

THE NAVIGATOR



Photo of, and provided by, Jen Hapgood.

Six Months In...

**Jen Hapgood,
Binghamton University**

It was just six months ago that I started the journey of my presidency. I wanted to give you an update about the goals I set out for the year as we are half way through.

My biggest goal was launching a self-study. At this point, I hope you all have taken the time to give the self-study team your input. The team has surveyed the general membership, the current and past executive boards, past presidents, and our corporate associates. They have started to share some of the information with me and the board, and will make some small, quick changes before their final recommendations. I am looking forward to what recommendations the team has and being able to make some positive changes to our organization.

Another big goal for the year was creating a balanced budget and keeping the organization's spending within its means. In the past, the organization has budgeted with roll over funds from year to year. This practice, as any good budget manager knows, is not sound. As a non-profit organization we should not have a profit from year to year and should be putting into reserve enough money for one year of operating expenses. The financial task force and our treasurer took on the large task of cutting down on the executive board requests, taking a hard look at our conference costs and support we offer to other organizations. The executive board did an excellent job reviewing the budget recommendations, and understanding the importance of balancing out the budget. They were willing to make tough decisions and you will see some changes to conference costs. In order for our organization to continue to offer top notch professional development opportunities, we have to increase some costs. These increases are to cover the costs of the conference themselves, not to increase any revenue to NEACUHO.

"I am looking forward to what recommendations the team has and being able to make some positive changes to our organization."

Some of our smaller goals for the year are progressing nicely. The honorarium task force has presented its first draft recommendation, collected feedback from the board, and should have a final recommendation for the board to review in February. The operations manual revision team has been hard at work updating and adding information to our manual. Once they have completed this task,

Continued on next page...

1	President's Update
5	Committee & District Updates
11	2010 Fall Drive-In
15	Self-Study Update
21	ACUHO-I Update
27	Conference Bid Information
34	Cyber Bullying Webinar
38	Reslife 2.0
40	Cathy's Column
45	Transitions & Recognitions

**December 2010
Chief Housing
Officers**

the manual will offer future executive boards and members the nuts and bolts of our organization. Finally, our technology and membership coordinators migrated our listserv from Yahoo groups to Google groups. Google offers more flexibility and is easier to use. They are also researching software for online membership renewal and directories. Beyond our goals, the board has been busy with their day to day tasks. We have had two successful conferences and are moving forward with many of our other events this year. I am sure our next six months will be just as productive. I hope to see you all at one of our events soon.

Jen Hapgood is an Assistant Director at Binghamton University. To contact Jen, please e-mail her at jhapgood@binghamton.edu.



NEACUHO
Northeast Association of College and University Housing Officers

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!

Elections and Awards Information and Timeline

One of my duties as sitting past president is to coordinate the annual election process. Below you will find the current available positions, as well as information regarding nominations and elections.

FIVE POSITIONS AVAILABLE:

President Elect (three year term: one year each as president elect, president and past president)

Treasurer (two year term)

Three District Coordinators (two year term each)

Maine and New Hampshire, Western New York (NY zip codes beginning with "13" or "14") and Connecticut and Rhode Island

Specific expectations for each position may be found in the NEACUHO Constitution on the organization Web site, www.neacuho.org, under the title "About Us". These positions commence at the close of the 2011 NEACUHO Annual Conference at Rochester Institute of Technology, June 8 - 11, 2011.

NOMINATIONS:

The nomination period for the above elected positions begins today, and will be accepted through February 18, 2011.

Nominations, including self-nominations, should be sent to Jeffrey Horowitz, past president, at jhorowi@binghamton.edu no later than February 18, 2011. Please include the nominee's institution, e-mail address, and phone number.

Nominees will be contacted to accept or decline the nomination on a rolling basis. Nominees who accept will need to submit his or her candidate statements no later than February 28, 2011.

ELECTIONS:

The election period will begin March 7 and conclude March 18 at noon. If the need arises, run-off elections will take place March 19 - 25.

Voting will be done electronically. Each institutional contact will receive the appropriate ballot and is expected to confer with staff members to submit an institutional vote.

QUESTIONS:

Contact Jeffrey Horowitz at 607-777-2826 or jhorowi@binghamton.edu.

It's NEACUHO Membership Renewal Time!

Membership Renewal



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Membership Has Its Privileges:

◇ **Member Dates for Conferences**

Residential Operations Drive- In & Trade Show-December 3, Tompkins Cortland Community College
 GLBT, Friends & Allies Retreat- January 5, College of New Rochelle
 Professionals of Color & Allies Retreat- January 6, College of New Rochelle
 Women's Winter Renewal Retreat- January 7, College of New Rochelle
 RD2B (Spring)- February 12, Keene State College & Siena College
 New Professionals & Mid Level- February 26, University of Southern Maine
 Annual Conference- June 8-11, Rochester Institute of Technology

◇ **Subscription to the bi-monthly *Navigator* newsletter**

◇ **Leadership opportunities**

◇ **Eligibility for NEACUHO scholarships awards**

◇ **Access to a network of housing and residence life professionals**

◇ **Numerous professional development opportunities**

◇ **When an institution joins, all members of the office become members of NEACUHO**



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Did you know that NEACUHO membership for 2009-10 was only valid through the end of August? Membership rates remain unchanged for the 2010-11 year, so why not get a head start and renew your membership!

Always Affordable!

Membership dues are based on your institutions designed occupancy:

3501 or more beds:	\$100.00
1501-3500 beds:	\$80.00
< 1500 beds:	\$60.00
Affiliate membership*:	\$30.00

(Affiliate memberships are non-voting and available to individuals at non-member institutions)

Make checks payable to:

NEACUHO c/o Stephanie Ketterl
 Office of Residential Life
 3690 East Avenue
 Rochester, NY 14618

Membership in NEACUHO is open to anyone interested in Residential Life and Housing.

For More Information Contact: *Stephanie Ketterl*
St. John Fisher College
sketterl@sjfc.edu



Photo of, and provided by, Pete Nardone.

Letter from the Editor

Inspiration...

As we enter the final month of the fall semester, we put ourselves in gear and work towards a well deserved break. Whether it's spending time with friends and family, taking some time for yourself, or catching up in both our personal and professional lives, the break is well deserved and much anticipated. Before we enter this period of rest and relaxation there is, however, still lots to be done. What does this include? The end of the semester means it's time to complete staff evaluations, close down buildings and put the final touches on administrative work, just to name a few. Through it all, it's important to remember how each one of us can and has made a difference in the lives of those around us. It's also important to not lose sight of the bigger picture and ensure that we are inspiring others along the way in all that we do.

The work we do and all our efforts truly creates a lasting impression on our colleagues, staff, and students. It's important to inspire everyone we interact with through our actions and behaviors. Here are ways we can achieve this:

Begin With Yourself: It's important to begin with yourself for many reasons. For starters, if you are not passionate in the work you do or the goals you set forth early in the year, then those you work with and the students you work for will not find their own passions. If you reenergize your own enthusiasm this time of year and continue to be committed in your own passions, your staff and students will recognize these attributes right away and this will help them stay motivated moving forward.

Give Recognition & Praise: I am a firm believer that positive feedback and recognition go a long way. Whether it's writing thank you notes for a job well done or simply taking someone to the side and encouraging them to keep up the good work, those actions can help others inspire those around them. This can create a positive work environment especially as we are all extremely busy these last several weeks. The simple things truly mean a lot and by recognizing our staff and students, we are showing others how making a difference and acknowledging those efforts has an immense impact.

Open Up To Others: When you are able to share your thoughts and ideas on a consistent basis, you make yourself approachable to those around you. This is very important, especially when you appear "real" to your staff and students. By opening up to others, we can help build trust and ultimately encourage positive group work and carry out goals. Being able to open up and express our ideas, even through writing, can go a long way and make others think about what is important to them in the process.

When we have inspired those around us, we have truly made a difference. I encourage you to take the time out and think about what truly inspires you.

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

Pete Nardone (Media & Publications Committee Chair)

District & Committee Updates

Connecticut & Rhode Island—Megan Houlihan

Greetings CT & RI. It was fantastic to see so many of you at the Fall Drive-In this past October. It was a pleasure to be able to meet so many new people and discuss our upcoming activities, which I'm looking forward to. On Friday, November 5 Post University in Waterbury, CT hosted a CT & RI Fall Breakfast Roundtable which highlighted topics on budget constraints, living learning communities, bed bugs, crisis management, and much more. The University of New Haven, University of Hartford, UCONN, Post University, and Wesleyan University were represented. Thank you to Erica Kluge, Dean of Students, for organizing this fabulous event.

Friday, December 3, Rhode Island College is hosting a NEACUHO Networking Happy Hour at McFadden's in Providence, RI. Come join in the fun and meet some new colleagues as we TGIF, appetizers are on NEACUHO. If you have any questions or would like to RSVP to the event please e-mail me, Megan Houlihan at houlihan@hartford.edu or speak to Thomas Kelley at tkelley@ric.edu. As always please feel free to contact me with any questions and/or suggestions. Enjoy the holiday season ahead.

To contact Megan, please e-mail her at Houlihan@hartford.edu.

Eastern New York & Vermont—Joe Murphy

Hello Eastern-NY & VT. I hope you all enjoyed the Thanksgiving Break and are looking forward to Winter Closing/Break. I'm excited to announce the date and location for our first round table discussion of the year. Mark your calendars for Friday, December 10 to make the trip to beautiful Castleton State College in Castleton, VT. The day will start off with a Coffee Meet and Greet at 9:30 am and move on to an Intro to Castleton & NEACUHO at 10am, tour of campus, lunch, and an afternoon round table discussion from 12:30 pm-2:30 pm about "Sustainability in our Residence Halls". Please RSVP to me at jmurphy@skidmore.edu by Friday, December 3. Many thanks to Marissa Derderian at Castleton for her help in coordinating this event. I am currently looking for an institution to host a round table discussion in the spring – are you interested? Please e-mail me with any interest and we can begin the planning. Enjoy your holiday season and be sure to stay warm.

To contact Joe, please e-mail him at jmurphy@skidmore.edu.

Maine & New Hampshire—Nate Gordon

Greetings Maine and New Hampshire NEACUHO.

I hope that your semester is winding down nicely and that you are looking forward to some much needed rest and relaxation. Our district was busy this semester with two well attended events. Our first one was held on November 19 at Husson University in Bangor, ME. We spent the day touring campus, discussing sustainability in residence halls and RA training. A huge thank you goes out to Husson for providing us with a delicious lunch during the social. If you would like to host a



Photo of Jennifer Gould & Thomas Kelley. Provided by The Media & Publications Committee.

Continued on next page...

district event for the spring semester, just let me know and we can make it happen. Have a safe Winter Break and I look forward to connecting with everyone in the spring semester.

To contact Nate, please e-mail him at ngordon@keene.edu.

Massachusetts—Eric Rollo

Thanks to Julie Rothhaar of MIT for offering to help out with hosting a social or roundtable. Lately, I've been working with The Risk Management and Legal Issues and The Social Issues committees to collaborate on workshops that will coincide with what will hopefully be a December social event. I'm still looking for host sites for events in the Spring, so let me know if you think your institution is interested. I'd also like to encourage Massachusetts institutions to reach out and host next year's annual, which you can get more info on at www.neacuho.org.

If you have any questions or comments, be sure to contact me.

To contact Eric, please e-mail him at erollo@baystate.edu.

Western New York—Darese Doskal-Scaffido

Hello Western NY. At this point, I'm sure we are all settling into winter a bit and looking forward to the holidays and hopefully a little down time.

In the past month, I have had several opportunities to get to meet and interact with regional members. On October 15, SUNY Potsdam hosted a professional roundtable breakfast. About 25 individuals from Potsdam, Paul Smith, SUNY Canton and Clarkson gathered to discuss issues ranging from programming and learning communities to judicial and behavioral issues. Since then, this group is working to gather a little more regularly up in the north country. A special shout out to Amanda Grazioso, Assistant Director of Residence Life at Potsdam for hosting and coordinating this terrific event.

Additionally, on October 21, Samantha Gabel from Ithaca College and Casey Wall from Binghamton hosted a happy hour at Hairy Tony's in Cortland, N.Y. which was attended by colleagues from these two institutions, as well as Cortland and Tompkins Cortland Community College. Along with some networking and fun, a lot of information was shared about Four Loko as that issue was just emerging.

Thanks to everyone who helped with these events. I look forward to meeting more of you as district events continue. On December 3, I hope to see some of you at Tompkins Cortland Community College for the Residential Operations Conference. And in the spring, I hope to have an event somewhere on the western side of the district.

As always, my role is to help all of you find outstanding development opportunities. If you have any ideas for events you would like to see in our district, please contact me.

To contact Darese, please e-mail her at doskald@tc3.edu.

Photo from the 2010 Fall Drive-In. Provided by The Media & Publications Committee.



Metro NY— Angela Kang

Greetings Metro New York. We had our first social of the year in NYC on November 5. Many thanks to those who came out and it was very nice seeing you there. Don't worry, there will be more socials to come. If you have an idea for a social, please let me know.

Are you looking to spice up your winter professional training? The Social Issues Committee has an answer for that. The committee is planning the Winter Social Issues Retreat Series from January 5-7 at the College of New Rochelle in New Rochelle, NY. You can come for one or for all. Please contact Manual Vasquez, Committee Chair, at vasquemd@bc.edu for more information.

- *Wednesday, January 5: LGBT & Friends Retreat
- *Thursday, January 6: Professionals of Color and Allies Retreat
- *Friday, January 7: Women's Winter Renewal Retreat

I hope everything goes well for the rest of the semester. Happy closing and happy holidays.

To contact Angela, please e-mail her at Angela.Kang@purchase.edu.

Annual Conference—Bill St. Jean

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



Photo from the 2010 Fall Drive-In. Provided by The Media & Publications Committee.

Corporate Relations—Kathi Bradford & Rich Bova

To contact Kathi, please e-mail her at kbradford@wsc.ma.edu or to contact Rich, please e-mail him at Richard_Bova@brown.edu.

Media and Publications—Pete Nardone

Happy November. The NEACUHO Media & Publications Committee would like to reach out for article submissions to be featured in *The Navigator*. There is so much that we have to offer to each other and learn from each other. Below are a few suggested topics to get you started:

- *Current research/studies, crisis management, recruitment and retention, policy changes, judicial sanctions, parent interaction guides, successful initiatives, student/staff recognition, motivation/positivity and supervisory tips.

The Media & Publications Committee has also been hard at work the past few months working on ways to not only improve *The Navigator*, but also looking at how to better utilize our social media to advertise for events, working on recognition ideas, revisiting both our publication and editing guidelines as well as looking into a new survey for the membership. We have also been looking at ways to publish a research journal focusing on professionals work in their respective academic programs. We hope you enjoy this month's issue of *The Navigator*.

Happy writing!

To contact Pete, please e-mail him at pnardone@binghamton.edu.

New Professionals Development—Ryan Young

The New Professionals Development Committee (NPDC) has been hard at work over the last couple of weeks. Though one of our RD2Bs had to be cancelled, the other was quite successful. A great group of professionals and students were at Purchase College for the day and had a great time. NPDC is excited to reach out to more students in the spring semester.

Though it's still only the fall semester, the New Professional's Drive-In Conference is just around the corner. This conference will be happening concurrently with the Mid-Level Institute on February 25, 2011 at the University of Southern Maine. The NPDC offers practical and personal growth opportunities for professionals with three years or less of experience. This will also be an opportunity for mid to senior level professionals to share knowledge and experiences that will assist new professionals in developing competency in the field of student affairs. The schedule for the conference consists of program sessions, keynote speaker, networking opportunities at the district lunches, and a special mentoring session. Be on the lookout for registration and for the call for programs. This conference is only made possible by your support and participation. Please contact the conference chairs, Megan Igoe (megan.igoe@quinnipiac.edu) or Greg Mantolesky (mantoleskyg@wit.edu), if you have any questions about the conference.

Finally, if your institution was not able to participate in RD2B this semester, look ahead to February. "Oh, the RD You'll Be," this year's RD2B Conference, is will be held at Keene State College and Siena College on February 12. The RD2B conference is a great opportunity for undergraduate students at NEACUHO member institutions who may be interested in entering the field upon graduation. The members of the NPDC, along with veteran residence life staff within the region, will spend the day with these rising stars providing valuable insight and experiences. Registration for these conferences will be available via the NEACUHO Web site. Space is limited, so make sure to register your students early.

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 e-mail him at ryoung@pace.edu.

Professional Development—Jennifer Crane

Greetings NEACUHO. The Fall Drive-In survey went out to all participants. If you did not get one and you attended, please contact Jen Crane at Jennifer.crane@quinnipiac.edu and we will send you one ASAP. The survey is a chance for your feedback as well as the chance for you to nominate a presenter for the "Best of Fall Drive-In" Award. This year, at Springfield College, there were excellent sessions and presenters that deserved to be recognized. The Professional Development Committee took a breath on October 9, 2010, the day after the Fall Drive-In, and then started gearing up for our next conference on February 25, 2011; the Mid-level Institute. This years institute promises to meet mid-level professionals where they are at, empower them to move to the next level professionally, and expose them to the competencies that Chief Housing Officers (CHO) are looking forward to. Be on the lookout for more information and we hope to see you at The University of Southern Maine.

On a similar note, if you are or know of any mid-level professionals (either by year or by institutional distinction) that are not involved in NEACUHO and would like to be, please feel free to contact Jennifer.crane@quinnipiac.edu and we will get you involved. There are not just opportunities for the new professional or CHO. We are looking for you, want to hear from you, and want you to be involved. Consider yourself asked and invited by the Professional Development Committee.

To contact Jen, please e-mail her at Jennifer.crane@quinnipiac.edu.

New Professionals Development Committee



©iStockphoto.com/Phil Date

Program—Michael Guthrie

Happy autumn from the NEACUHO Program Committee. I know it is early, but committee members are starting to work on preparing the case study for the 2011 NEACUHO Annual Conference. We hope we can get over 50 participants in total. Can you believe that in just two short months the NEACUHO Annual Conference program proposal will be available online? Save the date March 18, 2011 if you would like to help us review program proposals. The Program Committee will be at Skidmore College in Saratoga Springs, NY from 10 am to 4 pm. The committee extends our sincere congratulations to previous committee chair Trixy Palencia on her recent nuptials.



*Photo of Trixy Palencia's wedding.
Provided by Jeff Horowitz.*

To contact Mike, please e-mail him at Michael.Guthrie@quinnipiac.edu.

Residential Operations—Shruti Tekwani

The Residential Operations Committee, the Corporate Relations Committee, and Tompkins Cortland Community College have teamed up to offer a free Drive-In Conference for all members of NEACUHO. More information can be found on the NEACUHO Web site, www.neaUCHO.org.

NEACUHO has reserved a limited amount of rooms at the Country Inn and Suites 15 minutes away from the conference. Room rates are currently \$77 for two queen beds, so act fast. Call (607) 753-8300 to reserve your room at this great rate.



Photo of Trixy Palencia's wedding. Provided by Jeff Horowitz.

To contact Shruti, please e-mail her at tekwanis@wit.edu.

Risk Management and Legal Issues—Kristen Eldridge

Exciting things have been happening this semester. We have just sponsored a webinar on Cyber Bullying, please look for the summary article in this edition of *The Navigator*. We are working hard to offer more for members who are not able to attend the national conferences, coming in April we will be co-sponsoring some great events. Please look forward to attending presentations sponsored by Risk Management, as conference attendees who do attend our sessions will be entered into a drawing to win a book prize. Our first raffle entries were entered in at the Fall Drive-In. We will also be working toward a Web site resource library addition for membership use as well as collaborations with other organizations in our region to better utilize our resources. If you have any ideas, would like to join or just have questions please do not hesitate to contact me.

To contact Kristen, please e-mail her at eldridk@tc3.edu.



Photo from the 2010 Fall Drive-In. Provided by The Media & Publications Committee.

Social Issues—Manuel Vasquez

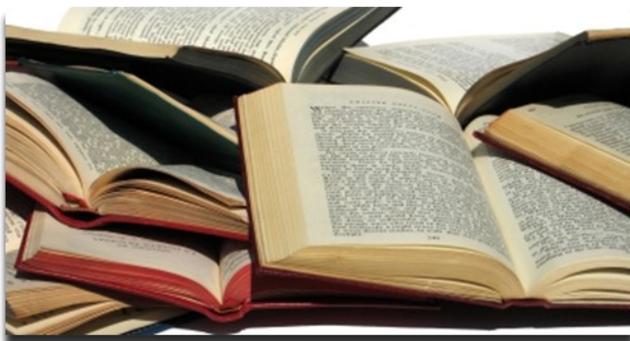
The Social Issues Committee has been hard at work preparing for the annual Winter Retreat Series which will be taking place on January 5-7, 2011 at the College of New Rochelle in New Rochelle, NY. Each day of the retreat promises to be quite the experience where members can take part in meaningful discussions and hear from colleagues within the NEACUHO region about what's currently happening on their campuses as it relates to issues of diversity. Currently the three day retreat will focus on three different areas of diversity with January 5 being GLBT Friends and Allies, January 6 being Professionals of Color and January 7 being Women's Winter Renewal. This year the Social Issues Committee is excited to be collaborating with NASPA Region I and II Women's Issues Knowledge Community to coordinate and implement the Women's Winter Renewal Retreat which promises to be exciting.

If you have a special interest or would like to volunteer to help coordinate any of the retreat series days, please contact the Social Issues Committee chair Manuel Vasquez at vasquemd@bc.edu. If you'd like more information about the retreat series or if there's a social issue you'd like to see discussed during any of the three days of the retreat series contact either Manuel Vasquez or any of the chairs for each of the days: Ashley Skipwith (GLBT Friends and Allies – January 5) – skipwith@brandies.edu, Tanika Mangum (Professionals of Color – January 6) – mangumi@bc.edu or Cathy Raynis Meeker (Women's Winter Renewal – January 7) – craynis@yahoo.com.

Additionally, the Social Issues Committee is looking to expand its events and hope to gain suggestions from readers like you within the NEACUHO region. Are there social issues that you would like brought to the forefront within the region? Feel there's an event you'd like the Social Issues Committee to represent or host? Would you like to write an article for *The Navigator* on behalf of the Social Issues Committee? The Social Issues Committee would be glad to hear from you.

To contact Manuel, please e-mail him at vasquemd@bc.edu.

SPONSORED BY RISK MANAGEMENT AND LEGAL ISSUES COMMITTEE



BOOK PRIZE RAFFLE!

Attend presentations sponsored by The Risk Management and Legal Issues Committee at the Res Ops Drive-In on December 3, 2010 at TC3 and be entered in to win a prize!

Winners announced at the Spring Drive-In and Annual Conferences.



Social Issues Committee
Turning Conversation into Action

Fall Drive-In

All photo's provided by The Media & Publications Committee



Thank you to all presenters at the 2010 NEACUHO Fall Drive-In!

- “Discover How Your Institution Can Best Utilize An ACUHO-I Housing Intern” by Megan Houlihan
- “Do You Know How To Use A Stove?” by Tom Park
- “From Practice To Game Time: Community Development In Action” by Tom Wozniak & Maureen Hart-Keizer
- “Just Do It...Getting Involved With NEACUHO” by Joe Murphy & Matt Talbot
- “Keep Your Head In The Game: Using Your Emotional Intelligence Playbook” by Heather Kessler
- “Lead Your Team In Assist: Promoting Effective Staff Dynamics” by Tom Wozniak
- “No Money-Mo’ Problems: Financial Management For The Young Housing Professional” by Joel Quintog
- “Professionals Of Color Working At Predominately White Institutions: Their Contributions and Obstacles” by Tarom Alford & Rosemary Harris
- “Realizing An Institutional Goal: Building Residential Learning Communities From The Ground Up” by Beth Moriarty, Justin McCauley & Jenn DeLuca
- “Sizing ‘Up’ Our Students” by Kristin Murphy
- “Welcome To The All Star Game” by Tarome Alford
- “What The Tweet?!: Student Engagement Through Social Media” by Jon Mayo & Michael Hamilton



Photo of, and provided by,
Stephanie Weishaupt.

Advocating For Yourself Stephanie Weishaupt, Utica College

As many student affairs professionals will tell you, the world of higher education is nothing if not dynamic. Day-in and day-out we never know what issues will arise, from administration, office support staff, Resident Assistants, students, and even in our own lives. We never go to work knowing what our day will end up looking like. This environment is often what draws people into Student Affairs. However, like with any profession, there are also constant tasks that we deal with day-in and day-out, year after year.

“If you truly want to learn and grow from your position, admit to your supervisor, offer a way to correct it, and ask what you could have done differently.”

Roommate conflicts happen, billing errors occur, and we learn to work within our institution’s environment to create the best experience possible for our students. It is precisely the need to balance the daily crises with the consistency of our work that can be difficult for new professionals. This task becomes even more challenging when we don’t know what to look for, or how to ask for support and guidance we need from our supervisors. Below I offer some tips that both I, and other new professional colleagues, have found helpful over the past few years.

Speak up

Honesty and tact are both key. Your supervisor is not a mind reader and they often have more on their plates than you know about. They do not know what you need or help you if you don’t ask.

Come with ideas

While your supervisor provides you with direction and guidance they are not all knowing. Share the ideas that you

have thought of and would be beneficial to pursue. Ask for suggestions to refine your thoughts. You know more than you think!

“It is precisely the need to balance the daily crises with the consistency of our work that can be difficult for new professionals.”

You will make mistakes, just admit to them

No one is perfect. Your supervisor knows that. Heck, they themselves make mistakes. If you truly want to learn and grow from your position, admit it to your supervisor, offer a way to correct it, and ask what you could have done differently.

Don’t be afraid to make decisions

You are no longer an intern; you are a new professional. Your job is to make decisions relating to the best way you are able assist students, Resident Assistants and those around you. If you need help from your supervisor, you should be able to ask – but don’t feel like you need to run every single decision by them.

Learn to work within an imperfect system

Sometimes we know there are better ways to do something, however our supervisors or institutions have not reached that point yet. You should always speak your mind and bring up ideas. Don’t be afraid to ask your supervisor for support or to lay out why this idea would work better than your current process, but also know when to let go.

Stephanie Weishaupt is a Residence Hall Director at Utica College. To contact Stephanie, please e-mail her at saweisha@utica.edu.



*Photo of, and provided by,
Michael Guthrie.*

**Building Your Resume Without Even Knowing It—
The NEACUHO Advantage
Michael Guthrie, Quinnipiac University**

As a new professional it is natural to wonder what else you should be doing to get ahead in the field. In just two short years, I went from NEACUHO outsider to the executive board and you can too. I attended my very first NEACUHO New Professional's Conference in Fall of 2008 at Western Connecticut State University.

It was here I was able to mingle and network with other new professionals as well as mid-level and more seasoned professionals. Through my interactions with the people I met, I was pushed into becoming a member of the New Professional's Development Committee (NPDC). While this was more other people's doing than my own, it turned out to be an amazing career move. I was able to ease my way into NEACUHO without that sensation of being overwhelmed and I got to assist with the RD2B Conference that year.

“Being so active in the behind-the-scenes logistics of an Annual Conference helped me truly realize all of the details that went into putting on a conference, which was an amazing learning experience.”

In Spring of 2009, I was “dragged” to the Program Committee Selection Day and again this turned out to be another great career development opportunity. I became an official member of the Program Committee and helped select the programs for the 2009 Annual Conference. Being so active in the behind-the-scenes logistics of an Annual Conference helped me truly realize all of the details that went into putting on a conference, which was an amazing learning experience.

I was content with being on both the NPDC and the Program Committee for a second year, but of course it

would not be that easy. I was asked to co-chair the 2010 New Professional's Conference at Hofstra University during the Fall semester. I had seen what went into putting on a conference and I thought that I would be crazy to tackle such an immense operation. But of course, with some slight pushing, I did it. It truly was a great deal of work, but the sense of accomplishment and pride I took from that was worth it.

“In the past two years, I have accomplished so much both personally and professionally thanks in part to NEACUHO and the people that pushed me along.”

It seems like my friends in the field know what they are talking about - all the pushing and pulling has paid off. They persuaded me to apply for the Program Committee Chair position on the NEACUHO Executive Board, and even though I thought it was a stretch, I was pleasantly surprised to find out that I got it.

I was the recipient of the 2010 James Casey New Professional's Award at this past Annual Conference, an honor I received because of all the people that had pushed me to do the things I was apprehensive about. I even presented at my very first conference at this year's Annual Conference, which was something I had been purposely avoiding. In the past two years, I have accomplished so much both personally and professionally thanks in part to NEACUHO and the people that pushed me along. Now it is my turn to push you.

If you are a new professional asking yourself what you can do to make yourself more marketable to take the next step in your career progression, here's some advice. We work in a small field where everyone knows everyone and there's a good chance if you plan on staying in the region that you will be competing for your next position against a friend, acquaintance, or even a coworker. There are steps you can

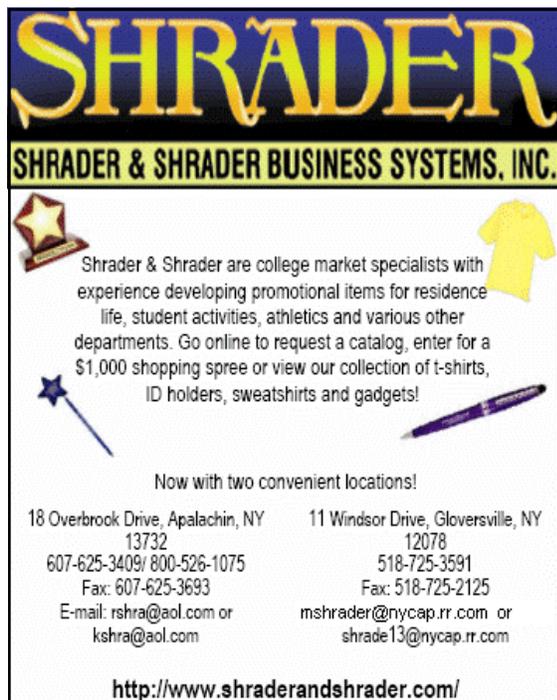
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be taking now so you have the advantage when you do your next job search. Here is a checklist that all new professionals should be working on completing:

- *Serve on a departmental committee
- *Serve on a campus-wide committee
- *Present at a regional conference
- *Present at an Annual/National Conference
- *Serve on a professional organization committee
- *Chair a conference
- *Write an article for a publication/newsletter
- *Serve on an executive board of a professional organization
- *Compete for awards/recognition campus-wide, regionally, and/or nationally
- *Participate in a case study competition

Many of these can be checked off your to-do list by attending the 2011 NEACUHO Annual Conference hosted by Rochester Institute of Technology in June. Program Proposals should be online in January offering you the opportunity to present at a major conference. At the conference you can participate in the case study, join a committee, or even write an article for the NEACUHO *Navigator* about your experience. It's easier than you think.

Michael Guthrie is a Residence Hall Director at Quinnipiac University. To contact Michael, please e-mail him at Michael.guthrie@quinnipiac.edu.



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<http://www.shraderandshrader.com/>

Mid-level Institute

Calling all Mid-level professionals. It is not too late to start to start to think about your own professional development. Mid-level professionals, as defined by your institution, are all invited to apply to the mid-level institute on February 25, 2011, running concurrently with the New Professionals Conference at the University of Southern Maine. The Mid-level Institute is meant to focus on two or three topics so that each session can have multi-layered discussions and to enhance your thinking about your own professional career. Senior level personnel are recruited to serve as mentors and workshop facilitators Registration is usually limited to maintain a focused and intimate climate.

Top 5 reasons to apply:

1. Your development is equally as important as your staff members.
2. You will make connections with other midlevel professionals as well as with Senior Housing Officers (a good connection never hurt anyone).
3. Southern Main in February will be a great time with NEACUHO.
4. We know you get burnt out sometimes and ask yourself "What am I doing here?"
5. We know you think "If I were in charge, I would do it differently".

Registration will open on January 17, 2010 at www.neacuho.org. For more information, you can contact:

Jennifer Crane, Professional Development Chair
Jennifer.crane@quinnipiac.edu

Kristin Murphy, Conference Chair,
kconti@wpi.edu



Photo of, and provided by, Sonya Alexander.

NEACUHO Self-Study: Progress Report
Sonya Alexander, Central Connecticut State University
& Jon Conlogue, Westfield State University

The Self-Study Task Force has been actively engaged in collecting members' thoughts, suggestions, and questions about NEACUHO over the last

several months.

Over 150 members responded to our online membership surveys. In addition, over 200 members provided in-person feedback at the Annual Conference, the Fall Drive-In Conference, and through other venues.

This is a good start – but it also means that we have not heard from a lot of our members. If you have not already done so, please go to the NEACUHO Web site and add your feedback.

From the responses we have received so far, a number of critical issues for further exploration have emerged. We explain these issues below.

You can help us get a better picture of what NEACUHO should do and be moving forward by answering the questions we pose below on the follow-up survey that is posted on the NEACUHO Web site or at <http://www.surveymonkey.com/s/Q32XJ5T>.

“The Self-Study Task Force has been actively engaged in collecting members’ thoughts, suggestions and questions about NEACUHO over the last several months.”

1. Vision and Plans

In the survey results so far, members expressed that there is a lack of clarity about the vision for NEACUHO. Many have even questioned whether NEACUHO has a vision.

Related to this area, many members believe that NEACUHO needs a long-range plan to provide stability for the organization over time, guidance for elected and appointed board members, and clearer expectations of what NEACUHO is about to our members.

***Do you agree that we need to clarify our vision and implement a long-range plan? Tell us why or why not.**

***Relating to mission and vision, how would you answer these questions?**

My NEACUHO is _____.

My NEACUHO should be _____.

2. What is our culture?

Some survey respondents have raised the issue of whether NEACUHO is a welcoming and inclusive organization. Many believe that it is; while others have suggested that cliques and stratification among members at different levels hamper our sense of community as a professional association.

***Do you feel that NEACUHO is a welcoming organization? Is there a sense of community?**

***What can be done to strengthen NEACUHO in this area?**

3. Who do we serve? Who should we serve?

Most respondents seem to support the idea that NEACUHO should serve all of its constituencies – student staff, new professionals, mid-level staff, and CHOs. However, many members believe that most of our success has come in educating and providing professional development opportunities for new professionals, with less success in meeting the needs of our other constituencies.

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NEACUHO can also be viewed through the lens of members' areas of professional responsibility. While most of our events and programs address 'core areas' including residential life and housing, many of our members have duties that, either partially or completely, fall outside of these realms. Examples of these include student conduct, food service, facilities, orientation, budget, and countless others.

***Do you agree with the assessment that NEACUHO primarily serves new professionals?**

***Should we focus more on the needs of student staff, mid-level professionals, and CHOs? Or should we accept that we will primarily address new professional needs and issues?**

***Are we effectively meeting the needs of members outside of their primary responsibilities within residential life and housing operations?**

“NEACUHO can also be viewed through the lens of members' areas of professional responsibility.”

4. Quality vs. quantity of conferences

Many comments have been made that NEACUHO offers too many conferences and are not executing those conferences well enough. Some respondents have pointed out that 'not everything needs to be a conference' – that we could do smaller events, webcasts, podcasts and other means of providing needed information to members.

***Is time better spent on fewer, larger conferences? Or continuing multiple conference opportunities? If we continue with multiple conferences, how can we improve the experience?**

5. The Executive Board

A wealth of comments and suggestions were provided regarding the nature, purpose, composition, and duties of the Executive Board.

Comments raised issues such as the lack of new professionals on the Executive Board versus the need for experienced members as officers, district coordinators and committee

chairs; the ability of all members of the Board to vote on Association business versus the current model of only elected positions having this right; and whether minimum standards should be put in place as requirements for being elected or appointed to any position on the Executive Board.

While most respondents believed that we should not elect committee chairs, others pointed out that the current system creates the possibility that committee chairs, who cannot currently vote at Executive Board meetings, may be more knowledgeable about NEACUHO than some members in voting positions.



Photo of Jon Conlogue. Provided by The Media & Publications Committee.

***Should there be standards set for Executive Board service? If you were creating such standards, what would you put in place?**

***Is experience essential to ensuring the success of the organization, or is it important to have new professionals on the Board to provide perspective and professional development?"**

***Do we best assist new professionals in their growth and development by having them accept responsibility for major initiatives (i.e., chairing a conference or serving in an elected position); or by a gradual process of orientation to NEACUHO involvement?**

The Self-Study Task Force welcomes your feedback on these questions as we seek to provide the Executive Board with a final report during the spring semester. In order to allow us to consider your thoughts and opinions, please respond by December 22, 2010. Thank you.

Sonya Alexander is a Residence Hall Director at Central Connecticut State University. To contact Sonya, please e-mail 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 e-mail him at jconlogue@wsc.ma.edu.



Photo of Kathleen Schreier. Provided by The Media & Publications Committee.

Visiting The World By Attending The 2011 Annual Conference *Kathleen Schreier, Rochester Institute of Technology*

After nearly two years of planning and construction on the west side of the Rochester Institute of Technology (RIT) campus, the RIT and local communities have celebrated the official opening of Global Village.

For those of you planning to attend the NEACUHO Annual Conference at RIT June 8-11, 2011, you will get a chance to experience RIT's newest housing first hand. Conference participants will be one of the first non-student groups to stay and play in Global Village.

The \$57 million project takes the shape of a European courtyard complete with an international market, Mexican cantina, and fresh sushi bar. Global Village's 414-bed student residences feel more like an upper-Manhattan hotel with décor reminiscent of regions from around the world, and provide upper-class students with a state-of-the-art global living experience.

“Conference participants will be one of the first non-student groups to stay and play in Global Village.”

Each suite has three single bedrooms and one double bedroom. This provides Annual Conference attendees an opportunity to find a housing option they are comfortable with. Approximately half of the suites have a full kitchen and kitchenettes are located throughout the buildings.

Supporting the global and entrepreneurial missions of RIT, Global Village provides resources that prepare students to enter the global community and culturally diverse work force including educational programming, unique activities and an international living environment representing regions

from around the world—East Asia, the Middle East, Central Europe, and Central America.

“Global Village provides resources that prepare students to enter the global community and culturally diverse work force including educational programming, unique activities and an international living environment representing regions from around the world.”

Other unique aspects of the complex include heated outdoor seating, a beach volleyball court, water feature, outdoor fire pit, ice-skating rink, and a performance area with a stage.

The Global Village courtyard also includes 28,000 squarefeet of heated pavement to increase usability in winter. In addition to new dining options, the complex features a hair salon, post office, wellness center, art gallery, and a soon-to-be-added sports outfitter. Global Village has presented the RIT Residence Life staff with fresh opportunities and a chance to think outside the box. Global Village is the only housing option on RIT's campus that provides suite style living and is targeted to second-year students. The staff quickly realized that the previous RA and Community Advocate (graduate assistant) model would not work. The Global Village RA (GRA) position was created to



Photo provided by Jonathan Foster/RIT ETC Photography.

Continued on next page...

meet the needs of students seeking more independence but feeling lost in the shuffle of the college experience.

“The Global Village RA (GRA) position was created to meet the needs of students seeking more independence but feeling lost in the shuffle of the college experience.”

The Community Director position was also created and allowed a current Residence Life staff member an opportunity for a promotion. Harold Fields stepped into the role in July 2010 and is responsible for overseeing Global Village and supervising the GRA staff. The Residence Life staff looks forward to sharing this experience with you next summer. Registration for the 2011 Annual Conference, Building Our Legacy, will open in the new year. Keep an eye on our Facebook group, Twitter page, and Web site for more information.

I would like to thank Vienna Carvalho-McGrain, RIT University News, for her assistance with portions of this article.

Kathleen Schreier is an Area Director at Rochester Institute of Technology. To contact Kathleen, please e-mail her at kmsrla@rit.edu.



Rockingham Upholstery Group

ULC was founded in 1986 by James Jannetides while attending Southern Illinois University. James built a loft for his room to maximize space in his typically small dorm room. Other students admired his loft system, and that summer James invested his savings in enough wood to build 400 loft units. Upon returning to school, these high-demand lofts were sold to fellow students and ULC was born.

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Photo of, and provided by,
Matthew McKay

A Student Is Listening Matthew McKay, St. John Fischer College

“There are children, like Bobby, sitting in your congregations. Unknown to you they will be listening as you echo “amen” and that will soon silence their prayers. Their prayers to God for understanding and acceptance and for your love but your hatred and fear and ignorance of the word gay, will silence those prayers. So, before you echo “amen” in your home and place of worship. Think. Think and remember a child is listening” (Mary Griffith, Prayers for Bobby, 2009).

I often wonder if Mary had a broader theme in mind when she uttered these words in a small town court room. The events of these past months lead me to believe that she did indeed have the foresight needed in LGBT advocacy.

“This epidemic has lead to the raised awareness of several organizations that have been working tirelessly for years to combat LGBT-centered harassment.”

If you are yet unaware, there has been, what some deem, an epidemic of young adults committing suicide due to the bullying/harassing they have received from their peers, and almost all of it is centered on their actual/perceived sexual orientation. Most of the bullying/harassment have taken place in person, but some of the more vicious acts have taken place online in the form of Facebook postings and YouTube clips. This epidemic has lead to the raised awareness of several organizations that have been working tirelessly for years to combat LGBT-centered harassment (The Trevor Project, GLAAD, GLSEN, and It Gets Better). Notice that I dropped the term bullying there and I did it intentionally.

The definition of a bully is as follows “a blustering, quarrelsome, overbearing person who habitually badgers

and intimidates smaller and weaker people. (Dictionary.com, 2010)” Now let us examine the definition of harassment, which is as follows “to disturb persistently; torment, as with troubles or cares; bother consistently; pester; persecute. (Dictionary.com, 2010)” See some parallels, I know I do. So my question to you is why do we call it bullying in children and harassment in adults? Is one worse than the other? Let’s come back to that.

Take a moment and think about what LGBT theory you know and how it incorporates coming out with identity development. There is a direct link according to most theorists (Cass, Trodien, D’Augelli, etc) that coming out plays a direct role in the identity development process. Now, take a moment and think about all of the research and study that incorporates outing with coming out and identity development. Have you found anything? Did you take a moment and Google it? Didn’t find anything did you, I haven’t either, and I have been looking since 2007. So now the questions become: What is outing, Why is it important, Does it impact identity development? I will start with the first and work my way through.

For those of you that have attended my various presentations and workshops, you know the basic definition of outing is “Non-Self disclosure of one’s sexual identity, gender identity, or intersex status. (McKay, 2009)” There are also five types of outing:

- Personal** - Outing that takes place between a small number of individuals (1-3). Typically takes the form of gossip/rumors.
- Group** - Outing that takes place in a large group of individuals (3+). Typically a proclamation/cat call/harassment.
- Professional** - Outing that interacts with an individual’s career/work life. Typically rumor/gossip.
- Digital** - Outing that takes place in the digital world (Myspace, Facebook, etc). Usually takes the form of picture tagging, status updates, wall posts.
- Individual** - Outing that occurs between individuals. This form is different from personal outing in that

Continued on next page...

one of the individuals present may/may not have accepted/realized their sexual identity.

So, now that we know what outing is, we can move to why it is important. Based upon a small multi-institutional mixed methods unpublished master's thesis study done in the Northeast United States (which is the only study linking outing with identity development by the way), outing impacts an individual's identity development in two ways. First, it can propel that individual through stages/processes of development, causing them to skip certain points of development (which turns out can be a hindrance to their personal identity). Second, it can cause that individual to withdraw back into past stages of identity development, stalling or stopping completely that individual's development. Both of these scenarios don't speak well for the individual developing, and so we have answered the last two questions simultaneously.

“Combat outing, not only within your residence halls, but throughout the campus community.”

Yes, outing is important and yes, it does impact identity development. So now that those questions are out of the way, what are we, as student affairs professionals, going to do about outing and the harmful effects it has on our students? The first thing is to raise awareness, so

congratulations; you have raised your personal awareness, now go forth and raise your colleagues! Second is to increase the education/information about this often misrepresented community. Be knowledgeable about the LGBT community, but please be knowledgeable in an accurate way. There are many organizations out there with accurate and helpful information about this community:

The National Gay and Lesbian Task Force
Human Rights Campaign
The Gay & Lesbian Alliance Against Defamation (GLAAD)
Gay, Lesbian, and Straight Education Network (GLSEN)
The Trevor Project
GLBT National Help Center

So with all of this knowledge you now have, I challenge you to use it to help make out institutions a more open and accepting environment. Combat outing, not only within your residence halls, but throughout the campus community. Help us let students know there are safe places they can go to, and that bigotry, bullying, and harassment will not be tolerated. So when you are speaking to students, colleagues, or anyone, think. Think and remember a student is listening.

Matthew McKay is a Residence Hall Director at St. John Fischer College. To contact Matthew, please e-mail him at mmckay@sjfc.edu.

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ACUHO-I Updates
Jacque Bollinger
ACUHO-I Regional Affiliations Director

Dear NEACUHO,

As the saying goes “Time flies when you are having fun.” I am not sure all of you would describe what you have experienced so far this semester as “fun”, but I believe you will all agree that the semester has flown by quickly and it is hard to believe the holidays will be here soon. As your academic year has progressed, your professional association, the Association of College and University Housing Officers – International (ACUHO-I), has been working to provide important knowledge and valuable resources to you as you execute the work of our profession. Below I have highlighted some upcoming programs and events for your calendar:

Call for Programs for 2011 Annual Conference and Exhibition – Submissions for Program Proposals are now being accepted for the annual conference July 9-12, 2011 in New Orleans, LA . The program submission deadline is December 3, 2010. Go to the ACUHO-I Web site at www.acuho-i.org for more information.

The Placement Exchange – Registration is now open for The Placement Exchange that will be held March 9-13, 2011 in Philadelphia, PA. Go to www.theplacementexchange.org for more information.

2010-2011 ACUHO-I Housing Internship Program – The internship process has begun and the important dates are outlined below:

Applications now available via Web site
 Application deadline (interns): January 10, 2011
 Application deadline (host sites): January 10, 2011
 Contact period begins: January 17, 2011
 Interviews begin: January 20, 2011
 Offers made: February 10, 2011 (Noon - EST)

E-mail questions to: housinginternships@acuho-i.org



The Sustainability Advisory Committee (SAC) - is seeking applications for a chair elect for the SAC, effective immediately. The chair elect will work closely with the current chair, and the Director of Sustainability to understand the needs and initiatives of the SAC to order to support a smooth leadership transition in 2011. The SAC is committed to supporting the Association’s strategic plan by providing appropriate and timely sustainable information, relevant to the profession, in order to elevate the Association’s training, development and expertise on the subject matter. If you are interested in applying for the chair elect position, please e-mail Lynne Deninger directly at ldeninger@cannondesign.com.

The James C. Grimm National Housing Training Institute (NHTI) – The University of Georgia will host the 2011 NHTI June 14-18. The timeline for this year's event is as follows:

October 11, 2010: Faculty interest forms available
 November 1, 2010: Participant applications available
 November 19, 2010: Faculty interest form submission deadline
 January 7, 2011: Faculty notified if selected
 February 7, 2011: Participant applications due
 March 14, 2011: Participants notified if selected



I have highlighted only a few of ACUHO-I’s most recent announcements and initiatives. See the ACUHO-I Web site at www.acuho-i.org for much more information.

Sincerely,
 Jacque Bollinger



Photo of, and provided by,
Chris Mosier.

It happens in Residence Life without our awareness; when challenging situations occur, we manage. We are trained in crisis management and mediation, and are equipped with the ability to help students and staff navigate through difficult situations. In the best cases, these situations end with a valuable lesson or a learning experience that will help better manage a crisis in the future – teachable moments, as we like to call them. And in the worst cases, we get through it.

“There is something to be said for resiliency as a characteristic of residence life professionals.”

After a semester or year of planning, sometimes our plans go awry as challenges pop up that we didn’t anticipate. We get through it. There is something to be said for resiliency as a characteristic of residence life professionals. This quality, whether we enter the position with it or hone it over time through our work, is certainly transferable to the rest of our lives. We are, on the whole, highly dedicated and enthusiastic people – this is true at least with the residence life staff members whom I have known, and I believe that other professionals would agree.

This sense of dedication and enthusiasm is what made me so well suited for the sport of triathlon. My sense of resiliency and ability to manage crisis situations helped me through my first Ironman triathlon, a race consisting of a 2.4 mile swim, 112 mile bike segment, and 26.2 mile run. At 6 am it was 36 degrees outside, as I swam in a wetsuit staring at a buoy that seemed miles away; the only thing I could think of was,

Enjoy This Moment
Chris Mosier, Marymount Manhattan College

“what am I doing?” I could barely hear myself think over the sound of my chattering teeth.

This moment of self doubt happens on the job, usually just before knocking on a door; “Am I prepared to speak to a student who is suicidal?” Have I been trained well enough to safely handle a sexual assault? Will I know what to do when there is a actual fire? In those moments, I usually take a deep breath, remind myself of the training that I have been through, and remember that I’ve been in tough situations before and have always made it through. At that moment, I thought, “I will do this.”

As quick as a knock on the door in an incident, the cannon went off on that cold day as I was one of the 2,000 athletes wading into the water to begin the 2.4 mile swim. I am terrified of swimming; I can do it, but I dread it. But I had invested so much time into training that not doing this was never an option. My goal for the race was to finish, specifically finish the swim, which was the first event. After one more deep breath of frigid air, I plunged in. Each stroke of the swim was a reminder of how much better I’ve gotten at swimming over the course of my training, and my confidence increased with each buoy I passed.

After the race I realized the parallels of my triathlon season to working in residence life in respect to preparation, prioritizing, and setting goals. With each incident we encounter as professional staff, we gain confidence moving into the next situation. Each challenge overcome better prepares us for the future. I knew I would be able to finish my race because I had prepared well for each event.

In the past six months, I’ve balanced working full time with about 18 hours per week of training, taking graduate classes, and upholding my end of a successful relationship. Prioritizing my responsibilities has been the key to keeping all of the balls I’ve been juggling in the

Continued on next page...

air. Workouts were essential in being able to complete my goal of finishing the Ironman triathlon. They fit in around my work and school schedules, which often meant waking up early for workouts before work and staying up later for workouts before bed. Time is our most valuable resource and must be managed well.

“Before starting your next event, try an Ironman approach: take a moment to about the preparation and training you’ve had, take a deep breath, and remind yourself to enjoy this moment.”

Often we speak of life balance in residence life. Having interests and aspirations outside of work help enjoy my job, but a hectic outside schedule – or a hectic work schedule – can easily cause burn out. Triathlon training takes this into consideration by using training cycles, where workouts increase the difficulty for three weeks, followed by a recovery week where the training volume and intensity is decreased to allow for rest. Varying my workouts also helped me avoid burn out. Applying this theory to work is beneficial as well. After busy weeks or intense projects, varying my focus helps recover and prepare mentally for the next issue. This can mean working on ongoing projects, attending to less urgent tasks, or taking time to organize my workspace and inbox.

It is important to find joy in what we do. The Ironman race was a celebration of my training, but the training itself was enjoyable as well. Difficult workouts had the greatest benefits, with great confidence gained in simply making it through. Trying incidents and long weeks can be defeating, but it is important to remember the core reasons are work in the field. There is, somewhere in even the most difficult moments, joy to be found in the process, if not the end result. One mantra got me through my 11 hours and 39 minutes of racing: Enjoy this moment. I was thrilled to have completed the race, but knew that with all of the training, time, and sacrifice (mostly sleep) I had made paid off. I was most happy to stay completely in the moment and enjoyed the entire day.

In residence life, we sacrifice weekends and evenings for work events and our privacy in certain cases. We manage our priorities in hopes of living a balanced life. Resident advisor training and welcome weeks are work versions of ultra-endurance events. Before starting your next event, try an Ironman approach: take a moment to think about the preparation and training you’ve had, take a deep breath, and remind yourself to enjoy this moment. When challenging situations arise, you can take pride in knowing, You will do this.

Chris Mosier is an Assistant Director at Marymount Manhattan College and an Ironman Triathlete. To contact Chris, please e-mail him at cmosier@mmm.edu.

NASPA I and NASPA II Join NEACUHO to bring you the

Women's Winter Renewal Retreat

Friday, January 7, 2011
The College of New Rochelle
New Rochelle, NY

❄ ❄ ❄ ❄ ❄ ❄ ❄

Join us to re-energize, refresh, and renew...start 2011 with us to start your year off right!

❄ ❄ ❄ ❄ ❄ ❄ ❄

Please dress warm, relaxed and comfortably!

❄ 8:30am Registration & Check-in ❄ 9:30am -4:15pm Conference ❄



@istockphoto.com/Heidi Kristensen

Former leaders of NEACUHO have obviously been active with our organization prior to, and during, their tenures as President. Past Presidents also serve on the Executive Board post-presidency as advisors and provide additional assistance long after their terms have concluded. This active group of professionals are regular contributors to the newsletter, frequent attendees at annual conferences and drive-ins, and continue to present interest sessions and programs for the benefit of NEACUHO members.

This commitment to the student housing profession now continues with a newly created consultant team to analyze and evaluate residence life and housing programs as requested by members. The individuals listed below are participating in this venture:

<u>Name</u>	<u>Current Institution</u>
Cathy Raynis Meeker	Consultant
Jon Conlogue	Westfield State College, MA
Jeff Horowitz	Binghamton University, NY
Katheryn L. Bradford	Westfield State College, MA
Gary Bice Jr.	SUNY Fredonia, NY
Beth Moriarty	Bridgewater State College, MA
Henry Humphreys	Massachusetts Institute of Technology, MA
Tony Esposito	Bridgewater State College, MA
Paul Johnston	Colby College, ME
Robert Jose	Northeastern University, MA
Rich Bova	Brown University, RI
Valerie Randall-Lee	Northeastern University, MA
Tom Wozniak	Western New England College, MA
Chip Yensan	University of Rhode Island, RI
Dan Slattery	California Lutheran University, CA
Kevin Kelly	Mitchell College, CT
Carol Boucher	Quinnipiac College, CT
Jerry Stein	SUNY Stony Brook, NY
Chuck Lamb	Rochester Institute of Technology, NY
Kevin Hill	Southeastern Massachusetts University, MA (retired)
Madison Boyce	SUNY Buffalo, NY (retired)
Deanne Molinari	SUNY Purchase, NY (retired)

**NEACUHO Past Presidents Offer
Unique Services to Members
Chuck Lamb, Rochester Institute of Technology**

The program works in this fashion:

The program will provide NEACUHO member institutions with opportunities to have their campuses visited by an individual or team of NEACUHO Past Presidents to help review a number of program components.

Past Presidents have volunteered to be designated coordinators for specific items on the “menu” of choices available, which take advantage of their specialties and strengths. If an institution is interested in a consult or analysis of their program, they will contact the coordinator who will reach out to those designated individuals and request they join the consult team or serve in the capacity as an individual. The individual institution, however, will make the decision of who they would prefer as a consultant. Depending on a number of variables, including scheduling, the past president will accept or reject the assignment.

**“This active group of professionals
continue to present interest sessions
and programs for the benefit of
NEACUHO members.”**

The service will be offered to member institutions at no cost, but all travel expenses, meals, and lodging for the Past President Consultation Team will be assumed by the host institution.

The team or individual will visit the campus, make the assessment, and submit a confidential report to the campus representative by a date negotiated between the institution and the consultant. The team will require written materials in advance and one to two days of on-campus meetings with various constituents to gather information and sentiments.

There are numerous components of a housing or residence life program that could be evaluated by the Past President Consultation Team. Those various aspects are listed on the next page with the names of Past Presidents with expertise in that particular area.

Continued on next page...

Overall Management; Supervision of Staff;

Evaluation/Performance Appraisal Processes

Lamb, Hill, Molinari, Bradford, Humphreys, Bice, Conlogue, Meeker, Esposito, Boucher, Randall-Lee, Bova, Wozniak

Department Organization and Reporting

Structure/Office Management

Lamb, Hill, Molinari, Bradford, Humphreys, Bice, Conlogue, Meeker, Esposito, Randall-Lee, Bova

Job Descriptions

Lamb, Hill, Molinari, Bradford, Humphreys, Bice, Conlogue, Meeker, Randall-Lee,

Staff Selection (Professional and Student)

including Recruitment Initiatives

Molinari, Horowitz, Lamb, Bice, Meeker, Randall Lee,

Training Programs (Professional and Student) - In service and Prior to Opening

Horowitz, Bradford, Bice, Conlogue, Meeker, Boucher, Randall-Lee

Housing Administration; Room Assignments; Room

Selection Process; Room Changes;

Billing; Publicity; Vacation Housing; Check-in and

Check-out Procedures including Early

Arrivals

Moriarty, Lamb, Hill, Humphreys, Bice Johnston, Randall-Lee, Wozniak

Programming/Activity Models and Support

Systems

Bradford, Bice, Meeker

Budget Analysis

Hill, Conlogue Esposito, Bova

Facilities Management; Work Order System;

Facility Condition; Key/Lock Systems; Budget

Analysis for Facilities Improvements; Long Range

Capital Planning

Moriarty, Hill, Humphreys, Lamb, Slattery Bova

Renovation and Construction

Hill, Randall-Lee, Humphreys, Conlogue, Slattery, Johnston, Bova, Kelly

General Administration-On duty/On call

Procedures and Systems

Molinari, Moriarty, Lamb, Bice, Conlogue, Meeker, Randall-Lee, Bova

Salary Analysis

Hill

Student Conduct Management

Boyce, Humphreys, Bice, Meeker, Esposito, Johnston, Wozniak

Web Site Analysis and Management

Randall-Lee, Bice, Meeker

Conference Program Management

Meeker, Lamb, Hapgood, Slattery, Humphreys

Crisis Management Models

Stein, Bradford, Humphreys, Lamb, Bice, Conlogue, Meeker, Bova, Esposito, Boucher, Wozniak

Advising of Groups

Bradford, Bice

Contract Management

Meeker, Slattery, Humphreys

Dining Program Management

Randall-Lee, Lamb, Conlogue, Bova, Slattery, Kelly

Theme Housing

Humphreys, Lamb, Meeker, Wozniak

Development of Living and Learning

Communities

Stein, Humphreys, Meeker, Randall-Lee, Kelly

Partnerships with Academics

Stein, Bradford, Humphreys, Bice, Kelly

Publications and Communications with

External Partners (Students, Parents, Other

Offices)

Meeker, Lamb, Kelly

Continued on next page...

If any NEACUHO members are interested in this unique opportunity, a campus representative should contact Chuck Lamb, Director of Residence Life at RIT at chlrla@rit.edu or 585-475-6022 with the name(s) of a specific individual or topic with which the campus would like assistance. Chuck will then reach out to the Past Presidents Consultation Team to determine interest and availability. Chuck will keep the potential host institution informed of the progress of the invitation and a mutual date will be arranged.

“Past Presidents have volunteered to be designated coordinators for specific items on the “menu” of choices available, which take advantage of their specialties and strengths.”

In this era of accountability and proving the value of residential programs, this consultant team alternative would serve as an excellent option to the usual assessment processes and to potentially demonstrate the good work for which student housing programs are known. Additionally, if there are areas for your program that need a “tune up,” the team can clearly outline those needs. The low cost of this consultation program can’t be overlooked. The NEACUHO Past President Consultation members look forward to hearing from you and providing quality assistance to your programs.

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

**I’m going to RIT
NEACUHO
Annual
Conference:
June 8-11, 2011
[www.reslife.rit.edu/
NEACUHO2011](http://www.reslife.rit.edu/NEACUHO2011)**

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Adirondack Solutions specializes in developing software in the student life market. Our software is easy to use, robust for even the most advanced power-user, and can fit into just about any budget.

Annual Conference Bid Information

**Want to show off your campus
to over 200 of your colleagues?
Is your staff hardworking and
motivated?
Are you free in June of 2012 or
2013?**

*If you answered yes to all of
these questions, then you may be
ready to bid for the 2012 or 2013
NEACUHO Annual Conference!*

Timing of our Annual Conference:

In our most recent survey, the majority of respondents preferred “early June on a Wednesday-Friday” as the Annual Conference time frame.

The Conference Bid:

The purpose of the bid is to give the committee an idea of how our organization’s members would experience a conference held at your institution. To be given first consideration, your bid to host the annual conference is due by December 1, 2010. The committee may seek out additional bids after that time as needed. Complete bid packets were mailed out to member institutions.

After you submit the bid:

Bids from all schools will be reviewed and, as necessary, a committee will conduct site visits in the late fall and spring semesters. A recommendation for the 2012 conference will be made to the Executive Board and all applicants will receive notification in early spring. The site selection committee may also make a recommendation for the 2013

conference if applicable. The host school selected will be expected to register and send a delegation to the 2011 Annual Conference (June 8-11) at Rochester Institute of Technology. The purpose of this requirement is to provide the 2012 host an opportunity to “shadow” the 2011 host committee, to staff a host site table to supply information about the 2012 Annual Conference and to make a presentation at the closing banquet inviting members to attend the conference hosted by your institution.

Would you like to talk to past annual conference host chairs?

The following past hosts would be happy to talk with you about their experience as host chairs:

Carol Sacchetti

Director of Student Programs and Leadership
Roger Williams University
One Ferry Road
Bristol, RI 02809
phone: (401) 254-3088
csacchetti@rwu.edu

Beth Moriarty

Director of Residence Life and Housing
Bridgewater State College
100 DiNardo Hall
Bridgewater, MA 02325
phone: 508-531-1277
bmoriarty@bridgew.edu

Kathi L. Bradford

Director of Alumni Relations
Westfield State University
Horace Mann Center
Westfield, MA 01086
phone: (413) 572-5404
kbradford@wsc.ma.edu

Continued on next page...

Kristin Calegari

Assistant Director of Residential Life
 Newing College Office
 Binghamton University
 Binghamton, NY 13902
 phone: 607-777-2864
kcalegari@binghamton.edu

If you are unable to bid at this time:

There are many opportunities to host other NEACUHO events on your campus and we are always looking to visit new institutions.

If you are interested in hosting a one-day conference or workshop during the 2011-12 year, please let me know. These opportunities include the New Professionals Drive-In, the Spring Drive-In, the Residential Operations Drive-In, one day retreats sponsored by the Social Issues Committee, e-board meetings, etc. *(descriptions of the needs for each are also in this ad).*

If you have any questions about bidding for NEACUHO 2012 or 2013, please contact Paula Randazza (Raz), NEACUHO President-Elect, by emailing prandazza@rivier.edu or by calling (603) 897-8244 for more information.

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

Continued on next page...

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 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 of, and provided by,
Nathalie Pearson.

**Best Practices: 3 Responses to
Student-Veterans' Housing Needs
Nathalie Pearson, University of Rochester**

Veterans from Operation Enduring Freedom in Afghanistan and from the Iraq War/Operation Iraqi Freedom are now attending colleges and universities around the country.

At the undergraduate level in 2007-08, there were 660,000 student-veterans and 215,000 military service members (American Council on Education [ACE], 2009). With the enactment of the Post 9/11 GI Bill in 2009 and the poor state of the economy, the number of student-veterans attending institutions of higher education should continue growing.

For some time now, professionals in the field have been discussing whether they are ready to help the veteran student population. In 2007, Gwendolyn Dungy, executive director of the National Association of Student Personnel Administrators [NASPA], stated, "We owe veterans. They have to be thought of as a special population... We're sitting here and we are not ready for them" (Marklein, 2007, 10). The following year, DiRamio, Ackerman, and Mitchell (2008) emphasized the lack of research on today's student-veterans' needs. Professionals in both student affairs and academic affairs have begun discussing student-veterans' issues and sharing their best practices. Two examples are the establishment in 2009 of a Veteran Symposium for Higher Education and the formation of a Veterans Knowledge Community under NASPA.

"A number of benefits have been identified for student-veterans who live with other student-veterans."

Student-Veterans: A Specific Student Population

Although it is rarely discussed, student-veterans have a need for multiple housing options. "From a 26-year-old on her own to the 50-year-old with a family, student veterans are looking for a range of housing options" (ACE, n.d.). According to ACE (2009), in 2007-2008, 85 percent of the

student-veterans/active duty military members/reservists studying at the undergraduate level were 24-years-old or older. Consequently, it is understandable that they do not want to or cannot live in residential halls with typical freshmen.

A number of benefits have been identified for student-veterans who live with other student-veterans. For example, some student-veterans find it easier to relax when in the presence of only other student-veterans because they can predict each other's behavior; hence, eliminating the perception of a possible threat. Also, the camaraderie built while in the military service creates a natural supportive environment, as well as a social group for student-veterans; two important retention factors for many students.

3 Responses to Student-Veterans' Housing Needs

1. The first approach is to offer student-veterans *the ability to request only student-veterans as roommates*. This is currently done at the University of Michigan and at Mississippi State University. Since the average age for student-veterans is much older than typical freshmen, the University of Michigan also offers student-veterans the possibility to request a roommate of a similar age.

2. The second approach is to recognize that student-veterans *can be a learning community that can be housed together*, a concept that is already done with special interest housing/affinity housing, where students with shared interests and/or experience live together and support each other. If an institution cannot reserve specific quarters for student-veterans, purchasing or renting housing locally, as it is done for guesthouses and fraternities, is another option. San Diego State University [SDSU] has implemented this concept in 2009. President Weber reassigned a house on "frat row" to its Student Veteran Organization [SVO]. Since September 2009, the Veterans House has been used as the center of student-veterans' student life. It is *the* place where they socialize, study together, and hold their weekly meetings and special activities such as BBQs and fundraising events. The house itself has only one bedroom, which is occupied by a member of the SVO board. The apartment

Continued on next page...

style housing for the student-veterans is next to the house. In a recent interview, Nathaniel Donnelly, SDSU's Veterans Coordinator, summarized the Student Veterans House's first year as very successful. Out of the 23 spots, 17 were occupied this year. This is considered successful as most student-veterans attending SDSU were already bound by their lease or well established at their current location. When describing how student-veterans most benefited from living at the house, Donnelly stated that the veterans benefited most by their direct exposure to SVO's events, avoiding the stress of driving in and out everyday, and the exceptional pricing offered compared to housing in San Diego. The only negative side to this experience, according to Donnelly, has been the noise level on "frat row" during the weekends, something some student-veterans have been complaining about - particularly when trying to study. Finally, Donnelly pointed out that there has been great interest in the Student Veterans House since its opening. His office has received numerous calls from all over the country inquiring about its running. Perhaps, there will be more such houses in the near future.

“Asking student-veterans currently enrolled about their housing needs and to which extent they are met should guide institutions' efforts in improving their housing options.”

3. The third approach is to provide *support to student-veterans in finding adequate housing off-campus*, beyond what is typically offered to students. David Blair, Veterans Outreach Coordinator at Mississippi State University, detailed some of the special off-campus housing services offered by their Center for America's Veterans:

The Center keeps a list of veteran-friendly landlords, whom they know personally.

The center helps student-veterans find other student-veterans with whom to live.

The office maintains ties with all the realtors downtown. For student-veterans coming from out of town to find housing, the staff at the Center can act as intermediaries by communicating with a realtor to set up a tour of different apartments available.

Some landlords give the keys to their apartments that are available to the Center and the staff at the Center will show the apartments to the student-veterans.

The Center has developed strong relationships with some of the local landlords and has negotiated pricing deals with them, so that the prices remain at the lower

end of market value.

These same landlords also agree to break student-veterans' leases – without penalty – when they are remobilized.

Some landlords who do not live locally have agreed to allow student-veterans to work for rent. The student-veterans do light general maintenance jobs such as grass cutting, light bulb replacement, and repair supervision.

Whatever special housing options an institution offers, it is important to let student-veterans know about them as soon as possible. As well, the office overseeing Veterans Services and the Residential Life/Housing Office need to work hand-in-hand to offer the best possible housing options. Asking student-veterans currently enrolled about their housing needs and to which extent they are met should guide institutions' efforts in improving their housing options.

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Nathalie Pearson works for UR Research at The University of Rochester. To contact Nathalie, please e-mail her at Yets.in.college@gmail.com.



*Photo of, and provided by,
Brett Wellman.*

Performance Appraisals Made Easier

Brett Wellman, Benjamin Franklin Institute of Technology

Whether it's each semester or once a year, your institution should have an evaluation process for professional staff members. If your campus's timeline is like any other, most of the time it falls during one of the busiest times of year – residence hall closings! But never fear; this should not be a stressful process for you. Evaluations should be easy to complete and not as daunting to review with your staff members. Obviously there will be a certain amount of time committed to completing the paperwork part, but the “search and find” of relevant information to put into it should be at your fingertips.

Being organized in the process.

The first thing you should be doing consistently is managing your employee personnel files and keeping an accurate record of their performance throughout the year. You'll want to include the great things they are doing as well as the items you discover need improvement. Many times we'll be sitting at our computers in May going through endless amounts of evaluations and racking our brains to remember what happened with this staff member throughout the year. If you don't have the strongest memory, you often will put impersonal comments into the evaluation as filler. How often have we read “Employee is a great team player” or “Employee needs to take more time for him/herself?” These are generic comments that don't embrace any genuineness or sincerity. Instead, you should site specific examples like, “Employee showed great team work skills when he/she led the Residence Life staff in organizing a campus-wide anti-bullying campaign” or “While employee takes initiative and is always covering on-call duty for fellow staff members, I would recommend that the employee take more time for his/herself to avoid burnout.” The latter examples are more specific, direct, and genuine and will help the employee better understand their performance and how to make improvements.

Now, let's return to the compiling of the information. The more you put into the record keeping throughout the year, the greater the rewards and less time you'll spend creating

the evaluations. With your up-to-date record keeping, your job is made much easier. You'll browse through the Post-its, notes you've made, and letters of praise/needs improvement to compile the end of the year evaluation. Seeing the notes will remind you of other specific examples that you can put into your employee's evaluations. There is no greater feeling that reading specifics in an evaluation; it makes the employee feel that their supervisor has a genuine interest in them and that their supervisor is paying attention.

Setting them up to succeed.

Years ago, one of my first supervisors gave me a blank copy of the evaluation form that I'd be assessed upon at the end of the year. He told me what better way for me to succeed than to know up front what is expected of me, so I could use that as my own resource to be successful. This idea was brilliant, and I'm not sure why previous supervisors hadn't applied this method of management. It makes perfect sense: if you want your staff member to succeed, lay out the expectations and the means of evaluation to them at the beginning of their tenure. This way you'll avoid any conflicts in regards to employees not knowing what was expected of them or the surprises on their evaluations of poor performance.

“It makes perfect sense: if you want your staff member to succeed, lay out the expectations and the means of evaluation to them at the beginning of their tenure.”

During my first individual meeting with each professional staff member I've had, I tell them the same thing: their end of the year evaluation will never be a surprise. They'll know how they're doing through constant feedback during the year. If there is a needs improvement plan on their evaluation, they'll already know about it and possibly be working towards completing that. If anything is surprising to the employee, either they were not paying attention during the individual meetings, or somehow the supervisor has dropped the ball in communicating effectively to them.

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Having those difficult conversations.

Like me, many of you probably do not get pleasure out of having those difficult conversations with employees about their performance not meeting expectations. These are the difficult conversations that we'd rather avoid. However, if you avoid telling them how they can improve, you're only setting them up for either more failure, or to respect you less when they discover their infractions at the end of the year. So what's the key to making this awkward and difficult time more bearable? **Instant and constant communication.** The more you are able to be open to your employee throughout the year, the easier these conversations are. Some tips to make a difficult conversation easier include:

- **Make sure the meeting is scheduled.** Do not tell an employee something that needs improvement in passing or in front of other employees. They will understand that this is a serious conversation if you're meeting with them privately.
- **Meet with the employee soon after you discover something is wrong.** Do not wait until the end of the semester to tell them a list of ways they weren't meeting your expectations. If you discover something (whether it be a specific incident, complaint by other personnel, or just not meeting your expectations) meet with them instantly. This will show them that you're paying attention and that you want to see them make appropriate changes to be successful. If you wait a few weeks until your next scheduled meeting, they may not understand why it's "a big deal" now when it wasn't addressed before.
- **Be direct regarding why you're meeting.** Do not sugar-coat their performance. This will give them mixed signals which possibly could be confusing to the employee about how they're doing. If they're not meeting expectations, let them know that. Be direct, but be developmental. It's not effective to be completely negative with them. They're looking to you for mentorship and support.
- **Develop a plan of action with them during the meeting.** This will show the employee that there is a joint effort in fixing the area of concern and you're invested in their success. I always ask "what can we do to fix this" or "what are your suggestions at moving past this situation?" I will create the needs improvement plan with them; sharing my ideas and incorporating their feedback as well. I will also give them a copy of the needs improvement plan, so they know what is expected moving forward.
- **Document.** If you've heard it once, you've heard it dozens of times. Documentation is a key factor in accountability. If performance doesn't change and you are not able to work successfully with the employee, you may get to the point where it's in the best interest of the organization and the employee that there is a separation. Without documentation, that's very difficult to make happen. With documentation, the motive should not be to "eventually get rid of the employee" but more of documenting to protect you further on in case it gets to a higher level of accountability.
- **Reassure them.** It's important to let the employee know that you are here to help them succeed. Being told something negative about your performance can be embarrassing or even damaging, so knowing that there is a support system will be reassuring. As the supervisor, you need to be committed to helping the employee succeed and be active in the plan of action approach. It's okay to say "I'm confident that if we work together on this plan we've developed, this will no longer be a concern to either of us" or "I'm just as invested in your success as you are and please utilize me to get back on track." You want them to succeed, so make sure they get that message from you.
- **Schedule a follow up meeting.** The timeline for this can vary on the severity of the needs improvement plan. I would suggest giving the employee ample time to complete items that were discussed for the plan of action. Maybe a month later, have a follow up meeting and revisit the plan of action to see what progress is being made and what needs to be done differently if possible. Again, this will show the employee your investment in their success and your intentions are genuine.

By utilizing these tips, the performance appraisal process with your professional staff should be a more enjoyable and developmental experience. When you hired (or in some cases, acquired your staff) you noticed some potential in them and their impact on the greater team dynamics. It's important to keep that team strong with passionate members. Constant communication, accountability, and working together to achieve success are key factors in keeping your residence life team resilient. Not only will this strengthen your staff, but it will also show great rewards throughout your entire residential program.

Brett Wellman is the Director of Residence Life and Housing Benjamin Franklin Institute of Technology. To contact Brett please e-mail him at bwellman@bfit.edu.



Photo of, and provided by,
Casey Wall.

Cyber Bullying Webinar Casey Wall, Binghamton University

Since our committee meeting in June, the Risk Management and Legal Issues Committee has been planning two webinars for this academic year. The first was planned for October on the topic of cyber bullying. This is a topic the committee felt was important and a growing concern across the membership. Unfortunately, during September the committee was proven correct, as a series of suicides took place across the country, with some related to such cyber activities. The goal of the Cyber Bullying Webinar was to provide the attendees with as much information as possible surrounding this important and ever changing topic. We also hoped to discuss things that can be done on individual campuses to try to combat the issue before it's impact could lead to the loss of a life. Cyber bullying, or as we on college campuses should refer to it, cyber stalking, is a very difficult topic. It is difficult for several reasons; there is no universally accepted definition, our students often do not know the campus policies can help them in the event they are being cyber stalked, and most of the state laws throughout the membership have not been able to catch up with these types of actions.

“I would like to stress how important it is for us, as administrators, to understand as much as we can about cyber stalking.”

Beth Riley, Senior Counselor at the Binghamton University Counseling Center and I, Casey Wall, began the webinar with several working definitions, discussed who might be a potential cyber stalker. We also presented some possible avenues individuals use to partake in such cyber activities. We moved to a discussion surrounding cyber stalking and the law, where we highlighted Rhode Island's state law, highlighting how complex cyber stalking can be from a legal point of view. We also discussed campus policy, highlighting Quinnipiac University's as an example, since their policy is very detailed and covers both harassment and electronic communications. Beth discussed the psychological part of cyber stalking for the victim and what administrators can do

to help. Lastly, we talked about some of the things that are done at Binghamton University in order to educate our student population on the topic, in hopes that attendees might be able to take ideas back to their own campuses. Here is some basic information regarding cyber stalking:

“The majority of our campus policies allow us to hold students accountable for being the perpetrator of cyber stalking, but often the victimized student doesn't realize that there is something they can do about it.”

- Anyone is a potential cyber stalker. Often the cyber stalker has had a preexisting relationship with the victim.
- In 20 to 40 percent of all stalking cases electronic communication is a factor.
- The majority of our campus policies allow us to hold students accountable for being the perpetrator of cyber stalking, but often the victimized student doesn't realize that there is something they can do about it.
- Jurisdiction in a cyber stalking case for law enforcement can be very difficult, as the cyber stalker can be anywhere in the world. There also needs to be intent for the victim to see what was said about them. If two people are communicating about someone and that person would not normally see the communication, it is not a cyber stalking crime, even if this someone happens to see the communication.
- If a student does come forward stating that they are being cyber stalked, here are some basics to assist you:
- If they are receiving unwanted electronic communications from someone, the student needs to make it clear to this person not to contact them again. The student should save all communications for evidence; and consider blocking or filtering messages from the perpetrator. If the unwanted electronic communications continue and the student has asked the person to stop, contact Residential Life and law enforcement, and provide as much detail as possible.

Continued on next page...

I would like stress how important it is for us, as administrators, to understand as much as we can about cyber stalking. We have heard countless reports from elementary, middle and high school level about students attacking other students via electronic communications, to the point where the victim commits suicide. These very students who have harassed others are making their way onto our college campuses. If you are interested in hearing more about cyber stalking, please look for me at the NEACUHO Annual Conference at RIT, where I hope to present the webinar.

Casey Wall is a Community Director at Binghamton University. To contact Casey please e-mail her at cwall@binghamton.edu.

Recognition

Recognition is a simple, immediate and powerful communication tool that reinforces positive outcomes. In addition to motivating the individual, recognition also motivates those around them, creating positive morale in the work environment. A win-win situation. It is significantly important to maintain fairness and consistency, supply reasons for specific actions and behavior, and provide an

element of surprise. This helps gain insight to what to focus on for professional and personal improvement. Remember to avoid favoritism, rotations, voting and mysterious selection. These approaches prevent recognition from being truly rewarding.

Supervisors of Resident Assistants make it a priority to have some type of recognition for their staff. Yet, once we move higher in the field, recognition does not take precedence. This component gets lost as positions and responsibilities change. Recognition is something that we should all focus on more.

The Media and Publications Committee intends to create new ways to recognize our members. We have come up with a few ideas, such as recognizing frequent writers, "Shout Outs" to colleagues, "We Said it Quotes" (humorous/informative), "Innovation Corner" (new ideas and projects), "Out and About" (colleagues' activities), and "Member Appreciation Month." We want to hear your thoughts and suggestions so that we better acknowledge everyone's hard work and efforts. If you have recognition ideas, please feel free to contact myself or Committee Chair Pete Nardone.

Ryan Greelish is a Residence Hall Director at Sacred Heart University. To contact Ryan, please e-mail her at greelishr@sacredheart.edu.

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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.

E-mail all submissions to pnardone@binghamton.edu.

Issue Focus	Submission Deadline	Publication Date
Mid-Levels	January 14th	February
New Professionals	March 8th	April
Chief Housing Officers	May 9th	June

To download past issues of *The Navigator*, visit us at www.neacuho.org. Feel free to e-mail Pete 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 October issue of *The Navigator*

Matt Austin, UMass Lowell
 Gary Bice, Jr, SUNY Fredonia
 Jacque Bollinger, University of Wisconsin Oshkosh
 Jess Faulk, Simmons College
 Tracy Lea Hensley, Skidmore College
 Megan Houlihan, University of Hartford
 Erin M. Kennelly, Bridgewater State University

Daniel LaBonte, Roger Williams University
 Kristin Murphy, Worcester Polytechnic Institute
 Nicholas Poche, Bryant University
 Kim Schmid-Gagne, Keene State College
 Sarah Unruh, SUNY Cortland

You Make A Difference!





Photo, of and provided by,
Ryan Greelish.

A strong partnership with faculty in the residence halls is very beneficial not only to students, but also for the staff and department as a whole. This 'outside of the classroom' setting provides for more informal interactions and opens an opportunity for greater life learning and growth. Though this idea is an acknowledged one, it continues to be a challenge to implement. Faculty members might be unfamiliar with the experiences that go on in a residence hall and staff members may not know how to utilize faculty; it is important to recognize this and be patient and understanding of the different cultures that need to come together for this partnership to be a successful one. Here are a few tips and reminders for developing this partnership:

- Create a cross-departmental committee which includes faculty and staff to determine goals and potential outcomes, set up a planning process and manage a budget.
- Encourage professional staff members to provide leadership, accountability and directions that are inclusive for faculty involvement.
- Be aware that some faculty members may be under pressure for tenure; these faculty members are who will be teaching more classes and can be more relevant to students, though their time is limited. Faculty members who are more senior and tenured have time and flexibility, but are more removed from the students.
- Involve faculty whose research and teaching interests match programming topics such as healthy eating (nutrition), dating patterns (sociology), credit card contracts (business) and college-student drinking behavior (psychology). This educational connection to faculty through service and their work can justify the participation for them.
- Send out personalized invitations to faculty; include
- connections with students that the faculty may know through courses or advising.
- Not all faculty members are comfortable with going into a residence hall at first, so start with familiar settings such as an office, conference room, classroom, theatre or library for gatherings.

Developing a Partnership with Faculty in Residence Halls

**Ryan Greelish, Sacred Heart University
& Leilannie Quintana, Sacred Heart University**

- Develop a structured, time-definite program with a detailed outline consisting of expectations, intended outcomes and methods of Implementation.
- Have fun creating new relationships! Enjoy the benefits from a positive learning atmosphere in residence halls!



Photo, of and provided by,
Leilannie Quintana.

Leilannie Quintana is a Residence Hall Director at Sacred Heart University. To contact Leilannie, please e-mail her at quintanna@sacredheart.edu.

Ryan Greelish is a Residence Hall Director at Sacred Heart University. To contact Ryan, please e-mail her at greelishr@sacredheart.edu.

WELCOMO New Professionals Drive-In Conference
February 25, 2011
University of Southern Maine

This is a great opportunity to network in the Northeast region and help you to build the skills to become a better professional. See the next issue of *The Navigator* for more information.

Questions? Contact:
Megan Igoe (megan.igoe@quinnipiac.edu) or
Greg Mantolesky (mantolesky@wit.edu)



Networking-alexsl.

*Reslife 2.0: Join the Party...
5 Years Late!*
Jess Faulk, Simmons College

In June of 2005 a major evolution in technology landed on many of our computer desktops. The odd part is that the majority of people reading this probably had no idea that it had even happened. How could a technological advancement of that magnitude be missed by so many and why am I talking about it 5 years later?

The first answer is simple. The evolution came with the release of iTunes 4.9 with built-in support for podcasts.¹ Podcasting as a medium for receiving information was not new; integration with a tool used by millions – iTunes – made it accessible to the masses.

“I even remember telling my professors and friends about it and predicting that it would drastically change the way people received their news, listened to music, and learned.”

To answer the second question, I want to go back to my own summer of 2005. I was spending my summer in Ohio, mourning the fact that all of my grad school friends were away at exciting internships abroad. To pass the time I spent many hours on the web reading about the coming tech trends. The moment I read about podcasting I thought, “This is going to be big!” I even remember telling my professors and friends about it and predicting that it would drastically change the way people received their news, listened to music, and learned.

Five years later, I can look back with clarity and see that it did not truly transform everything. It certainly opened the door, but it didn’t capture the attention of mainstream America. Podcasting is instead relegated to live in the world of news geeks and information junkies. Fortunately for you, I am both and I want to share with you some of my own lessons on how you can tap into this wonderful world for yourself. Looking for cheap professional development, a way to catch up on the world, or an escape from the student

affairs world? Then podcasting might be for you too! Below are my lessons learned in the pursuit of the best podcasts:

Explore areas of interest

As anyone who knows me will attest, I am an info geek. I suck up everything from random fact books to Modern Marvels. So when I went looking for podcasts, I wanted ones that I felt would make me smarter and more informed.

I am subscribed to CNN’s [Anderson Cooper](#), MSNBC’s [Rachel Maddow](#), and NPR’s [Wait, Wait Don’t Tell Me](#) (my favorite). While I recognize that these news sources won’t fill me in on everything happening in the world outside of my college, I feel like they give me a reality check from that the latest roommate conflict or student petition.

See what others are listening to

While podcasting is still not yet very popular (in comparison to other aspects of pop-tech), that doesn’t stop thousands of people from creating new content. The choice of podcasts can be overwhelming. Stumped on where to start? See what your colleagues or favorite bloggers are listening to. I had trouble finding any one resource with all of the higher education podcasts listed, so I will give you a few of my favorites. Visit [BreakDrink.com](#) and [jefflail.com](#) to subscribe to their podcasts covering the latest news in higher education technology and beyond. Check out [The Chronicle of Higher Ed Tech Therapy](#). The podcast is broad in its scope, covering how technology reaches every aspect of the university, but approaches the topic in a way that is accessible for the non-geek.

“How could a technological advancement of that magnitude be missed by so many and why am I talking about it 5 years later?”

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Check major news sources

Feel like you are always playing catch up when it comes to higher education news? Then subscribe to the big news sources for our field. Try [Inside Higher Ed](#), [Chronicle of Higher Ed Interviews](#), or [EDUCAUSE](#) to stay up to date on the latest college controversies or to gain new insights. Imagine talking to your boss about the latest exciting thing that you heard about in [The Chronicle](#). Bonus points for being informed and double points for doing it with social media!



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Search Well and Automate it

Start exploring the podcast world with the iTunes store. Most podcasts are completely free, so there is no commitment for trying it. Before you download you can also check out reviews, details on the episode, and length. [Freakonomics Radio](#) is only 30 minutes, while many are as long as an hour. Most important aspect to making this work in your busy life is to automate the downloading to your computer and syncing it to your Mp3 device. I plug my iPhone into my computer and automatically get the latest episodes for my walk to work

“The key reason why I was so enamored with this new medium of communication back in 2005 was that it was for people on the go.”

Try something new

While I definitely seek out podcasts on technology, higher education, and Apple, I have also stumbled on podcasts on other interests such as crafting and politics. If you have an interest; they have a podcast on it. The newer trend is video podcasts. You can sync an entire cooking show to your iPod and bring it to your kitchen with you!

Not convinced yet? The key reason why I was so enamored with this new medium of communication back in 2005 was that it was for people on the go. It allows me to get my news while walking between meetings and catch up on my

interests while exercising or cleaning the house. It's the perfect medium for student affairs pros on the go! If you are already a fan of podcasting, message me with your favorite shows and I will share them with our readership.

To get started, watch [podcasting in plain English](#) on [commoncraft.com](#). For those of you who would rather explore than listen to instructions, go to the iTunes music store and click the podcasts link on the navigation bar, or start searching for a topic and see what pops up!

Jess Faulk is the Director of Residence Life at Simmons College. To contact Jess, please e-mail her at faulk@simmons.edu or via twitter at <http://twitter.com/jessfaulk>.

Sources:

¹ Wikipedia (06 November 2010) "[Podcast](#)"

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&
Westfield State University (MA)**

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Hope to see you March 5!

Kindest regards,
Maura
Dr. Maura Cullen
www.TheDiversitySpeaker.com



Photo of, and provided by, Cathy Reynolds Meeker.

Cathy's Column

I have been a Residence Hall Director now for 5 years and I am currently in my 6th and final year. I want to continue moving up in Higher Education, and hopefully become a Director someday but I am unclear who I should talk to about my career path. I feel that with my experience it's time to talk to some of the CHOs in the field. Any thoughts?

It is great that you have taken the time to serve as a Residence Hall Director for five years and that you have a career goal to be a Director of Residence Life. Often when we initially determine that we would like the top position in our field, we have a romanticized, simplified, or uninformed image of what that position requires. Clarity of the CHO position allows you to make a specific assessment of the skills and experiences you have at this time and the skills and experiences you will need to acquire to one day be a Director of Resident Life/Director of Housing. By talking to different Chief Housing Officers at different institutions of different sizes and types you will learn what type of institution may be the best fit for you as well as the skills and experiences that will help you succeed once you are in the position.

“Talk to those who are in the position you envision as your ultimate career goal so that you clearly understand the position, the skills needed to do the position well, the benefits and the honest challenges of the position.”

Talk to those who are in the position you envision as your ultimate career goal so that you clearly understand the position, the skills needed to do the position well, the benefits and the honest challenges of the position. Talk to CHOs and get their insights. Ask them to chat over coffee or go for a walk together. Ask questions about their career and what they advise for someone in your shoes.

Anytime I start thinking about a position in my future, I have found it helpful to talk with those who have the title I am seeking. I have found that if I am sensitive to their busy times, let them know that I would like to ask them questions about their career path, and seek advice about my future, they are more than happy to help. It is highly likely that someone took the time to help them figure out how they should approach the forks in the road of their career path and they will be generous with their time and information. Talk to your boss. Talk to your CHO. Talk to other CHOs at retreats, one day conferences, and Annual conferences of NEACUHO (or any other professional organization.) Ask them what they did to prepare for their position and what you should do to prepare for your next position. Ask them, if you eventually want to be a Director of Residence Life, what they would advise you to do. It is also good to learn about what they see as a good way to use this sixth year as you transition to a new position. Ask them what conferences would be most beneficial to attend this year to gain the experience to prepare you for the next position, and what conferences, websites, and other references would they suggest for your job search. It would also be good to get their thoughts about any committees, special projects, events, volunteer work, or organizations you should include in your last year.

You have a solid foundation to confidently transition to the next level. I wish you an enjoyable 6th year and an exciting new beginning.

To be honest I am quite intimidated by approaching some of our CHOs, but I'm told to do a lot of networking early on. Do you have any advice on how to approach a Mid-Level Manager or Director so I can network accordingly?

Do your job extremely well. That makes it easier for Mid-Level Managers or Directors on your campus to have relaxed, fun, positive interactions with you. If they know they can count on you then

Continued on next page...

offer moments of authentic openness and sharing. If they constantly have to be “on” as your supervisor then it is harder for them to relax with you. So make sure you are doing your job well, are developing your own personality, interests and hobbies, and are developing positive relationships with everyone you encounter.

“CHOs and Mid-Level Managers want to feel respected, appreciated, challenged, and needed.”

Secondly, recognize that CHOs and Mid-Level Managers are people, too. They have the same needs as you, they have just spent more time in the field and have taken on responsibilities at a level or two (or three, or four ...) above you. They want to feel respected, appreciated, challenged, and needed. They have career and personal goals, and just like you, sometimes they experience positive accomplishments in both areas and sometimes they experience challenges that seem incredibly overwhelming. Just like you, the Mid-Level Managers and CHOs are not really in ultimate control. They report to others and sometimes have to carry out, or have their department carry out things they do not understand or agree with. If you get the opportunity to get to know some of them, you may find out that they have similar values, interests, goals, and past accomplishments as you do.

Thirdly, the Mid-Level Manager and the CHO often have a much smaller support group and peer group on the campus than the Resident Hall Director does. Usually the RHDs will join each other for breaks, lunch, exercise, and socials. Mid-Level Managers and CHOs often do not have anyone asking them to go to lunch or have a coffee. Because of this, just ask them for a moment of their time. You may find that you are the first one in a long time to ask them to have coffee and to share their advice.

Based on this information, I would suggest that you:

- Invite the Mid-Level Manager and the CHO to join you for coffee breaks, or lunch, or to join the group for a walk or a social break. They may say no, but they will appreciate that you were thoughtful, inclusive, and considerate (especially if you walk right by their door!).
- Get involved with committees and task forces that are important for your Mid-Level Manager and/or

CHO. Be helpful, dependable, timely and follow through with all tasks you take on to help the CHO or Mid-Level Manager succeed.

- Get involved in professional organizations of choice. Be active on committees. You will meet Mid-Level Managers and CHOs!
- Be a presenter and ask your Mid-Level Manager or CHO if they want to present with you.
- If your Mid-Level Manager or CHO are a chair of a committee or task force for a professional organization, offer to help. Join their committee/task force and ask what they need. Be there for them.
- If you become a conference or retreat chair, ask your CHO or Mid-Level Manager to be a keynote, panelist, mentor, or presenter. They will appreciate that you thought enough of them to consider them.
- Ask for their opinion. Listen. Do not get defensive. Heed their advice.
- Participate in NEACUHO district socials and other socials. No matter how shy you are, introduce yourself to everyone. Talk to everyone, even the CHOs and Mid-Level Managers. They will usually appreciate a friendly conversation.
- Participate in case study competitions. Judges are usually Mid-Level Managers and CHOs who will remember the standout participants. It is just one more way to have an important live experience while interacting with CHOs and Mid-Level Managers.
- Save your money each month for future professional development conferences. It is important that you commit to an organization that fits you and enhances your professional development. Each time you return to another retreat or conference you will recognize more faces. Have faith that if you come back each year you will develop friends who are peers, Mid-Level Managers, and CHOs over time.

“It is good to meet with your entire staff on occasion to communicate priorities, vision, mission philosophy, goals, updates, and important decisions.”

- Keep in mind, that as CHOs progress in their career there are fewer and fewer of the peers they started their career with attending committees and conferences like NEACUHO. They relish the time

Continued on next page...

with the peers who do attend each conference/retreat, but they are very open to meeting new people.

- Be comfortable with yourself and your own life. Don't be so focused on gaining the approval of Mid-Level Managers or CHOs that you lose your own foundation, confidence, and sense of self. Invest in developing your own interests, thoughts, values, and sense of self.
- Attend retreats and conferences or get involved with experiences such as RELI, the National Housing Institute, ACUHOI's focused conferences, and other retreats where mentoring opportunities with CHO's and Mid-Level Managers are central parts of the experience.

As a Mid-Level Manager, one of my goals is to be a Director within the next few years. Although I know I will be "pulled" away from the interactions I have with my students, and I value that dearly, I was hoping to get some advice in keeping that connection at the CHO level. Thank you.

I have witnessed many of my peers transition from the Mid-Level Manager position to the CHO position and purposely create a model of involvement that allowed them to do their job well and stay involved with students. They did not try to continue as Resident Hall Directors as they took on Mid-Level Management or Director of Residence Life positions. They needed to support the RHD to do their job well and they did not hold on to that position as they moved up. On the other hand, they found ways to enhance their visibility, accessibility, and an understanding what was going on in their department while purposefully committing to certain activities/events/organizations that were important to them.

"Their presence at the Inter-Hall Residence Hall Council or the NRHH made the council and the honor society extremely important and successful."

Some felt it was important to walk their halls and visit each hall over the course of the year. They participated in programs in the halls to support the efforts of the staff and to spend time with students, student staff, and entry-level staff.

Some attended certain meetings of resident hall leaders with the primary advisor. Their presence at the Inter-Hall Residence Hall Council or the NRHH made the council and the honor society extremely important and successful. Their presence allowed them to stay abreast of amazing students and the issues student cared about. This involvement helped CHO respond quickly to issues and be a part of the development of student leaders.



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Some have attended major events of organization like the NRHA inductions, the training of hall council leaders, residence hall staff training, etc.

It is good to meet with your entire staff on occasion to communicate priorities, vision, mission philosophy, goals, updates, and important decisions. This is an effective way to be the CHO but to provide yourself with opportunities for involvement with the entry-level staff who might not otherwise have access to you. You can have a "coffee with Cathy" type of event where the entire staff knows they are welcome to join you. You can set up a similar event where students from each resident hall are invited to talk with you over coffee and cookies at set times over the course of the semester.

Some CHOs have been successful at staying connected to students while advising student organizations. Advising service, Greek, theater, music, athletic or leadership groups may allow the CHO to have student contact while adding an area of experience to their resume. CHOs have also helped students participating with Campus Ministry retreats, service learning projects, and regional and national leadership competitions as a way of staying involved with students.

CHOs can also volunteer to help with orientation, graduation, admissions, athletic, and development events to maintain connections with students while building relationships and respect with others across the institution.

Cathy Raynis Meeker is the Past President of NEACUHO from 2008-2009. To contact Cathy, please e-mail 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: John Delate

Position: Director of Residence Life and Associate Dean of Student Affairs

Institution: Purchase College, SUNY

Previous Positions: Associate Director of Residence Life at Purchase

How long have you been in your current role: 6 years

Education: BS (Mansfield University, PA) MS (Mansfield University, PA) MA (Clark University, MA) ABD (Clark University, MA) Degrees in Education and History



Photo of and provided by John Delate.

What does NEACUHO mean to you: NEACUHO has always

been a part of the professional development program for Residence Life staff at Purchase. When I joined the Res Life team at Purchase as a Residence Coordinator, I attended numerous drive-in programs and conferences. NEACUHO helped me develop into a real professional in the field, as well as to network with other housing professionals. NEACUHO continues to be a very important organization to our staff, with a few staff members serving directly on NEACUHO committees. NEACUHO makes our program at Purchase all the better.

How does Professional Development impact you at the CHO Level: Professional development is a life-long process, and it critical for organizations and employees to remain engaged, active, and knowledgeable. We take advantage of NEACUHO offerings as well as provide local professional development workshops for our staff. In my budget allocation process, I place a high priority on staff development. The dividends received are extensive for the individual as well as our program. In my role as chapter

president of the union (UIUP), I oversee the professional development program so this area is near and dear to me no matter what role I serve.

What made you decide to go into the field of Residence Life and Housing: I was a Resident Assistant as an undergraduate at Mansfield, and I knew from day one that this type of position fit with my desire to work directly with people, help educate students, learn from others, and develop organizations. Although my positions and responsibilities have changed over the years, the values, goals, and fulfillment have remained consistent. I am blessed to be in such an engaging and rewarding field.

Biggest issue facing CHOs is: Trying to provide a quality living/learning experience for students for a reasonable fee. The cost of maintaining and improving older residence halls compounds the challenge.

What piece of advice do you want to share with New Professionals and Mid-Level Staff who may want to be a CHO: If you love what you are doing now in Residence Life, there is a great chance you will continue to enjoy this profession. Therefore, place a priority on professional development at every opportunity. In addition, learn from individuals who have been in the field for a longer period, even if they are not your supervisor. In a related manner, finding a mentor outside of your immediate workplace will benefit you for years to come.

Favorite part of your job: Interacting with paraprofessional and professional staff, and especially seeing them grow on a personal and professional level.

Favorite tradition that your department does: Three off-campus staff outings per semester, including our holiday dinners. These are excellent opportunities to celebrate the staff's accomplishments as well as to enjoy each other's company in a relaxed setting.

Biggest challenge that you have faced as a CHO: Health and safety issues are always on my mind. Helping to keep the residential population safe and sound is priority one.

Where do you see the field of Residence Life and Housing moving to in the next 5-10 years: As the demographics shift and fewer students enter college, along with a potentially longer-term sluggish economy, I believe that we will all be challenged with maintaining a low-cost campus housing option with a programmatic piece that can

Continued on next page...

be fully assessed to demonstrate significant value to the student. I think the housing area in higher education will rise to this challenge and continue to be an important part of student growth.

Name: Jason F. Perri

Position: Director of Residence Life

Institution: Medaille College

Previous Positions: Assistant Director of Residence Life, St. John's University, Residence Director, St. John's University, Residence Education Coordinator, Longwood College



Photo of and provided Jason Perri.

How long have you been in your current role: 4 years

Education: BA in English and Communications, SUNY Geneseo, 1998, M.Ed. in Student Affairs Administration, SUNY at Buffalo, 2001

What does NEACUHO mean to you: NEACUHO is one of the best ways to get involved in residence life and build your skill set, particularly as a new professional. The organization puts a very high premium on professional development and offers creative ways for members to get and stay involved.

How does Professional Development impact you at the CHO Level: I am more likely to be involved presenting at the CHO level, but our field is constantly adapting and reacting to the world around us, so staying abreast of current trends and developments is crucial.

What made you decide to go into the field of Residence Life and Housing: Quite honestly, I started in residence life because that was where the majority of jobs were coming out of grad school. What has kept me in residence life is the ability to impact students' lives on a regular basis and witness their growth and to interface with so many different parts of the institution. Residence life also allows you to build the skill set that is necessary to make any further moves in most college's organizational chart.

Biggest issue facing CHOs is: I think that there are two areas that are going to create significant challenges for residence life programs over the next few years. The first is the dwindling number of high school graduates (particularly in the Northeast) – colleges and universities are going to be

competing for a smaller aggregate number of students, and this is going to impact the ways in which bed spaces are filled and budgets are designed and maintained. The second real issue I see is the increased number of students who are coming to college (and by extension living in-hall) with significant mental health concerns and/or poor coping skills. We have seen a spike in students who are coming to our college with a high level of need in managing the "issues" in their lives, and this is probably only going to increase. Residence life programs are going to continue to need to adapt to this need and work closely with other campus constituents (health and wellness centers, counseling, etc.) to meet these needs.

What piece of advice do you want to share with New Professionals and Mid-Level Staff who may want to be a CHO: Develop the ability to "see the forest for the trees" and see how your department or unit fits into the larger institutional picture. It is very easy to get caught up in your own needs or your department's "wants", but as a CHO you will need to balance that with institutional priorities. Get involved and learn what the other functional areas in your division or at your institution do – it will help you to "walk a mile in their shoes" and aid in your own development!

Favorite part of your job: I am a "numbers" guy, so when our anticipated FTF yield matches up with our available number of spaces (or at least comes close!) I am a happy camper!

Favorite tradition that your department does: I am not sure if this counts as a "tradition" per se, but we go to a Japanese steakhouse as a department every year for the holidays, which is a nice way for us to celebrate the first semester's successes. We have a staff member with a humorous aversion to fire, so watching him react to the hibachi grilling is always fun for the entire staff!

Biggest challenge that you have faced as a CHO: We had a resident student death over the Winter Break a few years ago and I don't think there will ever be anything more difficult than accompanying the students' family to their room to help them pack up her belongings.

Where do you see the field of Residence Life and Housing moving in the next 5-10 years: We will need to become increasingly nimble in the face of scarcer resources (both human and financial) and find ways to make the value of living and learning on campus known to price-conscious students and parents.

Transitions & Recognitions

Welcoming new members to their staffs:

Binghamton University

Jacob Bartholomew, Resident Director

Bryant University

Samantha Hurd, Area Director

Western New England College

Sean Burke, Associate Director of Residence Life for Operations

Matt Fitzgerald, Residence Manager

Kristin Glinzak, Residence Director

Rob Guiry, Residence Manager

Chelsea Lyons, Residence Manager



Photo of, and provided by, Samantha Hurd.

Binghamton Residential Life would like to acknowledge the following staff members for Making a Difference in the lives of students, faculty and/or staff for the month of November:

Jaclyn Scott

Anna Reger

Daniel Winegard

Sarah Cunningham

Jose Maldonado

Rocco Cappello

Pete Nardone

Tanyah Barnes

Sharon O'Neill

Barb Dickman

Rianna Rosen

Russell Salzman

Cory Jankow

Scott Schuhert

Brian Falter

Sarah Courtney

Scott Rheinheimer

Kelly Billingere

Chris Cullinane

Casey Wall

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*. E-mail all submissions to Peter Nardone at pnardone@binghamton.edu.

You Make A Difference

- Thank you to Joe Murphy and Matt Talbot for presenting on behalf of the New Professionals Development Committee at the Fall Drive-In. ~ Ryan Young
- Thank you to Shylah Addante and Tanika Magnum for their collaboration with the RD2B Graphic Design! ~ Ryan Young
- Binghamton Residential Life is excited to welcome Jacob Bartholomew as the new Resident Director of Seneca Hall! ~ Sharon O'Neill , Associate Director Residence Life
- Thank you to Jen Spade, Jason Perri, and the Medaille College RD2B committee for their hard work. Unfortunately, the conference didn't happen, but your dedication did not go unnoticed! ~ Ryan Young
- Thank you to Keyne Cahoon, Angela Kang and the Purchase College RD2B committee for their hard work with the November RD2B. The conference was very successful and you all did a fabulous job! ~ Ryan Young
- Thank you to Tracy Hensley for submitting a great article for the October issue of *The Navigator* on behalf of the New Professionals Development Committee and to Stephanie Weishaupt for her article in the December issue of *The Navigator*. ~ Ryan Young
- Congratulations to the Media & Publications Committee on a fantastic job putting together the December issue of the newsletter. Keep up the great work! ~ Pete Nardone
- The office of residence life at Western New England College is pleased to announce its new members to the residence life team! All are new to the organization. Please join us in welcoming them to NEACUHO and a great region full of professional development and opportunities! ~ Beth Hill, Associate Director of Residence Life

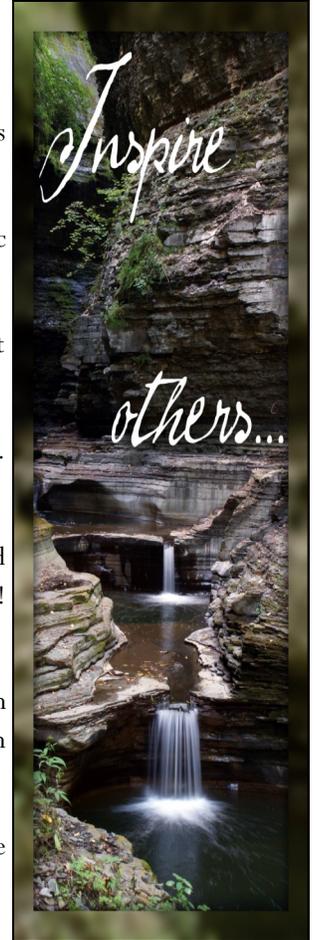


Photo provided by Pete Nardone.

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! E-mail submissions to Peter Nardone at pnardone@binghamton.edu.



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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?

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*. Please submit questions to: pnardone@binghamton.edu.

Do you know an involved Mid-Level or New Professional that should be the next NEACUHO Spotlight? E-mail your suggestions to Carol Sacchetti csacchetti@rwu.edu.



Most Frequent Writers for 2010 (Feb, Apr, June, Aug, Oct)

Sonya Alexander, Central Connecticut State University

- Professionals of Color and Allies Retreat
- Reflections from the 2010 Regional Entry Level Institute (RELI)

Ryan Nicole Greelish, Sacred Heart University

- A Personal Experience: Smiling and Speechless
- A New Perspective on Residential Operations
- Life as a GA
- Training Teasers

Joseph Murphy, Skidmore College

- Constitutional Vote Regarding District Representation—PASSES
- Just Do It... Getting Involved with NEACUHO

Pete Nardone, Binghamton University

- Binghamton University Makes a Difference
- The Rising CURRENT in Higher Education: Keeping Staff Motivated

Trixy Palencia, Southern New Hampshire University

- NEACUHO Podcast
- Annual Conference Programs

Cathy Raynis Meeker, Past NEACUHO President

- Cathy’s Contemplations Corner: To Stay or To Go
- Managing Good Relationships with Bosses

Ryan Young, Pace University

- Staying Involved When You May Not Feel Supported
- Just Do It... Getting Involved with NEACUHO



Photo provided by Pete Nardone.



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.

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

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