finally, you want to make sure that you are simply not running away from a job, but that you are running toward something that will be better than the job you are leaving.”

Write out the pros and cons of new opportunities:

After you document the pros and cons of the job you are not happy with. Write down the pros of your ideal job and campus, and compare and contrast each new job opportunity with both the job you are leaving and with the image of your ideal job. It is important that you consider if the job will provide you with experiences that will both apply your skills and move you forward by taking on new challenges and experiences as you are ready. Make sure you are a good fit with the supervisor, but keep in mind that supervisors change and leave positions. Do not take a position that is not what you are interested in simply because of a supervisor. Make sure you compare your values and priorities with those of the institution and the department you will work for and make sure they are a good match. Be honest about what would benefit you the most at this time in your life. Do you desire an institution that allows you to be near the slopes, the ocean, or in a place that you have never been to? Or would it be best if you get close to family, friends, or loved ones? Do you desire to work at a place that will support your next degree or certification? Be open to different types and sizes of institutions until you figure out what are best for you. There is so much to consider, but take the time to think about the benefits and concerns about each potential position. Below is a listing of pros and cons to way in your search:

- The job itself
- Supervisor
- Peers
- Professional Development opportunities on campus/conference support
- Opportunities for professional growth

- Live in/live on/live out
- Salary and other benefits
- The department
- The institution
- The town/city around the campus
- Opportunity for Academic growth
- Opportunity to pursue personal interests, hobbies, and important lifestyle choices
- Opportunity to engage in ideal personal life
- Location
- Size of institution/Residential Population
- Type of institution
- Values/Mission of department
- Values/Mission of institution
- Location

Make a good choice:

Make an informed choice based on: a) your image of your ideal job, b) the comparisons of the positive and negatives of each job offer, and c) your honest comparison of new opportunities to your ideal. It is important that you make sure that the new opportunity is good enough to leave the job you are currently in. You are in a place of strength. You are aware your current job may not be the best fit for you and you have already started the search. Simply make sure that you are making a choice to move on to a place that will insure you the type of student contact you relish in a place that is a better fit for you. Otherwise, stay where you are planted, get additional experiences, and build professional relationships to enhance your resume and your reference list so you can land your ideal job in the next academic year.

I wish you all the best with your job search! May you land an amazing position that is just one step in a phenomenal career.

Cathy Raynis Meeker, PhD
April 2011

Cathy Raynis Meeker is the Past President of NEACUHO from 2008-09. To contact Cathy, please email her at craynis@yahoo.com.

Membership Spotlight

Welcome to the NEACUHO Member Spotlight; each issue *The Navigator* will let you meet and learn about the dedicated individuals that are part of NEACUHO. Meet up and introduce yourself to our Spotlights at various NEACUHO Events.

Name: Ryan Nicole Greelish

Position: Residence Hall Director, Office of Residential Life

Institution: Sacred Heart University, Fairfield, CT

How long have you been in your current role: 2 years

Education: A BS in both Mathematics and Business Administration, Management from Fitchburg State University and an MA in Education; Teaching from Sacred Heart University (anticipated in May)

NEACUHO Involvement: I have attended 8 conferences, served on 2 conference planning committees and currently serving on the Media & Publications Committee and Programming Committee since 2009. I have published 7 articles in *The Navigator*, along with submitting photos and recognition pieces. In addition, I have presented at 4 conferences including the LGBT Friends & Allies Retreat and Professionals of Color & Allies Retreat.

What does NEACUHO mean to you: NEACUHO provides ample opportunities for personal and professional development at all levels. It is made up of hardworking colleagues that take the time to mentor, raise awareness about upcoming trends, and share best practices. NEACUHO opens us to a new approach in networking with colleagues to impact the student affairs field, allowing members to discover interests, knowledge, and become a part of something bigger than us and our institution.

What made you decide to go into the field of residence life and housing:

When I became a Resident Assistant, my eyes were opened a field that I never knew existed. I fell in love with opportunities offered to empower students, enrich the community, and challenge us in so many areas. I am now part of a field that has good intentions, transforms lives, and adapts to educational changes.



Photo of, and provided by, Ryan Greelish.

Biggest issue facing new professionals is:

Institutions are focusing on retention so much, that it takes away from professionals dedicating time and efforts to those students who deserve and need a effort.

What piece of advice do you want to share with new professionals about working in the field:

This is an oldie, but a goodie. Network at conferences! Step out of your comfort zone! Don't be afraid to start up a conversation with someone you don't know. Exchange business cards and email them when you get back to campus in an effort to continue a collegiate relationship. Introduce yourself and ask questions at the end of **each** presentation. Go to conferences and do **not** spend time with colleagues from your own institution. You can do that at lunch when you get back to campus. After all, we train Resident Assistant to "fake it 'til you make it."

Favorite tradition that your department does:

We participate (and dominate, haha) in the Spring Volleyball Competition for two weeks against other campus departments, sponsored by Human Resources.

Biggest challenge that you have faced:

I have encountered many challenges that have allowed me to become a stronger woman. The biggest challenge that comes to mind is remaining resilient. In being a new professional, I have new ideas and concepts that I want to set into motion, but they get set aside. Each time I get up and stand up for what I believe in again and again. It is a hard lesson to learn when all my heart and

Continued on next page...

energy want to move forward to improve a system. Some have said that I have great initiatives because I am young and naïve, but that is not the case. I am hard working and have a work ethic that will not give up. I have accomplished so much in my time as a new professional in being resilient and determined.

Where do you see yourself in 5 years: I see myself at an institution that empowers students, encourages change and adaptation, and has the drive to grow. By then, I hope to be an Assistant or Associate Director within residential life, along with holding the position of being a District Coordinator for NEACUHO.

Name: Matt Talbot

Position: Residence Director

Institution: Endicott College

How long have you been in your current role: Coming up on 2 years.

Education: I have a BS in Applied Exercise Science and a MEd in Health Promotion from Springfield College.

NEACUHO Involvement: I currently serve on the Program Committee and New Professionals Development Committee. I have been to two annual conferences and co-presented at my first ever NEACUHO Annual. I applied and was selected to attend the Regional Entry Level Institute (RELI) last summer. I went to the Fall Drive-In at Springfield College and co-presented on getting involved with NEACUHO. I was on the committee for the RD2B at Keene State in February where we helped the next generation of housing professionals get ready for the next step.

What does NEACUHO mean to you: NEACUHO is family to me. I went to my first NEACUHO Annual at Westfield State while I was in graduate school. I did not expect to be greeted so warmly by so many people. Every new professional has some nerves and to see so many people from seasoned entry level to CHO welcome me and help me understand what NEACUHO was all about was truly touching. Everyone is there to help each other do the

best they humanly can. NEACUHO is also an invaluable resource to see the latest practices and trends in residence life and housing. There are so many great ideas that can be brought to your home institution with a little tweaking.



Photo of, and provided by, Matt Talbot.

What made you decide to go into the field of residence life and housing: It all started when I

was thinking about going back to grad school. I went for a graduate assistant position to pay for my Master's degree. I was an RA in undergrad and I loved my RDs during that time. How

hard could their jobs have been? I was the Assistant Resident Director in a building of over 300 freshmen students. It was quite intense seeing several transports within the first 2 weeks. I started up my Hall Council, which was a great experience with one of the best bunch of students. They wanted to be active and involved with so many things. When I return "home" they all remember me and I we catch up. When a colleague left the position, I was asked to take his place as a Resident Director. It was a learning process to change all that I had been working on, including my style. I was on my own with a staff of 3 bitter RA's who had lost their fourth RA the first week of school and didn't feel as though their previous RD was accessible. I worked hard to get them on track and to become slightly less embittered. Then somewhere around the end of February I said, "I think I could do this for a while." I started working with my residents to help them understand the administrative views of their partying issues. Being in health promotion allowed me to give the residents a different perspective on alcohol use and consumption patterns among college graduates. Towards the end of my first year in the role I really decided that I would look at residence life as a viable option for the future. It was around this same time that I was asked to co-present at NEACUHO with one of my supervisors. He doesn't know how much of an impact that had on me. Presenting, along with the rest of my experience at the annual conference, made me decide that I was in it for the long haul.

Continued on next page...

Biggest issue facing new professionals is: I feel as though the biggest issue facing new professionals is the expectation to do more within your hall with less funding due to the economy.

What piece of advice do you want to share with new professionals about working in the field: I would like to say to all of the new professionals out there that getting involved with NEACUHO has been a great experience and has allowed me to optimize my performance as a Residence Director.

Favorite tradition that your department does: My favorite tradition that my department does would have to be the annual closing banquet. Our Resident Assistant Advisory Board does the planning and each banquet has its own style based on the staff working on the banquet. To see how much the RA staff grows over the course of the year is always rewarding at the end of the day.

Biggest challenge that you have faced: The biggest challenge that I have faced was overcoming my inexperience when entering the position. I was like a deer in headlights, but by listening to others, absorbing as much information as possible and getting in the trenches I was able to develop my own style that to date has been quite successful.

Where do you see yourself in 5 years: In 5 years I see making a move into a mid-level position within the region.

Do you know an involved mid-level or new professional that should be the next NEACUHO Spotlight?

Email your suggestions to
Carol Sacchetti csacchetti@rwu.edu.



Photo taken from the Residential Operations Trade-In and Drive Show 2010. Photo provided by the Media & Publications Committee.



Building Community Through Collaboration

ASCA CIRCUIT 2/NEACUHO DRIVE-IN 2011

APRIL 8, 2011

QUINNIPIAC UNIVERSITY
ROCKY TOP STUDENT CENTER
YORK HILL CAMPUS





Submit to *The Navigator*

Do you have something to share with NEACUHO?

All entries for *The Navigator* come from members just like you. Please feel free to submit articles concerning student affairs and residential life issues, departmental staff updates, recognition of members, committee updates, district updates, and much more.

Email all submissions to pnardone@binghamton.edu.

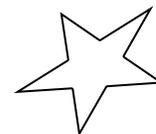
<u>Issue Focus</u>	<u>Submission Deadline</u>	<u>Publication Date</u>
Chief Housing Officers	May 9	June 1, 2011

To download past issues of *The Navigator*, visit us at www.neacuh.org. Feel free to email Peter Nardone at pnardone@binghamton.edu with any questions you may have about submissions for *The Navigator*.



Thank you to all who submitted articles to the February issue of *The Navigator*

Cha Ron Sattler, Rochester Institute of Technology
 David Jones, UMASS Lowell
 Gary Bice Jr., SUNY Fredonia
 Jess Faulk, Simmons College
 Kim Schmidl-Gagne, Keene State College
 Tanika Magnum, Boston College
 Tracy Lea Hensley, Skidmore College
 Woodrow Freese, Boston University



You Make A Difference!

APRIL ISSUE

Transitions & Recognitions

Welcoming new members to their staffs:

Rochester Institute of Technology:

Andrew Beverly promoted to Area Director, Rochester Institute of Technology

Ashley Meyer, Community Enrichment Coordinator, Rochester Institute of Technology



Photo of Andrew Beverly. Provided by William St. Jean.

Skidmore College:

New Staff: **Nate Richardson**, Residence Hall Director

Promotion: **Joe Murphy**, now Community Coordinator For North Quad

SUNY Cortland:

The SUNY Cortland Residence Life and Housing Office proudly announces some changes in our staff. All of the individuals who join us below bring a wealth of knowledge and experience to offer to the students in our residence halls.



Photo of Nate Richardson. Provided by Joe Murphy.



Photo of, and provided by, Joe Murphy.

Ms. Sarah Unruh has joined SUNY Cortland Residence Life and Housing Office as the new Assistant Director of Residence Life and Housing for Marketing and Retention.

Ms. Janelle Wingerter has joined SUNY Cortland Residence Life and Housing Office as the residence hall director for Hayes hall.

Mr. Stefan Birek has joined SUNY Cortland Residence Life and Housing Office as the hall manager for Whitaker hall.

Ms. Courtney Andros has joined SUNY Cortland Residence Life and Housing Office as the residence hall director in Casey Tower.

Ms. Ashley Ware has joined SUNY Cortland Residence Life and Housing Office as the residence hall director in Glass Tower.

Do you have a new staff member joining your office? Send us their name, position, institution, and photo headshot (optional) and we'll include it in the next Navigator. Email all submissions to Peter Nardone at pnardone@binghamton.edu.

You Make A Difference

Thank you to the Media & Publications Committee for yet another amazing newsletter for April! The committee has been hard at work the past few months, and have truly made a difference!

~Peter Nardone, Binghamton University

Quinnipiac University would like to thank the 2011 recruitment team who traveled to Philly and interviewed future team members for the department! Thank you for all your efforts before, during, and after the conference.

~Jennifer Crane, Quinnipiac University



Photo of Dustin Martin, Erin McDowell & Dennis Lue Yat. Not pictured are Melissa Karipidis & Chris Rader. Quinnipiac University 2011 recruitment team.

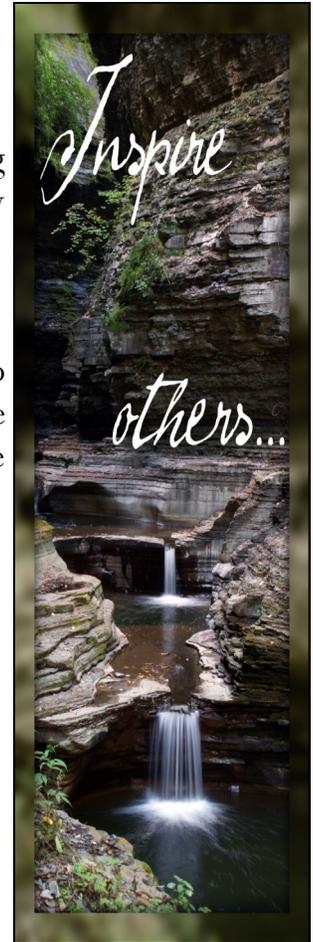


Photo provided by Pete Nardone.

Congratulations to the following Binghamton University staff on making a difference for the month of February: Tanyah Barnes, Jacob Bartholomew, Kristin Calejari, Melissa Clap, Annetta Cobb, Sarah Courtney, Chris Cullinane, Sarah Cunningham, Angie Finlayson, Allison Jaekle, Becky Janes, Steven Knepp, Jasmin Martinez, James Mayr, Liam O'Hehir, Danielle Palecek, Nuzhat Quaderi, Ben Repak, Scott Rheinheimer, Cherri Rueffer, Jaclyn Scott, Devon Smith Rankin & Nicole Sottile.

Do you have a staff member you would like to recognize for efforts on your campus or in NEACUHO? The Media & Publications Committee wants to hear from you and how your staff makes a difference through their work and dedication to the field. Send us a brief message to include in the next Navigator. Pictures are always welcome! Email submissions to Peter Nardone at pnardone@binghamton.edu.

Ask Cathy?

- * Want a better understanding of the behavior of students today?
- * Need help finding balance at work and at home?
- * Searching for advice on a career?
- * Looking to have a different perspective on some questions you are simply just not getting answered elsewhere?



Photo of, and provided by, Cathy Raynis Meeker.

Why not “Ask Cathy?” If she doesn’t have the answer, she’ll ask someone who does! Consider submitting your questions for the chance to have them answered in our newly revised section of *The Navigator*.

Check out this months column on page 40 of *The Navigator*.

Do you know an involved mid-level or new professional that should be the next NEACUHO Spotlight?

Email your suggestions to Carol Sacchetti
csacchetti@rwu.edu.



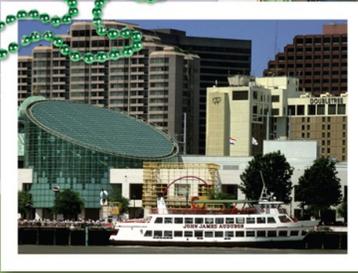
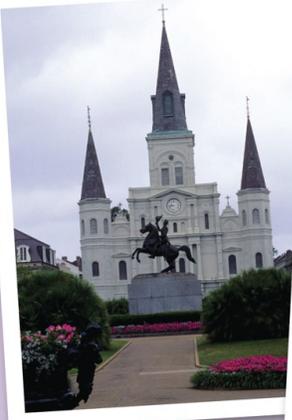
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ACUHO-I 2011
Annual Conference
& Exposition
July 9-12
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www.acuho-i.org





NEACUHO Mission Statement

NEACUHO is an organization of housing, residential life, and student services professionals and paraprofessionals within the Northeast region dedicated to providing opportunities for colleague support, professional development, sharing of information, collaboration, communication, research, and recognition of outstanding contributions to the field.

The association serves member institutions within Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont.

Meet our Corporate Partners

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twitter name
"NEACUHO"

Want to stay connected with NEACUHO?



Facebook group name "NEACUHO and friends"



Feedback & Suggestions?

We'd love to hear from you. Share your comments, feedback, suggestions, questions, etc. with us so we can better serve you!

Email your feedback to pnardone@binghamton.edu

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Paula Randazza
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Jeffrey Horowitz
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Treasurer

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