

the NAVIGATOR



NORTHEAST ASSOCIATION OF COLLEGE AND UNIVERSITY HOUSING OFFICERS

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Photo by David Ferguson
of the Clear and Gold Tower by Chihuly
at Mount Holyoke College

From the President

Greetings NEACUHO!

I hope that the summer months are going well for you. If your campus is anything like mine, you are busy preparing for the fall. This ranges from professional staff recruitment, planning RA and Pro Staff Training, working diligently on Housing Assignments and the race to get the summer repair and renovations completed before students arrive in August. While this is a busy time for us all, I hope that you are able to take some time off this summer as well. For me, I am taking a cruise at the end of July with my family.

While our campuses are busy, the same can be said for NEACUHO. On June 8th we hosted our first Residence Education Retreat at NHTI, Concord's Community College. I am pleased to share that we had well over 100 NEACUHO Members in attendance! It was a fantastic drive-in with rich educational sessions, networking opportunities a

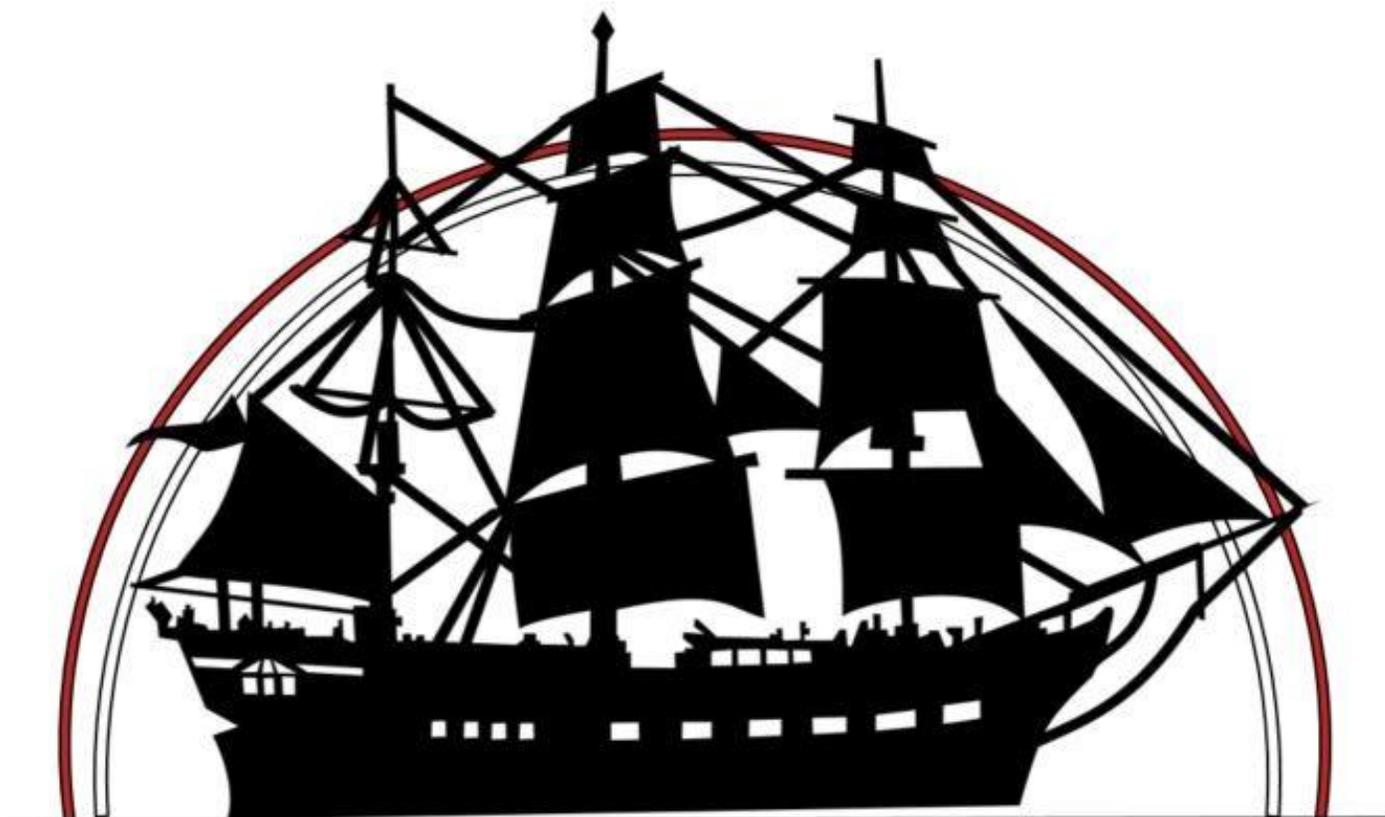


motivational keynote address and tasty smoothies at the end of the day. Thanks to Dr. Delmy Lendof, the Chair of the Residence Education Committee, for leading this group. I look forward to this event growing next year.

At the end of May, NEACUHO Co-Sponsored the Regional Entry Level Institute (RELI) with our friends in MACUHO. I served as one of the faculty members and can speak to the benefits of this program and how the sessions truly dive deep into what a new professional needs

to know in order to move up to a mid-level position. If you or a staff member are interested in applying to be a faculty or a participant, I highly encourage you to do so in 2019.

Finally, it is hard to believe that our Annual Conference is coming up in just about three and a half months. The Host Committee has been working hard to bring you our premiere event of the year. If you haven't



Charting Your Path To NEACUHO

Annual Conference | Mystic, CT

October 3-5, 2018

submitted a program proposal yet, please do so by visiting our website. The proposal form closes on June 29th, so get them in quickly! One of the many reasons I consider NEACUHO to be my professional development home is due to the Annual Conference and the sessions I have attended. I have brought back many new initiatives and ideas to my campus that I learned from various Annual Conferences and I know that many of our members have done the same. Registration for the Annual is open now and register before

July 31st to get the Early Bird rate. This year's Annual Conference theme is "Charting Your Path to NEACUHO" and I hope you consider charting your professional development path to Mystic, CT for October 3-5th. I hope to see you there!

Thanks for your support of NEACUHO this year.

Nate Gordon
NEACUHO President

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Mid-Level and New Professional Institute





Empowering Your Career
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Using Coaching Strategies for Residence Life Staff

*JoAnna Verlezza
Vincent Birkenmeyer*

Over the last 2 years, Pace University - Pleasantville has been intentionally transitioning from a programming model to a residential curriculum approach for learning in our halls. We have purposely made incremental changes each year before rolling out the entire switch to a curriculum approach

(expected fall 2018). One major change was prioritizing individual interactions with residents as a hallmark of our community development efforts which we call meaningful



conversations. We presented this expectation and trained on techniques and ideas for facilitating these conversations to RA staff in the summer of 2016, however we quickly began to receive feedback that RAs were struggling with this new expectation, more than the expected struggles that come with new initiatives. Over the year, we explored multiple new strategies that would help our staff better facilitate these conversations and



came across the idea of coaching through RD staff members that had backgrounds in human resources. While looking more into the coaching techniques used by managers and leaders in many fields, we quickly realized



this strategy was one that could help our staff in many ways beyond this one community development expectation. It could assist our RD staff in supervising, holding educational conduct meetings, and helping advise students in an academic or co-curricular setting. We realized it helped RAs create better relationships with residents and prepare many of them for their future careers involving managing others or working on a team. The next step was to decide how to facilitate this training.

Through a series of thoughtful, directed questions, the coach is able to assist the coachee in developing self-awareness and

strategies to manage problems and conflicts. The coach helps to connect past performance to current issues, so that the coachee can develop their goals and action plan, based off of their strengths. In this model, the coachee develops their own solutions, which are more likely to be relevant and realistic, as they are self-imposed. The coachee is also more likely to commit to their plan.

As previously stated, coaching is germane in both supervision and in intentional conversations. This summer, professional staff members and Resident Assistants were trained on coaching techniques. Professional staff members were taught about the benefits of

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coaching, the differences between coaching and mentoring and coaching strategies and models. Professional staff members were given common scenarios that occur in supervision, such as “you are two months into the semester and your RA has not done any meaningful conversations”. Staff members were asked to role play the scenario utilizing coaching techniques. The role play proved challenging as the volunteer found it difficult to address the “RA” without immediately offering solutions. With practice, the “RD” in the scenario was eventually able to explore the resistance the “RA” was experiencing, which enabled the “RA” to create a solution that was both appropriate and feasible.

The RA training was similar to the professional training, in that it discussed the applicability of coaching and highlighted some salient

techniques. After the general training, RAs divided into breakout sessions to discuss the different circumstances that coaching might be helpful. RAs met with campus partners to discuss topics such as campus involvement, medical issues and the first year experience. RAs were able to navigate how they could best assist residents struggling with any number of these issues through the coaching lens. The coaching techniques were also reinforced throughout RA training, during sessions on roommate mediation, helping skills and behind closed doors.

Our plan is to continually train and work on our skills in coaching throughout all levels of our department. We hope this becomes a major part of our department culture and to do so, we understand the need to continually develop these skills. We will delve into



NEACUHO will begin accepting dues for the 2018 Membership year on **January 1st, 2018**. The membership year will run **January 1st-December 31st, 2018**.

Institutional Contacts should use their **Institutional Accounts** to log on to renew. We are encouraging all members to create **Institutional Accounts** using department emails when possible (i.e. UniveristyResLife@college.edu). We would like to transition away from accounts being linked to personal emails when possible. This helps us (and you) when there are questions about renewal, passwords, etc. All members can still create their own **Professional Account**.

Questions?

If you have any question please out to Shannon Overcash, Membership Coordinator at sovercash@dean.edu or Greg Madrid, Webmaster at madridg@sacredheart.edu

2018 Membership Rates

Small	<1000 beds	\$60.00
Medium	1001-2000 beds	\$80.00
Large	2001-4000 beds	\$130.00
Extra Large	>4001 beds	\$300.00
Affiliate Membership*		\$30.00

**Affiliate memberships are non-voting and available to individuals at non-member institutions.*



additional techniques and higher level areas of coaching through one on ones, on-going training and winter and summer trainings. We are confident that coaching will help advance our abilities to effectively supervise staff, create close relationships with residents and colleagues.

<http://www.management-mentors.com/resources/coaching-mentoring-differences>

<http://www.allthingsworkplace.com/coachingmentoring/>

<http://www.hrweb.co.uk/pdfs/Coaching.pdf>

<http://www.businessintegral.com/what-is-coaching/>

<http://www.selfgrowth.com/articles/coaching-in-the-workplace>

www.prydale.com/corporate/effective-coaching-in-the-workplace/

Coaching Questions: A Coach's Guide to Powerful Asking Skills By Tony Stoltzfus

JoAnna Verlezza is a Residence Director and Vincent Birkenmeyer is an Assistant Director at Pace University - Pleasantville.

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Servant Leadership, More Than Just A Spoken Value

Timothy White

Hixson, TN... Cincinnati, OH... Washington, D.C.... Quesada, Costa Rica... Carbondale, IL... what do all these locations have in common? For the past 8 years and this coming Spring break, our College Chaplain, Rev. Eric Detar, and I have co-led our Alternative Spring Break trips at Keuka College to these locations. We help students, as our Marketing & Communications department puts it, “put away the suntan lotion and serve soup instead.” It is a week on, not off, for all those who participate. It is always incredible to remember the stories and memories that we walk away with and have collected over the years. It also never ceases to amaze me the community, family, and team we form as a group that week. Eric and I always tell our students, as

we are planning and building the team, that you will truly get to know this group through and through. Maybe even more than you want or thought originally. We become so close with one another. Our teams are literally spending 24/7 with each other for a whole week. They never fully believe us beforehand and then walk away with new friends at the end always. It constantly reminds me of those



communities that we aspire to build in our residence halls annually and the ones I loved as a Resident Assistant and as a Resident Director. We can apply the same framework from Alternative Spring Break to our halls and Residence Life programs.

Eric and I have coined, not trademarked yet (a book might be in the works eventually), the concept of “the six words of service.” Each day on Alternative Spring Break, we focus on one of the questions of



service: the who, the what, the where, the when, the why, and the how of serving, and pair that with an associated word of the day. Our six words, respectively, are: identity, management, availability, opportunity, motive, and attitude. We propose the question and give out the word of the day in the morning as we prepare ourselves to serve. We may spend the day digging trenches for pipework under a house in Tennessee, serving lunch out of a sandwich window to people who are experiencing homelessness in Cincinnati, sorting clothes at a not-for-profit in D.C., playing with children at a boy's home in the northeast part of Costa Rica, or laying the framework for a house. We will exhaust every

ounce of ourselves each day physically, mentally, emotionally, and spiritually. At times we may feel that way during the course of an academic year... parent phone calls, roommate mediations, conduct meetings, budget decisions, and emergencies that pop up... yet again though, we are still in the service of others. Through all of this, we have that word in our minds like a marble or stone in our pockets. It is that constant "weight" and reminder of what we are doing and who we are as we serve those in need.

Who we are is as important as who we are serving, which is why identity is our first word on our trips. Everything we bring and carry



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with us; how we act, talk, hold ourselves is illuminated in that first and lasting impression to those we are serving. The same can be said of our students. I always say to my staffs that knowing your audience in community building is key. As educators, we need to know how to be good servant leaders to not only teach but to live out as role models what we teach. In service, the day is not about us, but the ones we are serving and in higher education, we have the great opportunity to focus on that customer service as well as student development with our students.

What we do is next on the list... management. Another word for this can be stewardship.

How do we manage ourselves and others for the greater good? We are constantly being called to be managers in our roles; supervising our Resident Assistants, managing our hall desks, keeping up with occupancy reports of our buildings, and maintaining an open mind through it all. We manage ourselves and those around us through this exact service. We are constantly responsible to and for others, so care of others and self-care are equally as important.

The places we serve at each Spring break are doing this year round; they have been doing the work long before we got there to help/serve and will be doing it long after our time



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finishes. Our time is still impactful and all the work getting done matters and is meaningful. Where we serve, availability, can help our local communities and the world become a better and brighter place. We become the light that we experience when we serve back in our home communities. We can travel to other countries for that experience and serve or we can do so in our own backyards or even by that smile we share with others when walking from meeting to meeting on our campuses. By having an open door, we are cultivating an environment to serve our students and be that Velcro for them to solve problems on their own and connect them to the resources on campus and in their lives they need.

Opportunity is always there with our students, just like volunteering our time to a good cause will always be as well. The key is to act on it and to invest yourself in your words and actions. Show your students you are someone that cares and is there for them, their growth, and their home (your campus and institution). It may be an ear to listen to them, a Lifesaver mint to grab in between classes, or attending one of their home games on campus. These little things may be small, but hardly trivial and can make all the difference in the world for recruitment, retention, and the success of our students. This does not have to be our drive or the reason why we do it, just a fantastic payoff for our students and those we serve.

Why do we do what we do? What drives us?



Photo by Timothy White
of alternative spring break trips
in Hixon, TN, Cincinnati, OH, and Makanda, IL

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What is our motive? Residence Life is not about making the big bucks, at least it has not been for me. It has been more about the journey, the experience for our students and ourselves. To see a student grow over the course of a semester or even over four years is incredible. What we do, those long hours and frustrations, matters and is worth it. We may never see the impact of what we do or ever hear it from our students, but if you do, you know it and can feel the significance of what we do. It is palpable for all involved and is remembered years later. The experience. The impact. How they felt and how we felt.

Attitude is the final piece... the how of service. What we bring with us is reflected in our service. There will always be long days, long hours. Situations that frustrate and upset us. At times, things we just cannot control will go awry. It is unavoidable. In Residence Life, we need to expect the unexpected to happen because it always does. However, there are so many good days that we can use that light to wash out the bad and tough ones. It is amazing to see a student have that a-ha moment, that epiphany, when they finally get it. It again comes back to being that role model and leading by example as we serve others through it all.

Keeping these six words of service in mind daily is a great framework to not only work with, but live your life by. I will end with a story from our first Alternative Spring Break in Hixson, TN. When we arrived after a long bus

ride, we had dinner with the village community we were going to be a part of and working with for that week. A little boy approached the table that the Chaplain and I were sitting at and motioned for us to play basketball with him. We told him if he asked us and told us his name, we would. Reluctantly after much urging, he finally spoke to us and told us his name. We all then went to play a classic game of "Knockout" together. The whole week we played games with them for an hour or so each day after they got done with school. Not a lot of time by any means in my book. However, on our last night there, most of the kids of the village came to our house to say goodbye. There were so many heartfelt goodbyes between them and our group of students. The same little boy from the start of our experience that week was there too and came up to me as he left our house and said, "I'll never forget, Mr. Tim." I was blown away. Speechless. I did not think those few hours throughout the week made a difference... they did. Think about the hours you put in over a semester, a year, or a student's career... it makes a difference.

Timothy White is an Assistant Director of Housing and Residence Life and Resident Director at Keuka College.

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Residential Education Retreat



NORTHEAST ASSOCIATION OF COLLEGE AND UNIVERSITY HOUSING OFFICERS



It's Not Rocket Surgery! Fiscal Management for Residence Life Professionals

Chuck Lamb

Can you easily answer the following questions regarding life on your campus or in your department?

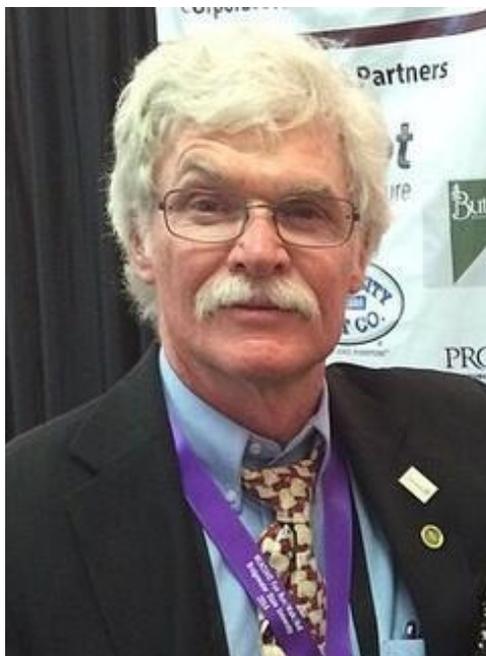
- What is the cost of tuition at your institution?
- What is the cost of a double room on your campus?
- What is the salary/compensation package for an RA on your campus?
- What is the cost of the freshmen meal plan?

To evolve into an effective middle manager or an aspiring SHO these are basic everyday pieces of information you should have at your fingertips. Aspiring residence life professionals should also be able to:

- Define common used terms like auxiliary, debt service coverage ratio, overhead, cash carryover, etc....

- Review the relationship between revenue and occupancy
- Demonstrate critical links with non-residence life budgets on a typical campus
- Identify revenue and operating expenses for Housing & Residence Life budgets
- Mention construction budgets for housing & res life; no time for a full explanation

Competencies Related to Fiscal Management include: Budget development and resource allocation, Enrollment Management, Occupancy Management, Decision Making, Short and Long Range Planning as well as Political Astuteness, Conference Planning, Facilities Management, Construction and Renovation, Contract Management and Global Awareness. That's a lot of stuff to manage although you may already possess some of those talents.





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Some other tasks you should be ready to assume as you move into financial management duties within the realm of student housing/residence life:

- Can you track and report revenue and expenditures for an individual budget?
- Do you understand basic budget components (revenue streams, wages, benefits, budget categories?)
- Have you developed a budget at the program level?
- Can you identify different budget approaches? (line-item, zero based, allocation, auxiliary)
- Have you acquired skills to identify these basic terms: debt, reserves, occupancy, overhead, connection between room rate and budget?

A key aspect to remember...it's not your money! The funds in any housing/res life budget actually belongs to the college/university, not housing or res life. You have been entrusted with the budget to make sound ethical and prudent decisions that are always in the best interest of students.

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- In 2014, two-thirds of presidents at public institutions said they believed higher education was headed in the right direction and more than half of their peers at private institutions expressed the same belief.
- But in 2015, when the question was specifically about the financial stability of higher education, two-thirds of presidents said higher education is going in the wrong direction (see Figure 2).
- Public-college leaders said they were worried most about the decline of state financial support, and leaders of private institutions said they were most concerned with the intense competition for students

As emerging professionals gain traction in this essential area of professional development keep in mind the institutional funding sources:

- Tuition
- State (if public)
- Development/Advancement (fund raising)
- Research Grants
- Endowment Interest
- Interest
- Chargebacks to Auxiliaries
- Auxiliaries

And the sources of revenue for Housing/ Residence Life should also be identified and considered including:

- Rent/room fees (based upon occupancy; double and single room revenue)
- Summer conferences
- Vending (laundry, linens, finals packages,

- etc.)
- Application of cancellation fees
- Investment Income/Interest
- Damage Billing
- Lockouts
- Cell Tower Income
- Food Services
- Fundraising

Auxiliary vs Allocation Budgets must be understood to be an effective fiscal manager in residence life:

- Housing & Residence Life budgets could be considered Auxiliary or Allocation based
- Auxiliary: self-sustaining with no institutional or legislative financial support
- Allocation Based: the entire university budget is one pool and Housing/Res Life could receive a portion.
- Public institutions are almost always Auxiliary, Private institutions are almost always Allocation Based
- Auxiliary budgets often seen as cash cow for other institutional expenses (It's not your money!)
- Construction and/or capital budgets could be related to auxiliary budgets

Other auxiliary budget examples often include:

- Parking/Traffic
- Food Service
- Recreation/Intramurals
- Student Union/Student Activities
- Bookstore
- Housing



- Telecommunication
- Athletics
- Health Center

Any department/organization that generates revenue is considered an auxiliary and some auxiliary budgets can't stand alone fiscally.

With the understanding of what type of budget is being utilized consider where does Residence Life usually spend their money?

Those categories typically include:

- Salaries & Benefits; grad assistant tuition
- Utilities (steam, water, electricity, sewer, chilled water)

- Operating
 - Office Supplies
 - Maintenance Supplies
 - Cleaning Supplies (in house housekeeping or outsourced)
 - Insurance
 - Food/software/travel/professional development
 - RA/student staff compensation
 - Technology
- Debt Payment
- Programmatic
- Facility maintenance
- Safety and security

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Effective residential life fiscal managers are aware of the institutional and departmental budget cycle. Variables related to that include:

- What is the institutional fiscal year? July 1 – June 30? Other?
- Do all budget items/expenses fall in the fiscal year?
- When do raises/salary increases occur? January 1 (mid-way through the fiscal year)? July 1? Other? Are raises determined based on actual enrollment (freeze date – October 15)
- When is the budget approved? When are housing rates approved? By Whom?

So, what happens at the end of the budget year? Any cash carryover from the end of each fiscal year is returned to the institution/department and potentially held in a “savings account. Many institutions call this “reserves” or the funds could be shifted to capital budget. How much money is enough to keep in

reserves? A typical reserve formula is \$1000/bed. What are future needs of the department, division or institution? Rainy day fund? Emergencies? Lavish spending in last month? Financial health; is it present? What happens if year ends in the red?

A key component is managing a residence life budget is to simply keep the beds as full as possible to insure a steady and predictable stream of revenue. This is a situation where residence life should NOT operate in a vacuum and consider these variables:

- Collaboration
 - Enrollment Management
 - Finance/budget Office
 - Maintenance/House Keeping
 - Facilities/physical plant
- Marketing-hard copy and on line; who does it? Does it work?
- Cost/room rates; comparison to off campus and other schools

Knocking at the College Door Projections of High School Graduates

	Total Public and Nonpublic Graduates		Percent Change 2008-09 to 2019-20	Share Non-White	
	2008-09	2019-20		2008-09	2019-20
United States	3,347,948	3,284,823	-2%	37%	45%
West	772,322	760,348	-2	48	55
Midwest	767,652	708,585	-8	22	26
Northeast	641,902	599,484	-7	31	38
South	1,166,072	1,209,949	4	44	53



- Retention – Why is this so important? Who has responsibility for this area in the department? Institution?

The challenge with the occupancy could be identified with the chart below. Clearly the enrollment at institutions in the northeast will continue to be impacted by the declining number of high school graduates and the available number of students to enroll. With the significant number of schools in are region (as well as those warm weather states vying for the same students!) the efforts for enrollment management teams can be daunting. Those enrollment numbers have a direct impact on occupancy and consequently the budget for

residence life and other departments.

Effective residence life fiscal managers consider these variables when forecasting revenue and projecting expenses:

- Projected Enrollment (new and transfer)
- Capacity of operation; # of beds
- Returning # students to housing
- Male/Female balance
- Residency Requirement
- Room types and variable rates
- Conference/other revenue
- Plan your work/work your plan; fiscally speaking
- Surplus or deficit at end of year
- Transfer students at mid-year



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Welcome to the community



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- Quarterly/monthly budget reviews; speculation for EOY
- Fiscal Surprises

Does your budget reflect the divisional priorities as well as your departmental priorities?

- Supporting the educational mission of the institution
- Helping students grow and develop
- Facilities/Renovation/Construction
- Programmatic/educational aspects
- Staffing/Personnel to help students succeed
- Responsible Stewardship of financial resources
- Excellent Customer Service
- Defensible housing rates are essential

Every emerging Residence Life professional should have a financial management development plan and consider these steps are assisting with achieving that goal:

- Be the expert of your personal finances
- Get the data! Room and mean costs, tuition, salaries, benefit costs at your institution
- Get in depth info for department, division, campus
- Ask questions and show an interest!
- Identify fiscal power brokers on campus
- Calculate how much income/expenses your hall generates
- Demonstrate an interest and ask questions: How did you get into the money

business? What skills does one need to secure proficiency in your position? What are issues for higher education finances in the next 10-15 years? Any advice for me?

- Take business classes because they are free! Learn Excel or the system used on your campus
- Volunteer with an on and off campus group and advise student groups with their finances
- Max out your retirement contributions!

To wrap this article up with a bow, consider these questions as you think about becoming residence life fiscal manager:

- Do you manage a budget now? What kind and how much? Can you make the transition and use the same skills with a larger/more complex budget?
- Who manages/watches YOU? Who signs off on your/ your department expenditures? Checks and balances?
- What do you see as future challenges/opportunities with financial management in housing/residence life?
- How can you keep the room rates down to a reasonable level and still maintain quality components of the program?

Good luck with this important component of any residence life program and if you don't know an answer, simply ask for help!

Chuck Lamb is the retired Director of Residence Life at the Rochester Institute of Technology.

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