



# the NAVIGATOR



NORTHEAST ASSOCIATION OF COLLEGE AND UNIVERSITY HOUSING OFFICERS

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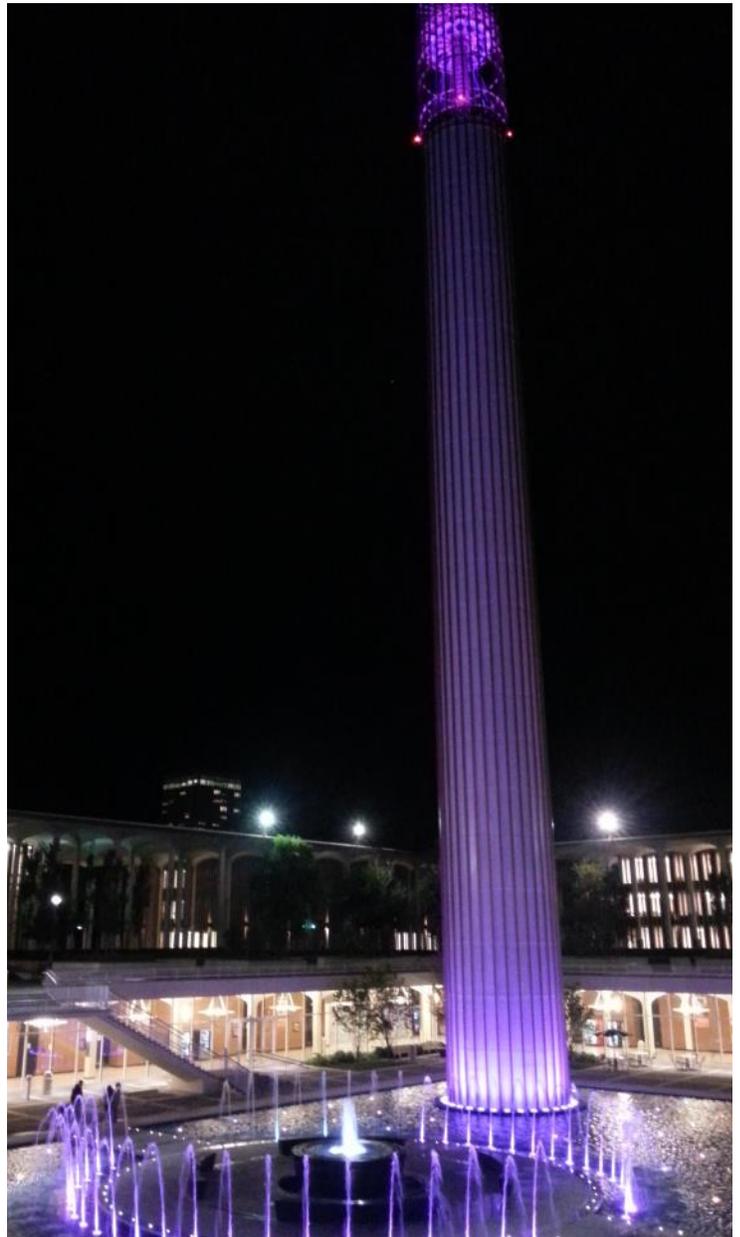
ACUHO-I Foundation Board Representative,  
*Jennifer Hapgood-White*

Retention Task Force Chair, *Matt Lechter*



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## Welcome

Greetings Colleagues!

As we begin a new year, it is my pleasure to bring you a new edition of *the Navigator*. This is the quarterly publication of the NorthEast Association of College and University Housing Officers. It features both scholarly and opinion articles about current events, legal issues, supervision strategies, housing trends, or student concerns. Updates from the executive board, news about staff, projects, or buildings from member institutions, advertisements from our sponsors, and photographs of our campuses are also included. Any member of NEACUHO is welcome to offer similar submissions to [neacuhonavigator@gmail.com](mailto:neacuhonavigator@gmail.com). Feedback is always encouraged. Thank you for taking a few minutes to share with one another and for your continued involvement.

David Ferguson  
Media and Publications Chair





# From the President

Hello NEACUHO,  
Greetings and Happy Fall!! I hope all your campuses has settled into the fall nicely. I am excited to email you as the President of NEACUHO and share with you some updates on behalf of the organization!!

## **Annual Conference Update**

As you may already be aware, at the business meeting held at Westfield State University, host of our last annual conference this past June, it was announced that we were embarking on a three year trial of having out annual conference at a hotel/conference site in the fall instead of June on a college campus. A great



amount of time and effort had been spent collecting data that was used in making that move. While there are still a lot of unanswered questions, we are moving forward. At our board meeting in October, we were able to do a final vote on a site and NEACUHO is happy to announce that the 2017 Annual Conference will be held between October 3 & 7th in Portland, Maine at the Holiday Inn by the Bay.

If you would like to be part of the Annual Conference Host Committee, you must be a member of NEACUHO. More information about positions and the application process and timeline can be found here: <https://neacuho.site-ym.com/page/acapp>

## **Fall Drive-in**

In trying to find a host site for the fall drive-in, dates and scheduling didn't line up in terms of space availability etc. for the campuses that did express interest in possibly hosting. This led us to have to cancel having a fall drive-in and move to trying to host a drive-in in March instead so please be on the lookout for more information about that. If you think you might be able to host us or want to talk more about that possibility, please contact Michelle

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Carvajal at Michelle.Carvajal@purchase.edu.  
We would love to visit your campus!

## Committees

Committee sign-ups are still available on our website. Our committees are working hard to

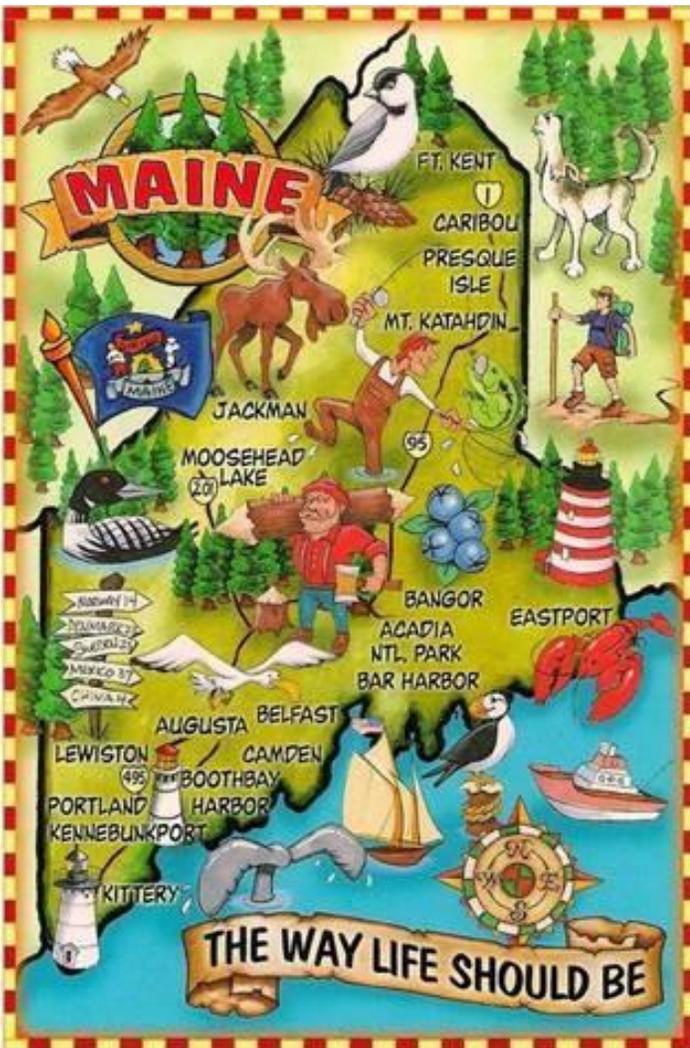
bring you events and newsletters but our success depends on your involvement. Please consider joining today!

## Upcoming NEACUHO Events

Please visit our website at [www.neacuho.org](http://www.neacuho.org) to view our calendar of events.

If you have any questions for me or about the organization or getting involved, don't hesitate to contact me or any member of the executive board. We would love to have you involved!!! I hope to see YOU at an upcoming NEACUHO event!!

Sincerely,  
Shelly Keniston  
NEACUHO President





# A Former Res Life Staff Member Perspective on the Profession



Charles Lamb

After stepping back from a rewarding and stimulating career in residence life nearly three years ago, I would like to give you a Perspective on the Profession. I'd like to share with you what I've learned in my time serving in the wonderful world of Residence Life/ student housing.

In the past 40 plus years I have worked beside some of the great residence life professionals of this generation; Jim Grimm, Doris Collins, Carmen Vance, Paul Oliaro, Jim Casey, Deanne Molinari, Garry Johnson, Jack Collins, Kathleen Bouchard, Joe Maresco, Gordon Bigelow, Bob Mosier, Pat Mielke, and many others-all wonderful student housing colleagues, each different in his/her own way. You may recognize some of these names; some will be totally unknown to you. You may have your own list of "greats".

What did I learn about Residence Life in watching these men and women and other great leaders? Well, I learned first and foremost that your allegiance as a staff

member is always going to be mixed-to the administration, to your staff, to the students, to your family and friends.

But the promise you made is clear; to support and assist students and staff, not the institution, - not the campus administration, not the division of student affairs, not the department but the people with whom you primarily interact and assist.....students. You also may want to include all younger staff.

I learned that leadership is hard. Karl von Clausewitz once said that "everything in war is easy, but the easy things are difficult." Our work in residence life shouldn't be compared with war but the words of von Clausewitz have merit. Leadership sounds easy in the books and in training workshops, but it is quite difficult in real life. Leadership is difficult because it is a human interaction and nothing could be more daunting, more frustrating, and more complex than trying to lead men and women in challenging situations and with evolving students who need our assistance. Staff members that do it well earn your respect because doing it poorly is common place. You

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will be challenged to do it well. But when you get it right, it feels great!

I learned that taking care of staff is not about coddling them but positively challenging them. Establishing a standard of excellence and holding them accountable for reaching it. I learned that good staff leads from the front. I can't count the times that I saw or heard about quality staff walking the halls and residence areas when students are present to encourage and support them. What's the message with this simple action? Ours is not always a 9-5 day job; if you want a job with bankers hours, well, go work in a bank! Residence Life staff are continually challenged to balance his/her schedule to insure quality time is spent with family and other special people in their lives; others than those with whom they work. Missing athletic events or school plays or some conferences with teachers, being late for dinner and other family events happens but should be kept at a minimum. The res life organization can truly function without you 24/7 and your leadership duties empowers you to delegate participation in events to other staff who would perhaps appreciate the opportunity to engage in a different fashion. It's about empowerment and sharing the load.

I learned that if you are in residence life and you want to be effective, you need to move to where the action is the hottest. Spend time with the students whenever possible. If you're

an RD, a member of the operations team, staff responsible for room assignments and roommate matching or facilities staff member, spend some time to speak with others about your work and truly dialogue with students. Whatever position or "branch" you are in, find the toughest, most challenging situation in your organization and go do it and/or assist. The learning process never ceases regardless of age or title.

I learned that you sometimes won't get a lot of thanks in return. I learned that you shouldn't expect it. Your staff is doing the tough job every day, but I guarantee you, you will learn a lot about your staff and they will learn a lot about you.

I learned that the great leaders know how to fail and use that to their advantage. In the course of your residence life career you may fall short of the established expectations. Nothing prepares you for the next challenge like failure. Few staff members I have watched got it right the first time, every time. But the great ones know that when they fail, they must pick themselves up, learn from their mistakes and move on. Learn to sincerely apologize, demonstrate you are human and try NOT to make the same mistake twice.

If you can't accept some failure, then you will never be a great leader. I learned that great residence life leaders are risk takers, but the greatest risk is not necessarily in the halls or



apartments we manage, but in standing up for what's right.

While observing residence life staff, (entry level, middle managers and senior staff) I learned that the great staffs are equally good at following as they are at leading. Following is one of the most underrated aspects of leadership and many will be asked to follow someone else. The strength of a good organization may rest more on how well the staff member follows their leader, than how well they lead their own staff. I have seen many good RD's or middle managers underachieve because they thought the Director or individual at the next level was incompetent and quietly worked to undermine his/her authority. Table talk over lunch fills time but is rarely constructive.

During the course of your career you will work for leaders whom you don't like and don't respect. It will be easy to make fun of their idiosyncrasies, their receding hair line, their wardrobe or their decisions. Be very careful about getting too opinionated and too righteous. As long as the actions of your director/leader are moral, legal and ethical, then do everything you can to support the chain of command and avoid the rolling eyes, the whisper campaigns and junior staff dissension.

I learned that one of the greatest privileges the residence life profession can bestow upon you

is to give you the opportunity to lead and supervise such wonderful men and women. These staffs are not without their challenges. They will, at times, question your authority. They will question your decisions, frustrate you, disappoint you, and occasionally fail you. But when the chips are down, your staff will be there and they will inspire you with their creativity, their sense of commitment, their emerging leadership, their love for this profession, their respect and their passion of working with students.

In difficult times, your staff will be everything you dreamed they would be-and more if you have selected them wisely and trained them well. All one has to do is look at the recognition and awards that accompany the actions of many of our staff who perform daily. End of year ceremonies recognize the best of the best and for the right reasons. We reinforce that essential behavior and create role models we hope others will follow. I learned that your staffs are at their best when their fellow staff are challenged, need assistance, when life challenges them and their enthusiastic spirit shines through. One of your responsibilities is to assist with their success and evolution through engaging them, empowering them, energizing them, challenging and positively reinforcing them.

Finally, in watching the evolution of residence life during my career, I learned that few organizations in the world have the

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excitement, the positive response to emerging challenges, the traditions, or the pride that comes from being a member of this profession. I am envious beyond words. I learned that whether you serve 4 years or 40 years you will never, ever regret your decision to have joined the residence life ranks. You will work beside the finest staff in higher education. You will be challenged every day.

As an evolving residence life staff member you will grow. You will change. You will fail. You will succeed. You will have experiences to fill life ten times and stories that your family and friends will never be able to understand or truly appreciate. And perhaps your only regret

will be that you could not have served longer.

So what has this former residence life staff member learned? That there is no more better calling in the higher education than to be a staff member in residence life. Good luck to you as you complete this year and start the next one.

*Chuck Lamb is the former Director of Residence Life at the Rochester Institute of Technology and past president of NEACUHO. He has worked at Binghamton University, the University of Vermont, The University of Southern Maine, and Mansfield University.*





# Leading Leaders in Residence: Reflections on Supervising Professional Staff for the First Time

Ben Jones

The start of the semester usually marks the beginning of exciting new experiences for professional staff within Housing and Residential Life! For many of us, this year marks the first time we are doing something new---maybe it's your first time being in a new role at a new institution, maybe it's your first time opening a building with a new staff, or maybe it's even your first time serving on a new committee at your University or on a task force within a professional organization. Whatever it is for you, this year is a new you- what an exciting opportunity to grow in your job responsibilities and skills!

For many new mid-level managers out there like myself, it is our first time supervising professional staff in Housing and Residential Life. If this is you, and if you are anything like me, you were nervous to take on the responsibility of supervising, guiding, and mentoring professionals (read: not just students!) for the first team ever (read: how scary!).

Regardless of how you feel about the new challenge, you must admit that the challenge itself is met with an awesome opportunity to learn something new and expand on your supervision skill set. As I reflect on the start of my first semester in supervising professional staff for the first time, I think about some of the lessons I have learned in this new endeavor:



## **It all starts with relationships**

The first step, and arguably most important part of supervising other professionals is building a relationship with those people that we supervise. Our work is primarily based on human interaction, so it is imperative that we get to know the people behind the roles. People are

not only their roles, but they are their identities, personalities, and lived experiences that they bring into those roles. Take time to get to know what these things are to not only understand what motivates them, but to connect with them on a more human level. If you build a solid relationship with those that you supervise, you will create a good

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foundation that is open to feedback, direction, and change, all of which are necessary for a successful supervisory relationship.

## **Consider Perspective**

People not only bring their whole selves to work, but they also bring their perspective on the work, which may come from experiences in previous roles at different institutions. Some of

the people you supervise may even have more experience and knowledge about the role or institution than you do! Even though I have only just begun to get to know the people that I supervise, I am already struck by the incredible amount of diversity of experience that exists on our staff. I supervise two professional staff members that have very different backgrounds/training and have more





institutional knowledge than I can even begin to understand! This has been a very humbling experience for me, and I have seen great advantage in taking the time to consider their perspective and to allow them to bring their talents to the work we are doing as a team. Just because you are the supervisor doesn't mean you need to know everything, and you can't bring that attitude into your supervision!

### **There is no "I" in Team**

There is nothing more important than approaching supervision as a team effort. At the end of the day, you are not doing your job as a mid-level manager if the people you supervise don't feel like they are part of a team. As the old cliché goes, "There is no 'I' in team." This means that your work is not just about you, your responsibilities, and your perspective, but the larger picture of what is happening on your team and how your team is serving students.

One of my pet peeves within the field is when people refer to people and things under their scope of responsibilities with preceding possessive pronouns. For example, people often say, "My RA", "My building," "My hall directors." While I think we are all guilty of

doing this, I believe that language can be an indicator of our attitudes towards those people and things. As mid-level managers, we do not own what we are responsible for---we work as a collective team alongside those we supervise and oversee to ensure the best residential experience for our students. Changing language to reflect this team outlook and can be a critical game changer for the team itself.

No matter where you are in this new journey, I hope that my thoughts and reflections resonated with you as you reflect on your own new journey in supervising professionals within our field. Success in this new endeavor requires that we take time to reflect, share with others, and figure out how we can become better supervisors--remember, supervision is a learning process that never ends!

*Ben Jones is a Residence Hall Director at New York University in New York, New York.*

**CREATING LASTING VALUES**



## Greetings Massachusetts!

I hope that your school year is off to a great start. I am excited to be working with all of you over the next two years as your District Coordinator and look forward to connecting with you at events during the course of the year. Being that we are the largest district in the region, it is my hope that we not only reach the same number of member institutions as last year but surpass it. For that I need your help! If you have not already renewed your membership for this year, there is still time to do so! If you have colleagues at other institutions who are not members of NEACUHO, please encourage them to join and share with them the numerous opportunities that the organization can offer their department. Our next event will be the Res Ops Conference on Friday, December 9th and will be hosted by Western New England University in Springfield, Massachusetts. Since the event is in our district, I hope to see many of you there. In terms of future events, there will be a second RD2B Conference on Saturday, February 11 at the University at Albany in Albany, New York and the Equity, Diversity and

Inclusion Retreat will be held on Friday, February 17th at Manhattan College in the Bronx, New York.

During the course of the year, I'd like to work with schools in our district to host socials or roundtables to give members of our district opportunities to connect and network outside of the events during the course of the year. If you would be interested in hosting any of these or have any questions or feedback about anything during the course of the year, please don't hesitate to reach out to me via email at [d.grimes@northeastern.edu](mailto:d.grimes@northeastern.edu).

All the best,  
Dave Grimes





# Residential Operations

The Residential Operations Committee is hard at work planning on Residential Operations Conference at Western New England University on December 9, 2016. This event will provide the opportunity for housing professionals of all levels to educate themselves on housing operations functions and to interact with colleagues. We will also see a number of our corporate partners in attendance. We are always looking for committee members so interested individuals can contact Kristin Murphy, kmurph72@fitchburgstate.edu, to get involved!

## SUPPORTING STUDENT SUCCESS

NEACUHO Residential Operations Conference 2016

December 9, 2016

Western New England University, Springfield MA

Registration Begins: Monday, October 24

Registration Deadline: Friday, November 18

Please see the NEACUHO website:

<http://www.neacuho.org/events/EventDetails.aspx?id=844943>

for more details on registration and a call for programs.

# When it Comes to Student Development, Housing Operations are EVERYONE'S Business

Kristin Murphy

What does the phrase 'Housing Operations' mean to you? Most commonly it is interpreted as 'heads in beds' – numbers, data, revenue - the business related aspects of housing. These aspects of our functional area are not often among the primary reasons that many people cite as motivation for choosing to work in student affairs. This routinely can cause these functions to be compartmentalized and interpreted as the responsibility of ONLY our colleagues that whose job descriptions necessitate this focus.

Have you intentionally or unintentionally diminished the importance of housing operations in your career path/ in your current role? Have you have shied away from learning the 'in and outs' of this aspect of residence life? I have news for you. Whatever your role in the department, Housing Operations are EVERYONE'S business. It's all connected. This statement is not simply based on my feelings or experience but rather on a theoretical framework.

Meet Mr. Maslow

Anyone who has taken an entry level psychology course is likely familiar with Abraham Maslow. Maslow's hierarchy of needs is a needs based development model, He posited that "We are all motivated by unmet needs." He also claimed that needs must be met in order. When "lower" needs are met, we can focus on higher needs. When "lower needs" are not met, we cannot focus on higher level needs – therefore preventing us from reaching a point of self-actualization.

At first glance, looking at Maslow's theory may seem out of place in this discussion– however I argue that his theory is absolutely one that can underscore the importance of housing operational functions. It validates a need to pay more attention to these tasks. Translating Maslow's hierarchy of needs into the terms or language of the work we are doing in residence life can provide a different and arguably, valuable perspective.

When we move ahead and translate in this way (Maslow's theory into the language of our field), the levels that are most applicable to this



discussion of our field are below.

**Level 1: BIOLOGICAL AND PHYSICAL NEEDS**  
*(which is the base level of the pyramid at the bottom)*

This level really speaks to basic human needs which must be met in order for a student to be able to focus on other needs. **Housing operation considerations fit solidly in this category.**

Some questions for consideration on this level are:

*Where do students sleep? Where do they eat? Are bathroom facilities readily available and clean? Is*

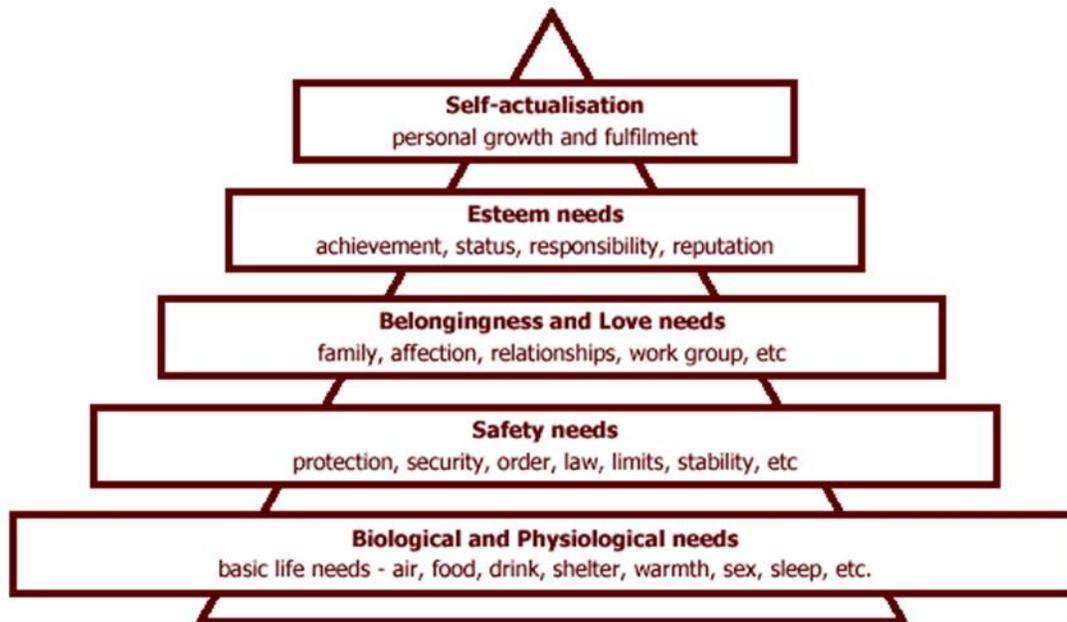
*the student room an appropriate temperature? Do they have appropriate furniture in their room to be able to sleep, store their belongings? Are the lights on? Is the water hot?*

In reality, nothing is more basic than this foundational level that supports students are human beings. A physical environment that supports their most basic needs is a necessity to provide this solid foundation.

**Level 2: SAFETY NEEDS**

This level relates to physical safety as well as the ability to feel safe from a health and well-being perspective. **Again, this level directly**

**Maslow's Hierarchy of Needs  
(original five-stage model)**



**relates to Housing Operations, specifically pertaining to facility management and campus security protocols and systems.**

Some questions for consideration on this level are:

*Are residence halls secure? What sort of access processes/locks exists? Who manages access? Who received access and to what areas? Are Campus Police services available? What do they entail? Are officers visible and accessible to students? Are residential policies in place? How and when are they enforced?*

If students do not feel that they are safe in their living environment or believe they don't have access to resources to help to ensure this, development will stop at this level until the need is resolved.

### **Level 3: BELONGINGNESS**

This level is where we begin to observe more aspects of our profession that are associated residence life functions. Building relationships with other community members such as fellow students, faculty or staff, attending residential programs and student organization involvement all fall into this category. This level doesn't relate directly to Housing Operations, but rather to our Student Development and community building efforts.

Some questions for consideration on this level are:

*Are students making connections with each other?*

*Are those interactions or connections generally generating positive outcomes or are they putting our student's health and well-being at risk? Is there vandalism occurring? Are students getting involved in the residence halls and/or on campus at large? How is this involvement taking shape – residential program attendance, social or academic students organizations, employment, etc.? Are students persisting in your residence halls? Are they choosing to stay on campus on weekends? Is your RA staff having a hard time with programming?*

It has been demonstrated that it is necessary for humans to connect to each people in order to other students who are not connected to other or feeling like they belong in a given community are susceptible to loneliness, social anxiety or even depression or other mental health concerns. Given how susceptible the transition to college and persistence can make our students to mental health concerns, it is vital that we help to connect students. This stands a significantly less chance of occurring if needs below this level remain unmet.

### **Putting the Pieces Together**

As you can see by the interpretation of Maslow's theory in these terms, the importance of the student development piece is considerable. We contribute a great deal in this regard and it is easily recognizable. We tend to emphasize the importance of community building in residence because we enjoy it and are good at it. I believe that this is



also mostly like because it is the stuff that makes it seem like we are making valuable contributions to a student's development. So many of us identify as 'people' people, hence the humanity of our area is what speaks to us the most. We utilize a variety of approaches to develop students and many of us have data to support our focus on these areas – programming, living learning communities, conflict resolution, first year experiences, etc.

When we look at meeting the wide variety of needs that our student present, it is helpful to think of strategies to meet them in a logical and linear way when possible. This hierarchy of housing needs can help to make meaning of the interconnectedness of the services that we provide and underscore the importance of educating ourselves and ensuring that we are well rounded housing professionals. We run a real risk of investing time and energy in ways that may not be successful or productive if we do not recognize the importance of housing operations in our work.

By making the connection between basic needs being met, we can identify when our efforts in other areas might be compromised and make the necessary adjustments. Whether you are a CHO or an entry level

professional, we need to reframe in this way so that we can make sure that we are all on the same page – that Housing Operations are EVERYONE'S business.

NEACUHO is providing a wonderful opportunity to educate yourself on housing operations and to interact with each other as colleagues around this topic. Please join us at

Western New England University for the NEACUHO Residential Operations Conference on December 9th!



*Kristin Murphy is the Director of Housing and Residential Services at Fitchburg State University and Chair of the NEACUHO Residential Operations Committee.*

## Making The Move: 4 Ways to Get Ready for Mid-Level Searches

James Reed

After working in a residence life or housing position for a few years, many of us eventually begin to ask ourselves, “What’s next?” Our field tends to be a gateway to other areas within student affairs, and whether you plan to continue along the path towards being a CHO or to branch out towards another functional area, it’s important to be ready to make the move. Speaking from personal experience, the search process isn’t easy and usually isn’t quick, no matter what you decide to move up to. If you’re still thinking through what you want and where you want to be (or you’re just starting to do so), there are some steps you can start taking before you even upload your resume to that first posting that can make you more competitive. Here’s some advice based on experiences I’ve had personally and best practices I’ve seen either as a hiring manager or search committee member:

### **Do The (Emotional) Work.**

If you’ve been in the field for a few years and want to move up to a mid-level position, you’ll want to start by asking yourself some difficult

questions. In many cases, entry level professionals looking to advance have done this work for the better part of their professional lives and know a piece of the puzzle; moving up is the equivalent of zooming out on a close-up of the bigger picture that isn’t as glamorous or exciting as one might think it is.



Do you really want to manage professional staff and major processes? Are you ready to be the person “in charge” or the person right behind them? Are you ready to have significantly less stake in the day to day student experience? Do you want to become part of the “administration”? These are often common experiences of mid-level staff members.

There’s a reason why you find one or two Assistant Director or Associate Director positions for every four or five entry level positions, and it’s not just because of basic organizational structure - it’s because this work isn’t for everyone. Take some time to reflect individually and with those who are closest to you personally and professionally before you leap (supervisors, colleagues,



family, friends, etc.) - it can make a huge difference in your eventual happiness in a new role.

**Do the (Educational) Work.**

For most of us, the first year or two in a role is spent getting to know the “what” and “how” of the role and mastering what we do. If you’re thinking of looking for something more in the coming year or two, it’s time to shift your focus to thinking about the “why” and understanding the bigger picture behind the work you do. If you’re someone who works on the residence life side of the house, get to know what the operations and assignments team does; if you’re doing work in academic year programs, talk to the summer conferences staff. Make a list of the departments that your department interacts with the most and learn about the connections between you. Go to campus-wide town halls and attend open meetings, particularly if they are about strategic planning or finances. Moving up puts you in a place where you deal less with the day to day and more with the business of moving an entire functional unit, program, or department forward - and you can’t do that if you don’t know what’s going on. Even if you move on to a different institution, knowing more about how the pieces fit together will serve you well in your next opportunity.

**Get Involved.**

Nearly everyone that I know at the mid-level or senior level is on at least one divisional or

institutional committee - for some of us, it’s a great add-on, and for others it may be the bane of their existence. In any event, it’s an experience that helps a great deal to have had when you’re in the job search. Talk to your supervisor about joining a campus committee or leading a departmental one if that’s not possible. Either experience will give you additional leadership, management and collaboration skills that you may rarely get in other aspects of your job.

Getting involved stretches beyond your campus as well - it can mean being a part of regional or national professional development organizations like NEACUHO, NASPA, ACPA, etc. Start small - volunteer at a conference, put together a poster presentation or TED talk proposal, offer to be a program reviewer or a mentor at an undergraduate or graduate student conference- but make professional organizations a part of your overall experience. Doing so puts you on the radar of hiring managers who you may encounter during a search and allows you to build your personal portfolio for the future.

**Present Your Best Self.**

Once you feel ready to take on the job search and you find the first job posting you want to apply to (yes, there will be more than one - and you’ll likely need to apply to more than one to get to that next job), make sure that you represent yourself well. Tailor your cover letter and resume to the position you’re applying for

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- if the hiring manager is looking for someone with experience with Greek organizations, talk about your two years of serving as a house advisor; if training and development are part of the position's portfolio, highlight your time on your department's professional development and training committee. As a hiring manager, if I don't know that you've done something from your resume or cover letter, it didn't happen. Make sure that your formatting is clear and easy to read, and check (and double check and triple check...) for any spelling or grammar mistakes. Practice for phone and in-person interviews with a friend or mentor - be ready to answer questions and pay close attention to what you say (and don't say) through your presentation, non-verbal communication and other factors.

Making the transition to becoming a mid-level professional takes time and is about more than adding a few lines to a resume or joining a committee or two - it's part of a larger process that includes reflection and personal as well as professional development. The road can be longer than you expect, but the results can be amazing if you take the time to prepare.

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+ Adelphi University + Albany College of Pharmacy and Health Sciences + Albertus Magnus College + American International College + Amherst College + Babson College + Barnard College + Bates College + Binghamton University + Brandeis University + Bridgewater State University + Brown University + Bryant University + Castleton State College + Central Connecticut State University + Clark University + Colby-Sawyer College + Curry College + Dean College + Dominican College + Eastern Connecticut State University + Elms College + Emerson College + Fairfield University + Fitchburg State University + Harvard Law School + Hofstra University + Johnson and Wales University + Johnson State College + Keuka College + Lasell College + Le Moyne College + Manhattan College + Marymount Manhattan College + Merrimack College + Mount Ida College + Mount Saint Mary College + New Hampshire Institute of Art + 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 + Salve Regina University + Skidmore College + Southern New Hampshire University + Southern Vermont College + Springfield College + St. Joseph's College of Maine + St. Lawrence University + 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 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 Rochester + University of Saint Joseph + Wagner College + Worcester Polytechnic Institute +