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Contents

Executive Board	02
Contents	03
From the President	04
EDI Retreat Highlights	08
Raising Kids On Campus	10
Hamilton on Servant Leadership	18
Lessons Learned Transitioning into Mid-Level Operations Role	24
NorthEast News	29



From the President

Hello NEACUHO!

I hope that the semester is going well. For most of us, this time of year sees our students returning from Spring Break, finishing RA Selection, facilitating Housing Selection and preparing for the end of the semester closing. If your department is anything like mine, April is over in the blink of an eye. I often view the month as a marathon. From end of the year banquets, student presentations, spring weekend events and preparing to say farewell to our graduating students. All of this culminates with commencement and we breathe a sigh of relief that we made it through another year.

Time is a funny thing. I often ask myself "Where does the time go?" As I have progressed in my career, the years start to blend together and time seems to go by much more quickly than it did when I was first starting out as a new professional. Speaking of time, I realized the other



day that I am halfway through my time as being NEACUHO President. As I am writing this, advice from our organization's Past-Presidents come to mind. Many of them have told me that the year will go by, faster than I anticipated and before I know it, we will be at the closing banquet at the Annual Conference. At that event, the outgoing president gives their remarks on the accomplishments that the organization saw throughout the year. Where we are six month away from the Annual Conference in Mystic, CT, I wanted to highlight the accomplishments we have had so far.

- Fall RD2B Conference Hosted at the Massachusetts College of Liberal Arts.
- Residential Operations Conference hosted at Northeastern University.
- The Second Annual Equity, Diversity and Inclusion Retreat hosted at PACE University Pleasantville.



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- Spring RD2B Conference hosted at the University of Rochester.
- A constitutional change, which resulted in the creation of a Treasurer-Elect position
- A constitutional change, which resulted in making the Secretary an appointed position.
- Elections to fill two vacancies on the board in the Treasurer and ENY/VT District Coordinator Positions.

What is in store for the next six months? Well, our New Professional and Mid-Level Institute will be taking place on Friday, April 6 at Roger Williams University. June 8 will see the Residence Education Retreat and then our Annual Conference in October.

As you can tell, NEACUHO has been and continues to be busy! I am also proud to say that we are the region that hosts the most offerings for our members. I attend monthly conference calls with the other Regional Presidents and President-Elects and when I share our updates, I am routinely asked if NEACUHO ever slows down? My response is no. Our members benefit from these opportunities have become staples of our organization.

I hope to see you at our upcoming events and as always, please feel free to reach out to me with any comments, questions or feedback about NEACUHO.

Nate Gordon
NEACUHO President

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Questions?

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

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How Raising My Kids On Campus Has Made Me A Better Student Affairs Professional

Emily Johnson O'Brien

I can honestly say that I never expected to write these words: I am married, with two kids, still working and living on-campus. The really crazy part about that statement is that I'm loving it! Choosing to continue to live on-campus while raising two little ones has brought unique opportunities and challenges, but has added value to both my personal and professional life in ways I never predicted. Originally, I had focused on the money my husband and I would be able to save for a few more years by staying on-campus. It wasn't until recently that I was able to see how much of a positive impact this decision has had in

making me a better Student Affairs professional.

I can remember when I started working at Northeastern University as a Residence Director in the summer of 2011 so vividly. I had just graduated from grad school and excited to begin my first full-time job in Student Affairs. I expected to stay in the role for two to three years before moving off-campus and into a new role. My five-year plan was centered on my professional goals and I wasn't expecting that within my first five years as a new professional I would: get engaged, get married, get pregnant, get promoted to a new role (that still required me to live on-campus) and then get pregnant again.

It has definitely been a nontraditional way to raise





children, but thankfully I have two amazing daughters (a three year old and seven month old) who don't know any differently and a husband who also works in Student Affairs so he understands the unique challenges Residence Life can bring. As I adapted to the major life steps in my personal life, I began to feel overwhelmed by the idea that my professional "five-year plan" had evaporated. I felt guilty thinking far into the future, since my professional choices would impact not just my husband, but our children too. I also put pressure on myself since I was the provider of our home, and knew if I decided to change jobs we'd have to find new housing, which just caused more questions and pressure to fill my

head. Mom guilt is real and is it powerful. Throughout the past three years, I found that I needed to be much more honest with my husband and my supervisor about these feelings of guilt and brainstorm steps I could take to help me feel more secure with my decisions.

After my first daughter was born in the Fall of 2014, I sought advice from a past supervisor about how I could readjust and reconnect to my career goal, now that I had a family to consider. Her advice to me was simple, she shared that instead of a five-year plan, try to concentrate on a one year plan or a six month plan. That way I could focus more on the

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moments in front of me, than getting overwhelmed by potential options. I think that was the first time I allowed myself to admit that I was afraid to advance in my career, if it meant that I would need to uproot my family. She then reminded me that I could advance my career without a new job or title, and encouraged me to seek out opportunities and connections that excited me. I know it's a simple concept, but I think that with most of the major changes in my life, I need to feel 100% confident that it's not only the right decision, but the right time for the decision. Since moving off-campus, while will always be a future goal, it just hasn't felt like the right time for my family yet. So I have stayed and

will wait for the right time and opportunity to align. As I reflect on my decision to raise my kids on-campus (for now), here are some of the most surprising things I've learned:

“Work/Life Balance” is not a goal, but a skill that needs to be consistently practiced

I think many Student Affairs professionals, especially newer professionals, sometimes reference “work/life balance” as some mythical unattainable goal. Something people work towards, but rarely achieve. For those who have lived where they work, they may relate to the feeling of constant connection to work. It's so easy to stay in the office later, pop into the

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office on the weekend to check-in with your students, or check email to stay on top of your inbox. It wasn't until I had my first child that I was able to feel the emotional weight that constantly carrying my work with me was placing on my shoulders. Suddenly, I had two people waiting for me to come home and one of them depended on me for nourishment. So when I started to leave work on time consistently, I quickly realized something – emotionally carrying my work with me after business hours didn't mean I was any



happier in my role. I actually started to feel more connected to my work and students because I was much more intentional with my time. Before I had kids, I envisioned “work/life balance” as being a scale, equally balancing your career with your personal life. Life doesn't work that way, and neither does Residence Life. Some days work may demand more (those long on-call nights) and other days my personal life will require more of my energy. I find that by raising my kids on-campus, I try to establish a balance of focusing my attention 100% on the people in front of me. When I'm at work, I strive to be fully engaged in my role as Area Coordinator and then when I go home, I am 100% mom/wife. That sense of focus, has helped me feel more present and balanced day to day.

Connecting with students and colleagues will look different... and that's ok

When I got pregnant with my first, many social invitations to hang out with colleagues after work started to decline. Which made sense, I was entering into a very different life stage compared to my younger colleagues who were a year or two out of graduate school. Many of my colleagues were single, and only one other colleague was raising his children on-campus. However, I would be remiss if I didn't acknowledge the disappointment, insecurity, and loneliness I experienced as I adjusted to my new identity as a mom working in Res. Life. I had to let go of my past self, and find out who I would be as a mom in this field, and then allow my colleagues to see how motherhood changed me as a person and professional. I

learned that I being direct and honest about how my team could support me actually helped me appreciate my team more and feel more connected to them. Also, it helped me model that asking for help or flexibility was not a weakness, but something to help make our team stronger.

I was also surprised by the shift in my relationships with the Resident Assistants I supervised. My ability to connect with students was one of the reasons I chose to work in Student Affairs, and all of the sudden, the connection piece was difficult and required more intentionality. However, I quickly learned that intentionality did not mean more work or effort, but an adjusted perspective on how to connect. I remember bringing my daughter (10 months old at the time) to RA training and all of the sudden became the RD with the baby. Then there were students surrounding us, wanting to introduce themselves, some offering to babysit, and then on the walk back to the staff office, my new RA offered to push the stroller. It was a simple gesture, but was the first affirmation that my child would help connect me in a different way than I predicted. My staff became invested in my family. I also was surprised by how much joy a child would bring to the students living in my residence hall. When my daughter was learning how to walk, I'd bring her out into the hallway with her little push cart, and students would stop and talk to us and I'd be able to ask them about their classes and experience at Northeastern.

In Residential Life, so much of my work is to help create a strong community for my students, and having my daughters be able to help form natural connections and conversations has exceeded my expectations.

Learn how to navigate self-advocacy within my organization

I've always been passionate about advocating for my team. At the beginning of each year, I tell those I supervise that I'll be their biggest advocate and cheerleader. Advocating for others has always come easier to me than advocating for myself. I would find myself apologizing when asking for what I wanted/needed or just not speak up all together and become some sort of selfless martyr for dealing with things I thought could not be changed. Having kids on campus, quickly showed me that advocating for what I needed was different than being selfish. Also, it helped me to gain confidence with negotiating, rather than just accepting an answer I was not fully comfortable with. For me, self-advocacy centers on clear communication about expectations of support. When I go into a conversation with my supervisor or colleagues where I may need to advocate for flexibility, I know that in order to be successful I need to be clear with how that flexibility looks to me, because I cannot hold them responsible for not meeting my expectations if I never clearly communicated what they were in the first place. I also realize that for the students and

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staff I supervise, I want them to see that advocating for what you need to be successful in your role is essential to be successful in your career, but for many this is extremely difficult.

How to use my identity as “mom” to connect with my new peers, i.e. other parents.

As I moved out of the young, new professional group in my department and settled into my own little island of “the mom” on-campus, I quickly learned what separated me from one group easily connected me with another - the parents of the students I worked with. When I started working in Residential Life, it was the students who I would organically connect with, but once I became a mom my perspective flipped. I didn't realize how much of an asset this would be until it was my first August move-in after my first daughter was born. There was a picture of her up on our staff bulletin board in our lobby and she was appropriately nicknamed "The Littlest Resident." I saw a mom taking the time during her hectic move-in day to look over the names and faces of the Res. Life staff who would be overseeing the building where her daughter would be living. I walked over and introduced myself and she said, “Oh you're the mom of The Littlest Resident! Before you know it, she'll be moving to college too!” And in that moment, I finally experienced empathy for all of the parents I had

interacted with during move-in days over the years. I recognized just how gut wrenching it was to walk away from your child and leave them in a new place – when I dropped-off my oldest at daycare for the first time and I cried the whole way back to work. I began to see how my identity as a mom would allow me connect more organically with those parents and this empathy has helped me be a more sympathetic and supportive professional when handling difficult parent incidents.

Since I have been working in the same department for a while, I have learned that I need to take the initiative to seek out new challenges and opportunities to help me feel motivated in my work. One of those new challenges has been to be open with my colleagues about the benefit raising my kids on-campus has been. I don't want them thinking that the only reason I've stayed in my role is to save money and that the only benefit has been monetary. This decision has helped me reconnect with my choice to work in this field, because even as a mom, I am a person who values connection, relationship building, and motivating others. I think as I started to grow-up in this career, there was a fear that I

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wouldn't be as good at my job if the age-gap between me and my students widened. However, I want my colleagues to see that even as mom, whose children are closer in age to some of my students than I am, that it is still a fulfilling role. Remaining on-campus as a mom, has shown me that my professional development is not only in the webinars I attend or the articles I read, but the lived experiences I am learning from to help make me a more empathetic supervisor and more intentional relationship builder. Finally, my experience would not be as positive if my department, colleagues, and supervisors had not been supportive and encouraging about my unique life choice and fully embraced my family of four as a part of the campus

community. I'm not sure how much longer I'll stay on-campus with my family, but since I know our time on-campus is temporary, I will continue to focus on the present, enjoy every unique moment this decision brings, and to see the value it adds to my professional journey.

Emily Johnson O'Brien is an Area Coordinator at Northeastern University and can be reached at emi.johnson@northeastern.edu.

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Your Obedient Servant: Taking Notes from *Hamilton* on Servant Leadership

Catherine Meyer

Legacy. What is a legacy? It's planting seeds in a garden you never get to see.

Like plenty of fellow college students around me, the advent of the smash hit musical *Hamilton* caught me completely off guard.

Hamilton changed everything about my college experience – including my outlook on my work in residence life. The central message of the show is something to make anyone with a dream quake in their boots, but something deeper stuck right where it mattered - the idea that regardless of where we are, we are stronger together if we live to serve each other.

It's a long-exhausted fact by now that servant leadership

is a model that impacts both students and colleagues in student affairs settings in a positive way. It can be easy, however, to become jaded and tell ourselves that we practice these principles without actually following through. When we collect new ways to bring time-honored principles such as servant leadership into practice, especially through relevant and relatable works of art and media such as *Hamilton*, we are increasing the chances that we will not only absorb that for ourselves, but will pass it on to those whom we serve. Here, I'd like to offer a few of the sentiments explored in *Hamilton* that inched themselves into my own practice in residence life as an undergraduate Resident Advisor.





Teach them how to say goodbye.

When we work with college students, we have to accept the fact that one day they will leave us, whether they graduate or not. Our job, then, is to recognize that there is a time crunch from day one. We forget that for students, even the most senior, the growing has only just started. It's a crucial part of the college degree formula that once the learning on campus has happened, the student goes out into the world to pass that information and motivation on to others. This goes for both academic knowledge and co-curricular learning. College students go through a markedly turbulent transition period, hanging somewhere in the space between adolescence and adulthood. Fittingly, "there's a million things they haven't done," just like A. Ham himself – students, especially new ones, have a hunger for shiny and significant glory without realizing what goes into creating it. Many students walk into college seeing their entire lives ahead of them with no idea how to get there, and this is where we swoop in with open arms.

Many campuses combat this issue through organizations dedicated to promoting leadership practices among students. These opportunities are a wonderful step in the right direction, but there is one

glaring issue with many forms of leadership organizations and programming on campuses. Based on my own observations, many students see leadership in one of two categories: leadership that is service-based, and leadership that is not. This misunderstanding drastically changes the meaning of these organizations and what they do. Service is not a component of leadership; it IS leadership. Yes, this also means holding students accountable for their actions – just as George Washington did for Alexander Hamilton. There is no planet on which students succeed all on their own, and supporting them through their college experience sometimes will mean holding them up when they need it most. If we show students what good leadership looks like, they will be astronomically more likely to model that in the workplace later on down the road. Indeed, like our friend Lin-Manuel Miranda tells us, "if we lay a strong enough foundation... you'll blow us all away."

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Just let me stay here by your side; that would be enough.

When we lead others by serving them, especially for highly impressionable college students, we vastly increase the chances that they will assume that standard for themselves. We can serve as role models for policy compliance and academic success all we want, but when we model servant leadership to our students, we make them feel important and cared about with very little extra effort. As the saying goes, imitation is the sincerest form of flattery, and students are really good at imitation. Leadership programming on campuses is a necessity, yes; but if we model

servant leadership to all students – regardless of their conscious decision to pursue leadership – they will eventually ALL become servant leaders themselves (or at least have the opportunity to).

There is a rampant misunderstanding that leadership is a skill set to be gained. In reality, true servant leadership looks more like a creed against which we evaluate each decision that we make for and with students and colleagues. There is no set time in life that someone becomes a leader. They can make a conscious decision to take on more responsibility, but truly leading through service is something that takes time and effort. It's on us as



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commencement to ensure that students were safe, and then stayed up until 4:30 in the morning to make sure everything was taken care of. I feel this every day when I ask someone how they're doing and make sure they really mean it. It's still hard, yes. It still takes a lot of conscious effort, not to mention enough discipline not to become so run down that we can't complete our own work. If it's managed correctly, though, changing the philosophy behind leadership and pushing service to the forefront of

professionals to be the Eliza to their Alexander – irrevocably acting as a sounding board and support system.

everything regardless of intent creates almost an immediate change, and always for the better.

One of the easiest ways to subscribe to true servant leadership as a philosophy is to make ourselves visible and available to students should they need support. It's one thing to leave the office door open, but quite another to physically make an effort to be seen by students. Even as an RA, there have been times that I've noticed the difference. I saw this when I had to skip a workout to follow up with a domestic violence incident without thinking twice. I felt this when I ran toward a fire alarm at an apartment complex the night before

Why do you assume you're the smartest in the room?

In my experience, there is absolutely zero chance that we know more than the students we serve. Zero. Professionals may have more experiences to draw from and a larger pool of information to fish in by default, but it's important to remember that this does not equate to superiority. Naiveté is in no world the same thing as ignorance – students have a truly significant amount to give, and even

Photo by David Ferguson
of the Peter J. Gomes Chapel
at Bates College

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though they may not know how to use that information yet, it doesn't mean we shouldn't value their input. The sooner we learn this, the better. If we are to be true scholar-practitioners, we could do to listen to those students who want to "prove that they're worth more than anyone bargained for." It's about guiding their knowledge, not steamrolling over them.

Every last student has something to teach us, regardless of where they're coming from. By prioritizing students' learning and well-being and asking "how can I help," we can learn more about ourselves and our field in the process than we ever would without them. After all, without students, we're out of a job. The other component here, too, is that in order to hold our students accountable, we need to hold ourselves accountable as professionals. Servant leadership goes in all directions, not just to those whom we supervise. When we are able to approach what we do in the workplace by asking how we can help rather than how supervisors can help us, the relationship that results is beneficial for everyone involved and will eventually trickle down even more to students.

I want to build something that's gonna outlive me.

We could do to learn something about how Alexander Hamilton came into his own. It's because of the people around him at the age of nineteen – no older or younger than many

of the students we serve – that he was able to push back and overcome his troubled past. Student affairs is support, courage, direction, hope, and love. I can think of no better way to create a brighter future for the professional sector of residence life, and indeed, the world, than to serve it. Servant leadership has the potential to push even the students who doubt their ability the most to "rise up" and create a legacy. We leave a legacy of our own every day that we spend investing in our students, even if we won't get to see the garden it grows into. And that's beautiful.

Catherine Meyer is currently a senior and head resident advisor at Cazenovia College who looks forward to continuing her education in Higher Education Administration after she graduates.

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The 6 Lessons I Learned Transitioning Into a Mid-Level Operations Role

Thomas Gelok

I had the itch many do. I wanted to be an Assistant Director. I started applying and early in my search I noticed a pattern. Every AD job title was followed by a specific job functionality - "...of Student Staff Training," "...of Apartment Communities," or "...of Housing Operations." I had to ask and answer the question: what do I want to do in my work?

What do I enjoy? What can I see myself doing for the next 2-5 years? I thought about this a lot.

Throughout my reflection, I kept coming back to the operational components of housing and residence life. So I revamped my search. I became selective and only applied to housing jobs that had operations in the main objective. It gave me perspective and helped me be a better candidate.



A few months later, I was lucky enough to get a role in operations at a school that was a great fit for me. During my first 6 months, I kept my reflections in a steno pad next to my desk and created the lessons to follow for folks who wanted to transition to mid-level, or for those supporting others completing that process.

The lessons to follow are based on my

experience. It is not meant to be all encompassing, but my hope is to help someone else who thinks they are ready to make a jump.

#1: Find an Ops Mentor

Mentorship is a cornerstone to organizational success (Bolman & Deal, 2003). As housing professionals, it is important we have mentors who have different functional strengths. One of the items that made me most successful was having



a supervisor turned mentor who knew, spoke, and loved housing operations. Meegan Hunt, Associate Director of Campus Living at the University at Buffalo became, and remains, an operational mentor for me. In our work together, I can remember her tirelessly emphasizing that her entire team needed to know, understand and embrace operational work. When I was a graduate student, Meegan sat me down during the first year of my career and gave me a tutorial into housing assignments, contracts, and billing (and taught me mail merge - which can change any housing professionals life). Her emphasis on this made me a better housing professional.

She connected our apartment area success past areas of comfort in programming and student growth. Success was based on how the team managed their complex operationally and programmatically; it was interdependent, not independent. Her strategy and approach made me a better professional and support structure to other professionals.

#2: Understand Indirect Supervision

Mid-level supervision can vary depending on the institution. From my research and observations, many mid-level operations folks have the added challenge of indirect



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supervision over many facets of the office. For example, hall directors manage the day-to-day interactions, but have to follow precedents and expectations set by the operations personnel. Often operations professionals need building managers to complete and report back on a wide array of things. However, it can be a challenge as operational folks do not have direct management of most of these professionals. This balance can be tough and really forces you to step back and assess your leadership style and how that impacts your indirect managerial style. I found success in transferring experiences of chairing a committee to think about my style and how I can diversify it.

#3: Reexamine Your Customer Service for Students and Families

In the operations facet, customer service takes on a different persona. An operations professional may do everything from assignments, early arrivals, and damage billing all within the same week. A lot of the operational components can cause alarm or panic for a student. Regardless of how clear, concise and direct the messaging, it is likely that you will have at least one parent/guardian call you regarding a decision you made...a week. That's okay. Most parents/guardians call with the best of intentions: they want to help.

One of the biggest things I learned in the operations role is that "I am going to reach out to your student" is not always a suffice answer. It's important for aspiring operations professionals to think about how they deal with parents and guardians. At the mid-level ops role, there is a difficult balance of saying, "According to FERPA I cannot share that with you..." and "Here's the answer you are looking for...", but it's one you have to learn to strike. Customer service in our field is an antiquated game, it's all about balancing the learning moments and the pragmatism. Parents and guardians are not our students, but in operations they can become partners in the educational experience. It's key to reflect on



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how you can use the parents/guardians as a resource, opposed to making their years of love and service to the student feel invalidated.

#4: Relationship Building is Key!

Relationship building is a daily practice for housing operations professionals. In operations, there can be a stream of offices you are much closer to than before: Financial Aid, the Bursar/Business Office, Athletics, Housekeeping and Trades (including unions), External Programs, and the Registrar. Because housing operations plays into larger institutional pictures (e.g. occupancy, budget management, yearly projections), more individuals rely on the information. Personally, I spend around 30-40% of my time working with and talking to individuals at my institution who are not in my department. It takes networking, relationship building, and communication to a whole new level. It also forced me to reexamine my communication and information sharing. The key to relationship building with campus partners in operations is to discover what they need vs. what you have to offer. You will be able to run reports that are beautiful, informational, and detailed. However, not all offices need all that data. By building these relationships, you can easily become a strong supporter of other office's success.

#5: Listen to Decision-Making

After speaking with many individuals across housing operations roles, one of the best pieces of advice they have for hall directors looking transition into AD jobs is to listen more. I got this advice during my time as a Residence Coordinator, and I thought a lot about it. What I learned was that when presented with decision-making, planning or strategies, take the time to think about why this decision was reached. It isn't always about critiquing the decision or advocating for what you may believe is the flaw; rather, think about how this decision was the final one reached. I will fully own that I did not do this as well as I wish I did. There are times when I think I misclassified my "advocating for students" with a critique of the initiative or decision. Although well intended, I was not processing the information in a way where I was actually listening and learning from the decision. In operations work, the final product is often a summary of meetings, emails, and feedback that has made a variety of constituents happy.

#6: Intentional Professional Development in Excel

There are an abundance of professional development opportunities out there in housing operations, but professional development does not start and end with conferences. If you are truly interested in

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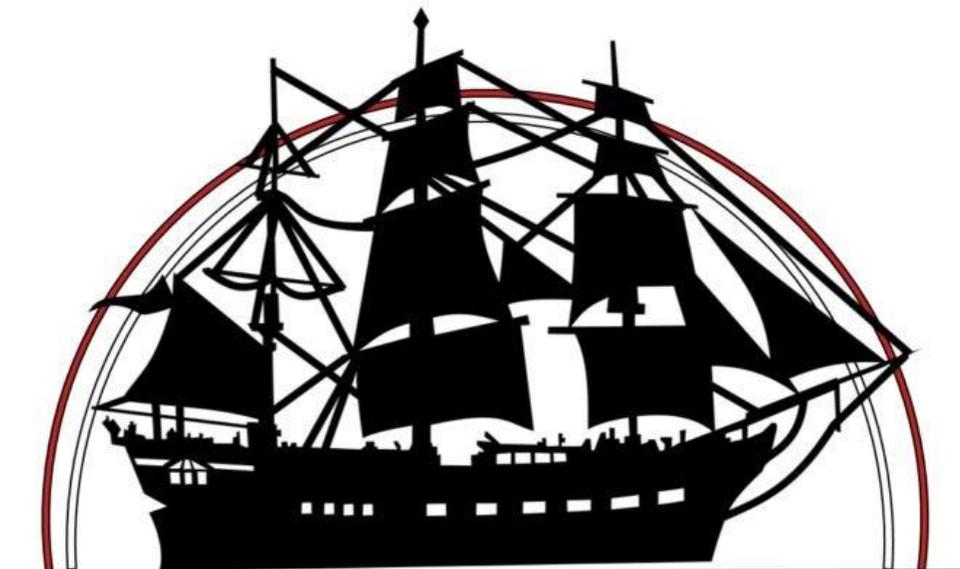
housing operations, the best piece of advice: take an excel class. Many institutions have these types of classes: whether they be lunch tutorials or a 15 week class. Talk to your supervisors Human Resources representatives regarding options for you and how you can enroll. Learning the in's and out's of excel can set you up for long-term success. Going past =SUM or conditional formating, but learning functions like =VLOOKUP can change an operations professional daily work.

Looking Forward & Beyond

Transitioning to a mid level operational role can be exciting and challenging. The overarching theme that I learned was that housing operations supports departmental

success at a high level. Housing operations should not be an unknown, scary entity we don't want to embrace. It is crucial everyone, regardless of hierarchical level, embrace operational work and learn it. Yes, sometimes operations it is a thankless job, but it's a worthwhile one. In the end, you get to step back and see that this work has contributed to something much larger than yourself.

Thomas Gelok is the Assistant Director of Residential Education at Wagner College. This article is adapted from a session he presented at the Housing Operations Conference (Fall 2016) entitled, "The Transition to Mid-Level Operations: The 6 Month Check Point." He can be reached at thomas.gelok@wagner.edu.



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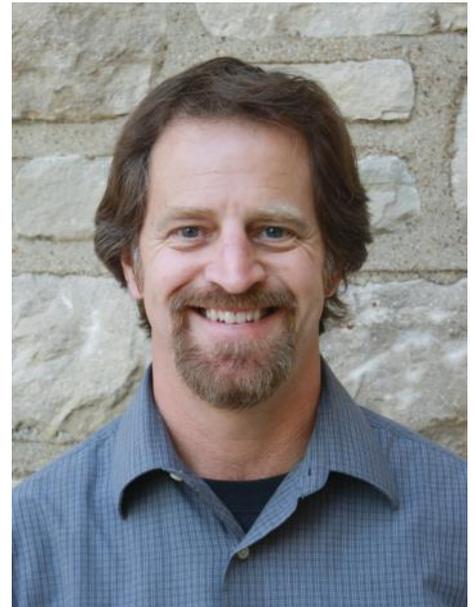
NorthEast News

The University of Rhode Island welcomed Frankie D. Minor to the position of Assistant Vice President for Student Affairs and Director of Housing and Residential Life. He began his duties after having served 23 years as the director of Residential Life at the University of Missouri-Columbia.

At URI, Minor will assist in the planning, administration and leadership of the Division of Student Affairs. He will lead and direct all planning, staffing, education, operational, facility and budgetary aspects of the University's primary on-campus living programs. The Department of Housing and Residential Life at URI houses approximately

6,200 students residing within 21 undergraduate halls, three undergraduate apartment complexes, and one graduate apartment complex.

He will also play a critical role in planning and coordinating the division's capital projects and renewal programs and serve as the liaison with the University's Office of Capital Projects. He will provide leadership for the construction of URI's newest residence hall, Brookside, scheduled open in fall 2019.



Prior to his time at Missouri, he was director of Residence Life at St. Louis University from 1991 to 1994. He served as a faculty member for the National Learning Communities Project, South African Training Delegation, various learning community institutes, the National Housing Training Institute and South African Housing Training Institute. He earned his bachelor's degree in criminal justice from the University of Florida and his master's degree in college student personnel from Bowling Green University. Frankie is excited to join the dedicated professionals in Housing and Residential Life and Student Affairs at URI, and expanding his involvement in ACUHO-I to include the NEACUHO community.

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