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From the President

Hello NEACUHO Members!!

What an exciting time for our campuses with all the Spring fests and End of Year celebrations going on. Hard to believe we are at the end of the academic year already and planning live-in staff trainings and working on orientation!!!

With the academic year winding down, NEACUHO is just gearing up for being the host region to the ACUHO-I conference in Providence where we will host a social with our neighbors in MACUHO...all are welcome. More details on that coming soon!!

We will also be putting out information about our new series called the August Toolkit which are featured training sessions for live-in staff. You will have the option to attend at a host site or to watch via webcast. There will also be links available to all member institutions as well to watch and use in trignon throughout the year. Topics/dates/etc will go out soon so be on the lookout for that.

Most exciting of all is that May 1 marks the opening of our October Annual Conference. We hope to see you all in Portland, Maine . . . more details later in this newsletter or via the website.

All my best to a wonderful happy closing!!

Shelly Keniston
NEACUHO President



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Highlights from the RD2B, New Professional, and Mid-Level Conference





Advocacy and Accountability: Balancing Competing Roles

Jessica Fontaine

As residence life professionals we often have the unique opportunity to get to know students on a very personal level, and when they struggle, we advocate for their success. It can be a challenge to balance this advocacy role while also holding students accountable for their behaviors. An added layer of challenge comes in to play when our own personal beliefs come into conflict with our professional roles. How do we navigate this and still provide necessary support for our students?

To give some context before I share some tips, I'm the Director of Student Conduct, Rights, and Responsibilities at Hampshire College. We are a small very liberal liberal arts college. My position is housed within Residence Life as 99% of our violations are by residential students. If you haven't heard of Hampshire before, take a moment to stop and Google news search, we

have been at the center of local and national debates on cultural appropriation, managing reports of sexual violence, being an actively anti-racist institution, and the public and hidden meanings of the American flag. No big deal, right? The balance between advocacy and accountability is a constant conversation not only for me, but our entire institution. So how do we manage it?



1. Ask questions - How do we talk to people in a way that they can hear us? Hampshire is an institution where students are taught to question and many of them interpret that as questioning everything, LOUDLY. While sometimes the squeakiest wheel gets the oil, other times it's hard to hear the crux of the issue when all you can hear is noise. We attract students who have experienced a lot

of hurt, either directly or indirectly, and now they're taking control by advocating for a particular cause or issue - many identifying as activists. If the noise is reaching a level where

it's impacting others negatively or a student is disrupting an office environment, depending on your code of conduct, they may need to go through the conduct process, but more ideally we would be able deescalate students and have a conversation where we ask a lot of questions to help draw out of them the actual issue. This allows us space to address both what has escalated a student and the impact their behavior is having on the community.

Often, I pair with someone else the student has a strong relationship with to have a conversation, like an area coordinator is residence life or an academic advisor. We plan our strategy, what questions we'll ask, and who will ask them, but typically the questions include, "What happened?" "What do you need (to feel whole, to feel supported, to move forward, etc.?)" and "How do you feel the community has been impacted?" Getting the student to reflect on these questions often leads to them identifying ways they can hold themselves accountable. Questions, when asked with the right tone and by the right person, validate your true goal of helping the student learn and grow, not solely to be an authority figure.

2. Utilize restorative practices or mediation as a resolution - There are times when you can hold students accountable and be an advocate at the same time. Accountability does not always mean going through a conduct process, it can mean helping a student understand how their behaviors impacted

someone else. We utilize restorative practices, because it allows a student space to not only hear how they impacted others, but also promotes personal and peer accountability, rather than administrative accountability. It is beautiful to see students hold each other accountable and gives you space to advocate for all of their needs as well as helping them process what is reasonable to ask for from the institution and their peers.

Restorative practices and mediation only work if students are willing to have a conversation, going back to asking questions with a trusted support person present can often get a student to that point to be willing to participate in a difficult conversation. Restorative methods can also be used for accountability, and specifically we use restorative discussion circles for students found responsible for minor policy violations related to substance use. The transformation in just a two-hour discussion is mind-blowing. Students go from being standoffish in the conversation to realizing that their peers have shared experiences and the institution is committed to their success. By providing opportunities for students to be heard and bring their own values forward they're able to invest in the community more fully, holding themselves and their peers accountable to restoring to a healthy and safe environment.

3. Refer to resources as a method of care and advocacy - Sometimes, you may not be the right person to provide support and

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advocacy, even if you want to be. We care deeply for our students and their success, and it can be instinctual to want to lift them up despite egregious behaviors when you know they have their own personal struggles as well. Developing strong relationships with your Counseling Center, Women’s Center, Cultural Center, or other offices whose primary role is support and/or advocacy can be a huge benefit to you and your students. While most of us are skilled in counseling, we are not clinicians, so being confident in resources who can truly provide for a student what they need allows you the space to focus on other aspects of the student’s behavior and success. This can be a solid method for separating out the role of advocate so you can still hold a student accountable. Giving the student the ability to access resources that can hold their pain in the way they truly need allows the door to open for developmental conversation around behaviors while separating (or in collaboration) working on the issue or cause that brought them there.

4. Understand how your values and the values of your institution align - Whether satisfied in your current role or searching, it’s important to think about who you are as a professional. What are your non-negotiable personal values? Are you comfortable with the values of the institution? For example, Hampshire has three advisory councils enacted by the President of the College to guide our strongest principles - commitment

to being an anti-racist institution, commitment to ending sexual violence, and commitment to productive and respectful discourse. If you’re not comfortable engaging with these concepts, Hampshire may not be a great working environment for you. While some institutions have a clear mission and values, and it’s evident that the campus community embodies that, others are less clear.



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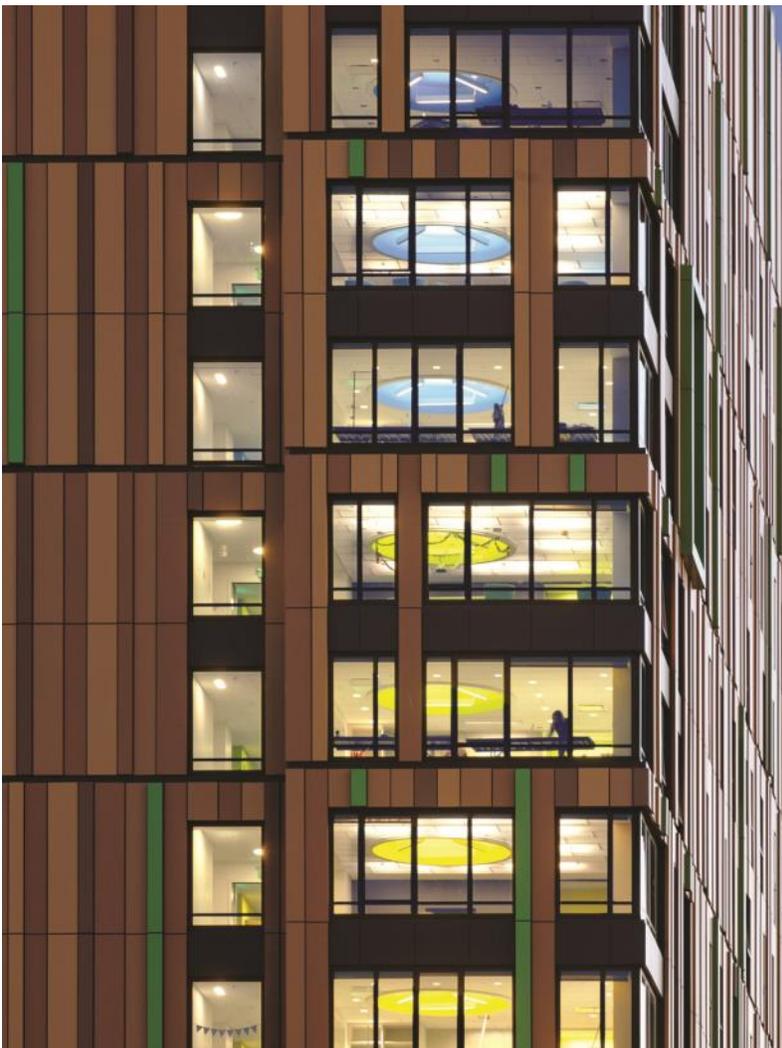
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If you're searching for a new position, consider asking each group you meet with for your interview what the top three values are of the institution are from their perspectives; this will help you get a sense of overarching themes in the institution's values and to assess for yourself whether those values align with your non-negotiable values. When it comes to managing student behavior and your role as an advocate, institutions have a variety of

expectations related to that; Hampshire intermingles these concepts creating a lot grey area and flexibility in addressing behavior while other institutions may have very specific language in the code of conduct regarding involvement in protests, activism, and specific measures taken to hold students accountable. Neither approach is wrong, but you may find your values align more closely with one over the other.



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5. Approach issues from a student development theory lens - None of this is fool proof, because what much of it boils down to is we're working with people with developing brains who truly may not have been able to control their responses or could not anticipate the consequences of their actions. Dualism (William Perry) also makes it challenging for students to understand that you can both advocate for them and hold them accountable. I see this struggle play out frequently with RAs who must take on both the role of advocating for residents and holding them accountable to policy. New RAs in particular may find that they need to choose one over the other, leading to under reporting of violations or under referring to resources. At

Hampshire, we're trying to shift the narrative, while also being realistic that some of our RAs may not developmentally be ready to understand there is a way to balance both. We train RAs using a lot of scenario and discussion-based activities that help them learn to anticipate and plan for challenges that will likely arise in their community.

I consistently remind professional staff of the development of the frontal lobe of the brain through about the mid-twenties, where executive functioning lives; this is the function of the brain that allows us to anticipate consequences, to manage time, and to know what questions to ask (or even to know to ask



questions at all). Pair the developing brain with activism and intellectual strength, and sometimes we have a perfect storm of concerning student behavior - and we can manage it! Not everything is going to work out the way we hope, not every student is going to feel satisfied, but assessing where students are developmentally can be abundantly helpful in



addressing concerns from a place they may be able to understand it. The flexibility of process we have at Hampshire allows us to truly approach from a developmental perspective, and if that's not the case for your institution, you still have the ability to have conversations that allow students to be heard and help them direct their frustration with process to those who may have the authority to make shifts in the future (another way you can be an advocate).

to Hampshire, Jessica worked for Residence Life at Mount Holyoke College, The College of Saint Rose, and the University of Tampa. Jessica earned her M. Ed. in Student Personnel Administration from Springfield College and a BA in Communication from Westfield State University. Jessica welcomes any questions about the methods above and partnerships between residence life and conduct. Jessica can be reached at jfontaine@hampshire.edu.

Jessica K. Fontaine has been the Director of Student Conduct, Rights, & Responsibilities at Hampshire College since September of 2012. Prior

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My Journey from Undergraduate Student to Higher Education Professional

Anna Kramer

At a local coffee bar located near Keuka College, I was sipping my cappuccino from a mug that seemed larger than my face as I listened to my resident director and mentor talk about his experiences with Residence Life at his undergraduate institution. As he discussed his relationship with his former supervisor I simply sat in admiration as I thought about what, or rather who, influenced me the most during my time in college.

My undergraduate experience at Keuka has done much more for me than simply provide a pathway to a college degree. I have stepped far beyond what I believed was my comfort zone and developed a wonderful network of peers, faculty, and staff. It is because of the people I have worked with during my undergraduate education that I wish to

study higher education; these people have helped me grow personally and professionally and I plan to do the same for students in institutions of higher education. It was not until the fall semester of my senior year that I began reflecting on my time as a resident assistant and thought wow, I could do something like this for the rest of my life. After this discovery, I started considering the field of Student Affairs as a career, spoke with the student affairs professionals in my life, and began applying to Master's programs.



Working as a professional in this field will give me the opportunity to work in a college setting, a setting that I have seen success in many ways not only in myself but in my residents too. Here, I will be part of a team that encourages individuality and self-development and ultimately, be the influence that students need to see their potential and to help them develop confidence



in themselves just as the student affairs professionals in my life did for me. According to ACPA, professionals in the field should have a desire to help their students grow and be willing to grow themselves; two resident directors that I have had the utmost pleasure of working alongside as an RA come to mind as two student affairs professionals who do just that. They are both understanding, hardworking, care deeply for their students, and they lead by example. I intend to exemplify those same qualities when I become

As I am nearing the end of my undergraduate education, I am making the most of my time left with the Office of Housing and Residence Life. I am currently working with our Senior Director of Student Affairs as I complete a semester-long practicum doing various assignments including updating the college's Office of Housing and Residence Life website with information and media, taking part in various office activities including Housing Selection, and developing marketing materials and other useful documents such as a

furniture vendor survey for students, faculty, and staff to share their opinions. All my experiences with Residence Life have shaped me into the person I am today, both personally and professionally. I am thankful for this facet of student affairs because if it weren't for Residence Life I would not have



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a professional in the field. These two RDs, the RAs I have worked alongside, and my residents the past 3 years have all helped me in more ways than I can count. It is because of the Office of Housing and Residence Life at Keuka College that I have gained invaluable skills such as community development and interpersonal communication, the best friendships, and unforgettable memories through programs, one-on-one meetings with my supervisors, and staff bonding adventures.

this newfound passion which is being there for students to ensure they have a positive college experience where they can learn and grow.

Anna Kramer is a Keuka College Resident Assistant who will be graduating in May. She will be attending Syracuse University this coming fall semester for their Master's in Higher Education program and putting theory to practice as a Resident Director at Pomeroy College of Nursing at Crouse Hospital.

Reflections from a First Year with First-Years

Chasity Wilson

For just a little over 5 years, I worked as a Residence Hall Director (RHD) in a small residence hall serving 272 students in the East Village of New York City. I began at The New School in summer 2011. This was my first actual university position after working for 4.5 years at the North Carolina School of Science and Mathematics, a boarding high school in North Carolina for high achieving 11th and 12th graders, though part of the prestigious University of North Carolina system.

My job as an RHD was not different or more challenging than my previous position, but it did involve working with older students, students with different academic interests, students from eclectic backgrounds, and managing a building on my own. I quickly became accustomed to a more mature student, used to doing things on their own, not needing much support; and I focused on making their living experience one worth

returning to in their continued years. My building was not without first year students, but they adapted to the environment around them, tending to need less.

That all changed in August 2016 when I moved up to our largest residence hall, becoming the Area Coordinator for 640 students, all first years. I recall feeling overwhelmed, stressed, and needing more than I ever thought I did. It was as if my work life became a vicarious version of the First Year experience. Again, it wasn't that the job was different. It was just so much more. More in that first year students need a lot of guidance, support, and accountability that I often had to deliver as someone they sought out for support.

I did not realize that something as simple as working with a different population of students could make you view your position so differently. It was as if everything I learned in graduate school came into play when working with first year students, some six years later. I lost count of how many times I shared my own roommate woes of having lived on campus for four years in



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undergrad at UNC-Chapel Hill. I found that students connected with my experiences. They felt supported and understood by this adult woman who had been there. When I held conduct meetings for residents who violated policy, they understood their mistakes and accepted accountability. For the most part, we never had to meet on those terms a second time. I have had students thank me for just listening to them, helping guide them, or just being available. It seems that our first years, though anxious to begin the collegiate experience, still need someone to be there if and when they need it.

I learned a lot about myself, my strengths, and my areas of growth in working with first years. I am patient, supportive, understanding, and easy to talk to. I have an innate ability to make people comfortable. Setting community expectations and standards do work if you enforce them with reasoning and a big picture of the impact behind it. First impressions are everything, whether in person or behind a computer screen and it is important to always put your best face forward. It is never too late to learn to be more empathetic and

understanding; or to learn how to appropriately deal with certain crises for the first time. Most importantly, I learned that the way I may view a crisis is not the only way to view a crisis. Students experience crisis in different ways and it is my job to adapt to that.

After getting valuable feedback from residents' experiences in the fall, I am gearing up to do the same as the academic year closes. I am making great headway in planning for the upcoming year and developing ways to teach my student staff on how to be there for our first year students based on their needs. The best thing about this role I am in now? I get to try again with a new crop of students, every single year.

Chasity L. Wilson (she/her) is an Area Coordinator at The New School in New York City. She holds a BA in English from UNC Chapel Hill and a MS in Higher Education from Drexel University. Her key interests are creating equal opportunities and improving retention for students of color and other marginalized groups.





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Eastern NY and VT Update

The Eastern New York (and VERMONT) district is excited to see signs of meteorological spring: mud, rotting leaves we didn't rake up in October, and people thinking 45 degrees Fahrenheit is tank top weather. They're correct, of course.

I reached out by email after the special election to finish out the current District Coordinator term, but for those of you who are not institutional contacts (or for whom my contact information is out of date), I want to introduce myself a bit. I am the Director of Residence Life at Johnson State College, a small public institution in northern Vermont. I have worked in higher education since 2003, and at JSC since 2007. In that time I've progressed gradually to directing the small but mighty department here. My first NEACUHO Annual was at Northeastern in 2012 and since then I've been to, and sometimes presented at, nearly every Drive-In and Annual.

I lived on campus for what seemed like forever, and I've experienced plenty of weird politics and weirder student situations. I love all of it, and hope to connect in person, soon,



with some of you about life on campus. Most of our District is small and spread out, so I also hope to develop other means of connection to keep us together throughout the year. I think it is especially important for those of us in small shops to find connection and resources with professionals outside our institutions.

Our District has not had a round table in several years, and my hope is that we can change that this summer. If you are interested in hosting, please let me know, and if you just haven't gotten around to reaching out yet, you will hear from me soon.

Muddy and loving it,

Jeff Bickford





Housing Operations Pro Spotlight

Submitted by: Kristin Murphy, Residential Operations Committee Chair

Name: Amanda Surgens
Title: Associate Director
Institution: University of Massachusetts Lowell

Please briefly summarize your career progression.

I started in the typical route – as an RA and then an RD. When I was an RD, our Housing Coordinator went on maternity leave and I volunteered to fill in and do some of her responsibilities while she was out. In doing so, I was able to get my hands into a lot of the web stuff (she handled all of our software, web page, and any online piece of the res life department). I was also able to work with assignments, access for residents into their rooms (keys and cards) and a lot of the different processes of the department (Early arrival process, summer conference process, damage billing etc).

About a year or so after I filled in for her, the department had created a new position of Assistant Director for Housing Ops (which was essentially all of the Housing Coordinator pieces plus Summer Conferences). I was promoted to that position. After serving as the

Assistant Director for Housing Ops for 4 years, the opportunity arose to apply for my current position of Associate Director for Residence Life for Housing Operations.

Why did you choose to focus on operations?

To be honest, at first, I was just offering to help out while the department was down a person. I didn't realize I'd find my niche! Once I filled in for the Housing Coordinator, I

realized that in this role, I was able to use some of the skills in which I felt most confident – organization, some of the techy stuff and coordinating processes with moving pieces. It was then that I realized this was my direction.

What is your favorite part of operations work?

I love the collaboration with other departments. I love working with facilities especially. At the last institution and at my current institution, I've had great working relationships with the folks in facilities. I feel like our jobs go hand in hand, and once we get on the same page, things just work!

What is the biggest challenge with operations work?

A huge piece of this job is making sure other people are doing what they need to do. Often times, I'm not the reason something failed or didn't work right, but I'm the one that has to own it. (i.e. when I promised a parent that their student's room would be treated for bed



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bugs and it did not get treated due to either the student not following the preparation directions, a mishap with facilities or the exterminator – whatever the reason - the fact is that I need to own the failure whether it was my fault or not). Much of my job going well depends on others doing their job well. That can be tough when you are a control freak. Learning to trust others and figuring out how best to handle that dependency has been

the biggest challenge.

What is the number one thing that new pros can do to be successful in the housing ops arena?

Most new pros start in the RD or CD role (or AC or whatever acronym you have!) and there is only a surface level of exposure given at that level. My biggest piece of advice is to dig deeper and ask the “why” question. You’re told

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you need to make sure something is done so you do – but if you ask why, you’ll get to see the other side, you’ll get to see the why of what we do. (i.e. you spend so much time making sure your RAs fill out the Room Condition Forms but do you realize that those forms answer more questions than just “what was the condition of the room?” They tell me what date the student moved in, when they moved out; so when the parent is fighting the bill, I have signed proof that they do in fact owe for 47 nights (or more if there was a deadline

missed!) So if you skimp on accuracy, it completely messes with my process. When you ask the “why?”, you ask to be let into the world of housing ops!

What do you believe is the biggest misconception of housing operations?

Most people are surprised to hear that I am not the only woman who does this sort of job. So, don’t be fooled – it is not a man’s job! I’d hope we’re beyond those labels by now, but we are not. A big misconception is

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that it is all behind the scenes so it doesn't feel rewarding. I do feel that it is rewarding – and I have had many students and parents let me know that what I did for them was huge.

What is one thing you wish people knew about housing operations?

I think people forget that there are multiple different pieces to housing ops and most are interconnected. So when I'm working in one area, I'm always thinking about the impact that process will have on all the other processes going on in the department as well. If you miss

a deadline I've set, it likely will have a domino effect that you don't see – which is why I am firm and hesitate to stray from a timeline. There is a lot of "what impact will this have" and "who needs to know this information"... and sometimes that gets missed – I may seem like a slow processor when you're discussing your plan with me – when in fact, I'm not just slowly processing – I'm trying to figure out what that means for every other area I'm working with.

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External Review of Your Residence Life Program: It Can Be a Friend to You and Your Staff

Chuck Lamb

Joey Tribbiani was the character on the sitcom "Friends" with that classic line. Those simple words are also the heart and the goal of any assessment process. Residence Life programs and staff simply want to determine if their planning and efforts are having an impact. One way a department can answer that infamous "Joey" question is to conduct an external review.

In this age of cost containment and assessment many residence life/student housing programs are under the microscope. Student/customer satisfaction surveys, focus groups and participation in such benchmarking surveys are excellent tools to consider when there is a need for unbiased/honest feedback. A challenge for any residence life/student housing program and its staff is to find the time during the active academic year to add this task to an already full plate of responsibilities and to provide the necessary time and commitment to be effective. A logical alternative is to reach out to colleagues well versed in a process of this

nature to help and who are interested in assisting with the improvement of the services offered to students in the residence community on your campus.

Once the decision is made to conduct such a process, a team leader from outside the institution is identified who has experience

with these kinds of processes but more importantly is not hesitant to provide unbiased/candid information and feedback. External reviews can be performed by one person although a team approach enables multiple components to be assessed simultaneously.

Usually a team leader will be identified who will work in collaboration with the institution to identify other members

of the external review team. The leader/team will receive and review written materials in advance to assist in the preparation of the process. The team will meet with groups and individuals on campus arranged by institution staff to discuss and review program components, to collect data, opinions and



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feedback. At the conclusion of the actual on-campus visit, the individual /or the team would meet with the Director, VPSA and/or other campus representatives to present initial perceptions and recommendations for program changes and improvement if any are warranted.

This meeting is then followed by a formal and in depth written report from the leader/team to the institutional representative/s summarizing the perceptions and observations of the residence life program and offering a list of recommendations to modify the program-if necessary. This written report should be delivered within 60 days of the conclusion of the visit depending on the timing of the visit. A review/on campus visit occurring just prior to a major break in the academic calendar (Thanksgiving, semester break, spring break, professional conference season) may impact the delivery date of the report.

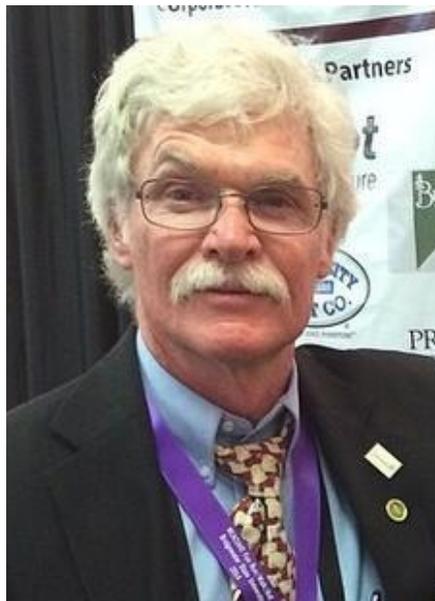
To make this type of process truly effective the team should be scheduled to visit campus for at least two days although this will depend on the scope of the review. The team could be housed by the host institution on campus or in a local hotel and meals would be provided on campus or at location chosen by the

institution. The team members are usually compensated for travel expenses and in return for services receive an honorarium in an amount negotiated in advance, dependent on the scope of work.

Keep in mind this is not always an easy process to conduct as the External Review Team may uncover unknown variables or sentiments from staff and these feelings should be addressed by the organization. The issues may be systems related or staff connected and the sentiments could be difficult to confront and/or accept. BUT the long range outcomes to assist with the evolution of a residence life/housing program are certainly worth the temporary discomfort.

Be the Joey in your department; find out "how you doing" to move your program forward after an honest assessment of the strengths and weaknesses/assets and liabilities of your organization. And don't do it alone. Get some "FRIENDS" to help.

Chuck Lamb is the former Director of Residence Life at Rochester Institute of Technology and Past Presidents of both NEACUHO and ACUHO-I. Contact him at: chlrla@rit.edu.





NEACUHO Annual Conference October 4-6, 2017 in Portland, ME

On behalf of the NEACUHO Annual Conference Host Committee, we would like to invite you to register for this year's Annual Conference in Portland, Maine. The NEACUHO Annual Conference this year has shifted dates to Wednesday, October 4 to Friday, October 6 based on the feedback of our membership. This year, the NEACUHO Annual Conference is also moving to an off-campus location, and will take place at the Holiday Inn By The Bay located in downtown Portland.

The NEACUHO Annual Conference will still have everything that you expect from our conference: a wide selection of programs, a large exhibitor fair, opportunities to network with members from your district and around the Northeast, and a night on the town to give you a chance to see all Portland has to offer. We'll also have new and exciting changes that we'll be announcing over the next few months!

The Annual Conference registration is live on our website. Find constantly updated information, including conference rates and hotel booking at:

<http://www.neacuho.org/events/EventDetails.aspx?id=899860>

We look forward to seeing you in Portland in October!

Jonathan Bragg, Annual Conference Co-Chair
Jeff Saint Dic, Annual Conference Co-Chair



Illustration by Ideaman

+ Adelphi University + Albany College of Pharmacy and Health Sciences + Albertus Magnus College + Alfred University + American International College + Amherst College + Babson College + Barnard College + Bates College + Bentley University + Berklee College of Music + Binghamton University + Boston College + Brandeis University + Bridgewater State University + Brown University + Bryant University + Castleton State College + Central Connecticut State University + Clark University + Colby-Sawyer College + College of Mount Saint Vincent + Curry College + Dean College + Dominican College + Dutchess Community College + Eastern Connecticut State University + Elmira College + Elms College + Emerson College + Endicott College + Fairfield University + Fitchburg State University + Framingham State University + Franklin Pierce University + Hampshire College + Harvard Law School + Harvard University + Hobart and William Smith Colleges + Hofstra University + Ithaca College + Johnson and Wales University + Johnson State College + Keuka College + Landmark College + Lasell College + Le Moyne College + Manhattan College + Manhattan School of Music + Marist College + Marymount Manhattan College + Massachusetts College of Liberal Arts + Massachusetts College of Pharmacy and Health Sciences University Worcester + Massachusetts Institute of Technology + Merrimack College + Middlebury College + Molloy College + Montserrat College of Art + Mount Holyoke College + Mount Ida College + Mount Saint Mary College + New Hampshire Institute of Art + New Hampshire Technical Institute + New York University + Newbury College + Nichols College + Northeastern University + Pace University - PLV/BRC + Quinnipiac University + Rensselaer Polytechnic Institute + Rhode Island School of Design + Rivier University + Roger Williams University + Sacred Heart University + Saint Anselm College + Saint Michael's College + Salve Regina University + Skidmore College + Southern Connecticut State University + Southern New Hampshire University + Southern Vermont College + Springfield College + St. Joseph's College of Maine + St. Lawrence University + Stonehill College + SUNY Adirondack + SUNY College at Brockport + SUNY College at Geneseo + SUNY College at Morrisville + SUNY College at Oneonta + SUNY College at Plattsburgh + SUNY College at Purchase + SUNY College of Technology at Delhi + Syracuse University + Teachers College, Columbia University + The Culinary Institute of America + The Juilliard School + Tompkins Cortland Community College + Trinity College + Union College + University at Albany + University at Buffalo + University of Bridgeport + University of Connecticut + University of Hartford + University of Maine + University of Maine at Presque Isle + University of Massachusetts-Amherst + University of Massachusetts-Lowell + University of New Hampshire + University of New Haven + University of Rochester + University of Saint Joseph + University of Southern Maine + Wagner College + Wentworth Institute of Technology + Western New England University + Westfield State University + Worcester Polytechnic Institute + Worcester State University +