

the NAVIGATOR

NORTHEAST ASSOCIATION OF COLLEGE AND UNIVERSITY HOUSING OFFICERS



Inside This Edition

Contents	02
Executive Board	03
Welcome	04
From the President	05
Inspiring the Next Generation of Leaders	09
#Cardi4TheCulture	12
Embracing Uncertainty	18
Polarity Management	20
On Fire or Burned out?	22
So, You Want to be a Director?	24
UNH Tree Art	29



University of New Hampshire,
submitted by Charles Putnam



Executive Board

ELECTED BOARD POSITIONS

President, *Trish Godino Loring*

Past President, *Nate Gordon*

President Elect, *David Grimes*

Treasurer, *Jon Bragg*

Treasurer Elect, *Sonya Alexander*

CT / RI District Coordinator, *Jennifer Rosa*

East NY / VT District Coordinator, *Zachary VanGelder*

MA District Coordinator, *Antonio Willis-Berry*

ME / NH District Coordinator, *Eric Benn*

MetroNY District Coordinator, *Vinnie Berkenmeyer*

WestNY District Coordinator, *Sarah Fabianski*

ACUHO-I Foundation Board

Representative,
Tim Touchette

Self Study Co-Chairperson, *Shelly Keniston*

Self Study Co-Chairperson, *AJ Goodman*

APPOINTED BOARD POSITIONS

Annual Conference Co-Chair, *Brittany Bookman*

Annual Conference Co-Chair, *Brendon Goodridge*

Assessment Coordinator, *Heather Quire*

Corporate Relations Chair, *Matthew Foster*

Equality, Diversity, and Inclusion Chair, *Abigail Smith*

Historian, *Bob Jose*

Media and Publications Chair, *Danielle Remigio*

Membership Coordinator, *Kim Beardsley*

New Professional Development Chair, *Melody Smith*

Parliamentarian, *Ryan Young*

Professional Development Chair, *Kevin Conn*

Residential Education Chair, *Ange Concepcion*

Residential Operations Chair, *Matthew McGrath*

Secretary, *Colin Seifrit*

SHO Development Chairperson, *Kristen Pierce*

Technology Chair, *Matthew Lewis*

Webmaster, *Greg Madrid*

the NAVIGATOR

Welcome

Hello NEACUHO!

Recently, I was given the opportunity to join the NEACUHO board and serve as the Media & Publications chair. I want to thank David Ferguson, your former chair, for his time in this position and how he connected us all through these Navigator editions. I hope to continue such strong connections and build bridges using articles, pictures, posts, and discussions.

Summer is a time of reflection and preparation. This welcome letter serves as my reflection of our opportunities in this field and how we use that to influence our home institutions.

These newsletters are such a great way to connect and grow as professionals throughout the year. It is a place to learn, network, and contribute in small, personal ways to a field we all love. Who doesn't want a free opportunity to read about the great things our colleagues are doing, right?

This is my call to action for you all. Take advantage of the small opportunities that build over time. Submit a picture, recognize a colleague or friend, write an article. Volunteer for a conference, join a committee, read the list serve email and take notes. It doesn't take much to build our networks or our knowledge.

Professional development should be omnipresent. Virtual connections, both through the Navigator, our social media ,and beyond, are great ways to sustain the energy we all feed from at the conferences where we connect in person. Don't let that energy wane. Our students deserve that energy just as much as those we work alongside.

In the future, I want to find more ways to connect with everyone in the region. Be on the lookout for forms to recognize colleagues or submit photos to contribute. Also, make sure to follow **@NEACUHO_** on Instagram for updates on conferences and opportunities between the emails and newsletters.

I am so excited to get to work alongside all of you and connect throughout the year. Send me your thoughts and accomplishments, questions or otherwise to neacuhonavigator@gmail.com to start connecting today!

~**Danielle Remigio**, Media & Publications Chair
Associate Director of Residential Education & Community Standards
Suffolk University



Picture:
Media & Publications Chair, Danielle Remigio

From the President

Hello NEACUHO!



Picture:
NEACUHO President, Trish Godino Loring

Happy Mid-Summer! This is the time of year for assignments, orientation, conferences, renovations, projects, updating our materials, training.....and, vacation. I hope each of you are able to enjoy a productive and relaxing summer.

This spring NEACUHO enjoyed some great success. Our Equity, Diversity and Inclusion retreat at the University of Hartford was a great success. We had almost 60 participants come and engage of a variety of topics related to White Fragility, Creating Physical Space for LGBTQ*, Channeling Your Passions Into Social Justice and more. There was a great opportunity to meet in affinity spaces near the end of the day which participants found to be a value add to the day. Kudos to Abigail Smith and her EDI Committee for putting together such a great day.

April brought NEACUHO to Skidmore College for the annual Mid-Level and New Professional Institutes. These were smaller more intimate institutes. Each institute had just over 25 attendees and Melody Smith (New Professions Chair) and Kevin Conn (Professional Development Chair) did a great job working together to bring these events to these important niches of membership.

In June, we headed to Salve Regina University in Newport, RI for our annual Residential Education Retreat where 93 attendees spend a beautiful and educational day diving into topics of curriculum, learning outcomes, living/

learning communities and more. With sixteen sessions offered, there was something for everyone there. The attendees had great feedback about the day. Ange Concepcion and her ResEd Committee did an outstanding job bring us this day of learning and networking.

I am recently back from Toronto and ACUHO-I and as expected the conference didn't disappoint. The learning was terrific with some new initiatives and interesting program sessions as well as being in a vibrant, diverse Canadian city during their Pride Week. NEACUHO is winding down it's calendar year with only Toolkit and the Annual Conference left on our agenda before my presidential term closes.

Toolkit will be a little different this year with one of the days targeted more for Mid-Level professionals. This is an exciting change and will make this FREE event relevant for more of our members than in the past. Of course, anyone can attend either of the days (or both of them!). Kevin Conn will be bringing these events to us on August 6th and 8th and both days will be available to participants in person at NYU and Franklin Pierce University or via the web is your August schedule makes it impossible to travel.

Our final and biggest event is the Annual Conference in Albany, NY at the Desmond Hotel. It is being held on October 2-4th. The Annual Conference Committee has been busy making arrangement, creating great opportunities for learning, networking and recognition. I am excited about the things that are being shared and you will see more from Brittany Bookman, Brendon Goodridge and their committees as we get closer.



FROM THE PRESIDENT

Continued from Page 5

Although, the spring semester and early summer have been bustling with wonderful NEACUHO events and opportunities to connect. The president's seat is not without its challenges. In April, our treasurer, Jon Bragg, brought to my attention a concern with the association has been budgeting for the last few years. We have been budgeting with a significant deficit by counting our roll over funds as revenue each year. This has been giving us a false sense of how much money we truly have and certainly a comfort in spending way more than we are bringing in. We have budgeted with over a \$20,000 shortfall each year. It is important to understand that this is not any one person's fault and this has been happening for years.

Clearly, this is a pattern that cannot continue to exist and failure to make some drastic changes in how we are currently operating are in order to preserve our association as we know it. In the budget process for the 2019-20 Operating Budget, this pattern was brought to the attention of the current executive board and appropriately influenced the group's decision regarding our financial future.

There are two important things that happened which have led to this situation. First was our move to nonprofit status. At that time, we were cautioned not to make too much money as this could jeopardize our new status. As a result, executive boards began to look at our events as net zero budget events. We worked hard to neither make nor lose money on our conferences. Prior to this our conferences made large sums of money exceeding over \$50, 000/year. The other factor is a declining number of institutional members (from 150 to 121, and small college closings), and less corporate participation, all resulting in less revenue to the association. We have been overly optimistic for many years regarding this revenue source in the budgeting process.

We believe strongly in the value of our association

both in professional development opportunities at a very reasonable (or in the case of ToolKit, no) cost to our members, the ability to connect with others in our field through the listserv, the opportunities offered by our district coordinators with round tables, socials and recently some web-based topical meetings; recognition & awards, our Navigator, the Legacy Scholarships which support members who have small professional development budgets (17 have been given out this year so far - for the upcoming Annual) and more! We have more data to assess our events thanks to the work of Heather Quire as our first Assessment Coordinator and now we can add the data from our recent Self Study to help us understand our association's need better. We have some good information about our association to build on.

There were some important things I learned in studying this problem. First, moving off campus for the annual conference is not the problem. So far, we have not lost any money on an off-campus conference. Our events are not making significant money like in the past, but they are NOT losing money either. Secondly, the big-ticket budget items such as our lawyer, accountant, website, BluePay etc., have not increased significantly and in most cases have remained fairly steady since we started using them. The one exception was the year we changed to nonprofit status as we used our lawyer more than year. The increase in costs has come mainly from travel, and conference registration fees (paid for the President, President-Elect to represent NEACUHO at ACUHO and MACUHO and for award winners who get travel and/or conference registrations as part of their award, as well as for executive board members to travel to meetings/events). Lastly, this is no one person's fault, but it is something we need to correct. This problem has developed over years, with many finance committees, treasurers, and executive boards all looking at our budgets and not seeing this.



With all this in mind, the executive board had some tough decisions to make. We began our budget review process with the same old philosophy back in April where Jon addressed the board with what he had discovered while working with our accountant during tax season. We quickly decided to abort the process and the 3Ps (Nate Gordon, Dave Grimes and I) planned a retreat with the budget as a sole focus. During our retreat, we were able to find just over \$16, 000 in budget cuts which we brought back to the board. Line by line the budget was reviewed and significant cuts were approved.

Although cuts were significant, they were still not enough to balance our budget. We needed to look at our revenue sources. In doing some research, it was determined that membership rates have not changed in almost 10 years. Our corporate membership rates were changed about 3 years ago so the board made the decision to leave that alone at this time. In order to balance the budget, we had two choices. To either raise membership rates and continue to offer low cost events to our members or to keep the membership rates and significantly increase our event fees. The board carefully reviewed the options and came to the decision that raising the membership rates was the better decision.

The board has made several recommendations to accompany this budget. We have tightened up the rules on executive board travel effective immediately requiring any board member who asks the association to reserve a room for them and not staying in the room to reimburse the association any money charged as a result of the late cancellation. This will also be added to the executive board agreement each board member signs at the beginning of their term. We have also tightened up how much money any one winner can receive for travel and will be changing the language in the bylaws to reflect that any registrations awarded are at the early bird rate. The board has also recommended the establishment of a new membership classification called XXL for institutions with greater than 7500 beds. It is also recommended that Dave include a section on revenue in his strategic plan, including a possible work group to address this more

automatic laundry

superior service solutions

Automatic Laundry is the leading privately owned laundry service provider to Colleges and Universities in the Northeast. Our track record for providing the best laundry equipment and technology backed by fast, reliable service make us a leading choice for over 50 institutions throughout New England and New York .

Here are a few key factors that were taken into consideration when deciding to partner with Automatic Laundry as the campus laundry service provider:

- ◆ Installation of best-in-class commercial laundry equipment that self-reports service.
- ◆ Implementation a real-time laundry monitoring system for students.
- ◆ Upgrade of the entire dryer vent system.
- ◆ Provide same day or next day service response.



www.automaticlaundry.com | 617-969-4340

New England & New York

RT LONDON®
Quality products. Dedicated service.

*patent pending

Award-Winning, Evolve
room solutions | lounge seating | tables | chairs

rtlondon.com

immediately. Dave is also planning to hold more of his executive board meetings virtually instead of in person. In 2020, fewer board members will be making the traditional site visit to also help with cost. We are also looking at when/how we ask our corporate partners for money. We have been hearing from them that when we conferenced in June, our vendors were at the end of their fiscal year and gave freely money they had left in their budget. Now, with our conference in October, they are in the first half of their year and have expressed they are more conservative with their money so early in their year.

With all this in mind, the board approved the following rates for membership in 2019-20:

<u>Size</u>	<u>Rate</u>	<u># of beds</u>
XXI	\$ 1,000.00	>7500
XL	\$ 650.00	4001-7500
L	\$ 400.00	2001-4000
M	\$ 225.00	1001-200
S	\$ 160.00	<1000



Picture: Skidmore Library Green

These numbers were chosen because it is what we needed to balance the budget. They are not ideal and they are higher than

most of our sister regional associations. I am sharing this now because it is important for the Executive Board and I to be transparent about the hard things we are dealing with. I am also hopeful that there are ideas we haven't explored yet and ways to make this recovery easier that we're currently thinking. I look forward to your feedback. I have shared this news with the Past Presidents and have received some feedback from them. Now it is time to hear from you! I have scheduled several opportunities for members to call in and share their thoughts. This call-in information is listed below and will occur during the first couple weeks in August. I have arranged a variety of days and times and am hopeful that you are able to share your thoughts, concerns and ideas. NEACUHO is our organization and we all need to participate in order for it to have its best health.

The call-in schedule is as follows:

August 5th @ 6:00 pm
August 7th @ noon
August 8th @ 4:00 pm

Use the following call in information to join the call:

Dial-in number (US): (605) 472-5710

Access code: 413104#

International dial-in numbers: <https://fccdl.in/i/tloring>

Online meeting ID: tloring

Join the online meeting: <https://join.freeconferencecall.com/tloring>

I look forward to hearing from you.

Sincerely,

Trish Loring
President, NEACUHO

Registration for the
NEACUHO Annual Conference
is now open!

When:
October 2-4, 2019

Where:
The Desmond Hotel
660 Albany Shaker Road
Albany, New York 12211

Save \$25 by registering by
July 15! Online registration is
available until September 4!

Join us for this fun,
rejuvenating, enlightening,
and delicious professional
development opportunity!

Explore topics like equity &
inclusion, residential
education, advising &
supervision, operations, and
more!

Register at www.neacuho.org





Becoming an authentic leader, according to George, takes many years of practice, an ability to recognize and work on your shortcomings and, as he puts it, “finding yourself in a crucible that tests you to the limits”. These crucibles test your ability to practice these five dimensions.

As a person and as a Student Affairs professional, we are often tested to the boundaries. It took hard work and a commitment on our part and had it not been for our mentors, principled supervisors who listened as well as a supportive team, we don't think we would have had such a rewarding career. We felt that these crucibles helped us become better people, leaders and supervisors and it resulted in us having a more inspired and committed staff. Understanding them as whole people, not just cogs in the wheel, led to a work environment that was warm and caring. Helping them deal with personal medical issues, family health matters, or supporting a student or staff member who was dealing with a financial, academic or a personal problem became teaching moments. Other crucible moments for us were becoming a parent or responding to a campus tragedy. These crucibles put everything into perspective and made us realize that no one escapes the harsh realities of life. Our changed perspectives made us better supervisors and mentors.

“...Being “real and genuine” was key to our success”.

Can you learn to be more authentic? We think so. You just need to be patient, persistent and committed to yourself and to others – it happens slowly over time, incrementally. The ability to change and improve is within us all.

Our conversation led to a renewed commitment of passing on the lessons we learned over the course of our long tenure in Student Affairs and we both agreed to continue to mentor and inspire the next generation of leaders in Residence Life and Student Affairs. How about you?

Are you making an impact on student and professional staff with whom you have contact?

Submitted by:

Jerrold L. Stein, Ed.D. MBA

Dean Emeritus (Former Associate Vice President and Dean of Students), Stony Brook University
NEACUHO President (1986-1987)

Chuck (Chuck) Lamb, M.Ed.

Director of Residence Life Emeritus, Rochester Institute of Technology
NEACUHO President (1984-85)

ACUHO President (1993-94)

Dr. Stein and Chuck Lamb are currently Organizational Consultants and Performance Coaches

Reference

George, B. (2003) Authentic Leadership – Rediscovering the Secrets to Creating Lasting Value

#Cardi4TheCulture: Leveraging Pop Culture For Authenticity & Social Justice

Devin Budhram, Chloe Beck, and Jonathan Wiggins

“The core of authenticity is the courage to be imperfect, vulnerable, and to set boundaries”. These words from famed author Brene Brown have resonated with folks around the world in validating the need for vulnerability through authenticity. Within student affairs, these words go well beyond our own self-care and transcend through to the students we support, serve, and work alongside on our campuses. As professionals, we are charged with not only training them to do the work, we are informally charged with role modeling through representation and vulnerability.

In the current political climate, coupled with the dominant culture present at a private predominantly white institution, we have always heard and witnessed firsthand stories of students having to present two or more different identities when acting as an agent of the university. This phenomenon has long been discussed by the likes of one W.E.B. DuBois, who in his famous 1897 and later re-published (1903) essay, “Strivings of the Negro People”, spoke in the context of the African American “double consciousness,” a “two-ness”. While, he was specifically speaking for what it meant in terms of characterizing race in the late 1800s, we feel that this still resonates with our students today. The person they are in informal settings is not the same person that is allowed to be present in the classroom nor working in their student leadership position (Resident Assistants, Admission Ambassadors, Office Assistants, etc.). That is to say that often times students feel the need to code switch (*change the way one expresses themselves between different cultural and linguistic spaces, depending on the social context or conversational setting*) in multiple modes of their everyday existence; mannerism, accents,

elements of appearance (hair, clothes, makeup), personal views, and sometimes even their lived experiences both in and outside of the university setting.

While recognizing the importance of our students obtaining these leadership positions for a myriad of reasons. From lessening financial burden to diversifying their resumes, and the realities our students often face, of not being accepted or misunderstood based on their identities and the context from which they’ve learned to navigate life.

We met and mulled over how we, professionals of color, could empower those that we lead that share similar identities and backgrounds. Furthermore, how could we reach our targeted demographic in a more modern and relatable format using something we all are culturally connected to; popular culture and social media. This is where we came up with the idea to infuse social justice, authenticity, vulnerability, role modeling, and pop culture into a presentation surrounding the value of bringing your authentic self into every space. We chose to present on Belcalis Almanzar also known as Cardi B. as Cardi B, is no longer a stranger to even

those on the fray of Black Pop Culture. The social media personality turned rapper has, quite literally, had her best year yet. She’s done television, performed on some of the biggest musical stages in the country, and scored a series of chart-topping hits. However, with all these beautiful moments, folks still find a way to shame her for her “come-up” and the narrative surrounded by portrayal of her authentic self. The presentation begins with a conversation on how Cardi B has influenced many, is beneficial to different identities and cultures, and can be viewed as an example of authenticity.



Picture: Devin Budhram



As a spoiler, our presentation was successful and received lots of praise not only from administrators but from audience members who engaged vulnerably through personal narratives, laughter, words of affirmation, and tears both during and after (even reaching students who would later share that they gained value listening to audience members sharing lessons learned). Furthermore, after very positive responses to our initial presentation, we were invited to present an additional three times at two separate institutions.

Afterwards we were asked for interviews and continued conversations. Although extremely grateful for the positive feedback we've received in response of our presentation, we believe that sharing our experiences would benefit other professionals who might find themselves having to help navigate student leaders and themselves through the complexities of campus politics and authenticity. An abbreviated version of our outline, with learning goals is found below:

The presentation entitled #Cardi4TheCulture had three goals:

- Participants would be able to utilize pop culture to facilitate conversations around multiple perspectives as well as social justice and inclusion
- Participants would gain a better understanding of authenticity and how it relates to leadership
- Participants would better articulate the value of bringing their "authentic self" into a space regardless of field of study or setting

After the formalities of welcomes and introductions, the facilitators asked participants to define "culture" as well as "authenticity" for the purpose of affirming a shared knowledge of the concepts for the presentation. This allowed the group to work towards a consensus as to a

working definition and this allowed participants to share different aspects of what makes up culture beyond the generic idea of "a person's background" (race, religion, nationality). Participants were then asked to share how these two things played into leadership and if possible, to provide examples. In one session, students were able to share how leaders are able to be authentic to ensure buy-in from others and to be positive role models, however our groups were unable to share positive examples of how culture was able to be expressed through leadership.

Participants shared stories of having to code-switch or mask their culture or identities within their different leadership positions because it was deemed unprofessional or because the story the institution was attempting to portray was not congruent with their individual lived experience at the university.

An extremely valuable lesson learned after all three presentations is that "code-switching is used by the dominant groups in order to be cool, hip, or modern; code-switching for people of color is a matter of survival". As heartbreaking as these stories were to hear, it became the perfect segway into our activity where we asked participants to identify in one way or another (usually by standing or raising their hands if they were able) if they felt they or others were able to be their authentic selves in various different environments.

Picture: Chloe Beck



CORT



KEEP YOUR FURNITURE FROM BECOMING ONE OF THOSE CENTURY-OLD TRADITIONS.

Refresh campus furniture on your schedule.

Don't wait to update furniture because of time or budget constraints. Let us make common areas, student centers and residence halls impressive enough to write home about. Partner with CORT Furniture Rental and stay on-trend and on-budget.

We can also help with any housing need like furnishing overflow, off-campus and faculty spaces. Call 888.304.2112 or email educationsales@cort.com.

cort.com/highered

© 2017 CORT. A Berkshire Hathaway Company.



We're Here to Serve *You.*

Industry-Best Furniture | Superior Customer Service | Unmatched Limited Lifetime Warranty | Factory-Managed Installs



Savoy

CONTRACT FURNITURE®

www.savoyfurniture.com | Montoursville, PA | 800.233.8953 | sales@savoyfurniture.com

Savoy Contract Furniture® is a registered trademark of John Savoy and Son, Inc.



Safeguard

Marketing Solutions

Your single source for all your branding needs

- Print
- Promotional Products
- Apparel
- Online Order Management
- Kitting and Fulfillment
- Digital Services

Safeguard Marketing Solutions, USA
800-275-9600
www.safeguardpromo.net

Branding



Promoting



Marketing



Managing



The environments we chose varied across institution but typically included on-campus, the classroom, their residence hall, in team meetings, and in meetings with superiors. The results were the same and the consensus was that participants did not feel that they could be their authentic selves do to standards that had been set by dominant groups both within and outside of their institutions. An example of this would be accents or physical presentation. Urban or

Picture: Jonathan Wiggins



international accents and cultural vernacular and slang words, along with clothing, hair, and make-up were said to be deemed inappropriate against a set of standards that had been created by a dominant culture (primarily white cis-gendered, male culture).

When engaging in these conversations around identity and marginalized/privilege groups, it is always important to acknowledge and share vulnerably these things as facilitators in order to role model and show your investment in the group. The facilitators for our session consisted of:

Chloe Beck: Black/African American/ Female/Lesbian/US Citizen/First Generation/College Educated

Devin Budhram: West Indian/Brown Appearing/Male/Straight/US Citizen/ College Educated/First Generation/ Able-Bodied

Jonathan Wiggins: African American/ Black/ Male/ Straight/ US Citizen/ College Educated

We explained our identities in which we have privilege and also where we are disadvantaged and then asked participants to reflect and think on their own about their identities in which they hold privilege. They then shared with a partner one identity of their choosing however we did not ask them to share to the larger group to allow for personal sharing without fear of telling everyone. Through this one on one conversation, participants were allowed to tell a personal story and gain insight from others that they themselves may not be able to experience. Through this we explained that it is important to know these identities and own what they are in order to understand your impact in any setting.

The final portion of the presentation focused on the life of Cardi B and the role that she plays in society as an influencer as well as any relevance in our participants lives. Through a quick timeline of her life, participants were able to have open dialogue about the many different topics that arise when analyzing one person's life. Life experiences, education, social media presence, double standards held against women vs men, urban pop culture, Black Culture and Latin Culture, and colorism are all topics that were covered when speaking about Cardi B. With that said, the most important part of this portion of the presentation, was that participants were able to identify at least one topic or hardship that had personally affected them at one point. The parallel in narratives allowed participants to reflect personally and view insecurities that are projected on this woman of color from a societal level and relate it to their own lived experiences on campus and in their positions.



There are a couple of important things to remember when reviewing our experience or considering potentially hosting something similar. First, this presentation is not meant to bash an institution or provoke some sort of uprising, but rather it is an opportunity for students to share their lived experiences at your institution and for you to listen. Some may feel that this would highlight your department or institution in a negative way, but for us it is acknowledging the realities that we all may face with the purpose of progression both in student development but also institutional culture change. The value behind a presentation like this one is so participants feel supported and listened to by their supervisors and other administrators. As student affairs professionals we understood the risk in delivering this message but were supported by our department to have this conversation that couldn't be more critical and timely, especially for our students and professionals of color. This may not be the reality of what every campus or institution looks like as it relates to support but it is valuable to understand other lived experiences regardless of the perceptions viewed as "radical" or too risky. Next, while these topics usually attract marginalized groups, be prepared to receive some resistance either from students from a dominant view point or maybe even folks with marginalized

"We believe that sharing our experiences would benefit other professionals who might find themselves having to help navigate student leaders and themselves through the complexities of campus politics and authenticity".

identity who only approach this from a specific lens. Understanding

intersectionality is key when facilitating conversations such as the one outlined. Finally, it is critical to remember that although this conversation utilizes Cardi B, it isn't about changing people's perspective about her. It is about finding value in a narrative and the ability to be unapologetically honest along the way. Some folks will not be able to see past her TV shows, NY accent and vernacular. Additionally, her past as a stripper

may have others attempt to devalue her experience or current work because it does not fit society's expectations of what a role model should be. With that said, remember that she isn't meant to be a role model for everyone.

She herself acknowledges this:

"I'm not trying to be this "role model" to these young girls because I'm very Rated R and I'm not a perfect person. I wouldn't want to change for nobody neither. I do however want to remind girls from any age that I was a young girl like them from the streets+mud=Bronx where you dream big but it seems like dreams don't come true. I want to let them know that dreams do come true with hard work and prayer!"

-Cardi B | ID Magazine February 2018



Follow Us!
 New NEACUHO Instagram
@NEACUHO_

the NAVIGATOR

Embracing Uncertainty: Adapting to Transition

Professionally and Personally

By Chris Briggs

Area Coordinator, Skidmore College

It's August 24th, not even a year ago yet. I wake up to my phone ringing. Not the sound of my phone's alarm, that's not set to go off for about an hour, someone is calling, at 5 am. As I reach for the phone, I roll off the air mattress onto the kitchen floor. My waking brain finally remembers where I am, in a mostly empty apartment, most of my belongings packed in the car waiting for a trip halfway across the country to meet my wife and son who already made the trip a week ago. The ringing recaptures my attention, I see my wife is the one calling me.

"Good morning, Love," I say, trying to rub my eyes awake, "how are you?"

"I'm pregnant!"

8 hours later I'm on the road, embarking on a 16 hour drive from the Midwest to the East Coast. Leaving behind my home and job of the past 5 years, heading to a brand new location, a brand new career, and a brand new family member. But hey, in my interview I talked about how college is a time of transition and uncertainty, so I definitely can relate. Welcome to Student Affairs.

For me it was a return to a calling I had years earlier, though life had taken me in a different direction for a time. In the world of Student Affairs, I am a New Professional, but I am not new to the professional world. For the past 5 years, I worked in the field of church ministry, serving as a Director of Youth and Young Adult Ministry and later as a Director of Religious Education. But when my family decided it was time to change geography, I decided it was also time to change professions. I was nervous that my untraditional background would be an impediment to my desire to return to Student Affairs work, but I have quickly learned that the "traditional path" to a career in Student Affairs is not always the most, for lack of a better word, "traditional" entry point into the field and my experiences outside of academia can be great assets to the position.

My work in church ministry not only helped

prepare me for counseling individuals through difficult situations, it also engrained in me a comfort with conversational topics often considered taboo. Having a growing family helps me connect my Resident Assistants and their residents to a world outside the college bubble. Being a Midwestern transplant and the only person in my office with a Cheesehead on display helps me connect with the significant percentage of my institution's student body who come from out of state.

Hey, we always tell our RAs that the skills they learn in the position are transferable to the varied fields they are heading to, it only stands to reason that the reverse would be true, that other fields can build skills transferable to work in Student Affairs. It does not mean my first year as a Student Affairs Professional has not been filled with learning experiences, but it has been a joy to have just as many moments where my circuitous journey to the position has bared unexpected fruits.

As I reflect on the completion of one year in the field, I see that working in Student Affairs can be just as chaotic and transitory as the life of a college student. People frequently change schools, get promoted, or shift departments, and divisions are often reorganized and titles change. While it is tempting to look at all this change as a negative, it reflects the chaotic and uncertain lives of those we are here to serve and can help us empathize with students while challenging us to grow in new and exciting ways.

As you prepare for a new year of challenges and opportunities, take a moment to reflect on how you got to where you are today. Share with a colleague a time of profession transition or uncertainty that you now see as a blessing or how your own untraditional path has proved fruitful in your current work.

I wish you all the best with all the unexpected coming your way this year! May it bring you as much joy as that 5 am wakeup call has brought me.

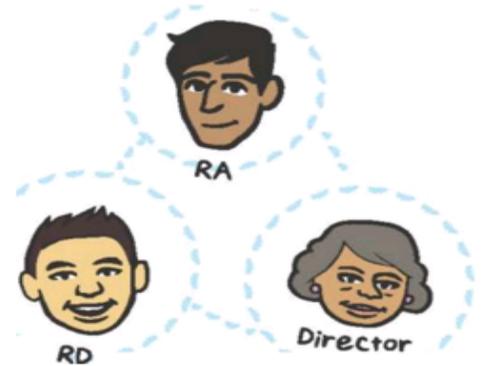
18 August 2019



Improve your Residential Education program with eRezlife

Manage and assess your community with digital

- 1-on-1 intentional conversations
- Program and curriculum tracking
- Duty logs and weekly reports
- Staff evaluations



Welcome to the community

GET IN TOUCH FOR A DEMO TODAY

www.erezlife.com/schedule-a-demo

IT'S COLLEGE MOVING TIME AGAIN!

Hundreds of colleges and universities nationwide already know that RENTACRATE BINS make moving day cleaner and easier.



The RENTACRATE BIN features:

- Attached, Fixed Wheels
- Strong & Durable Plastic
- Holds Up to 20 Cubic Feet
- Rent by the Day, Week, or Month

Plan Ahead and Place Your Order Today!

Brian Lanagan
Regional Sales Director
(781)330-4750
blanagan@rentacrate.com
www.rentacrate.com



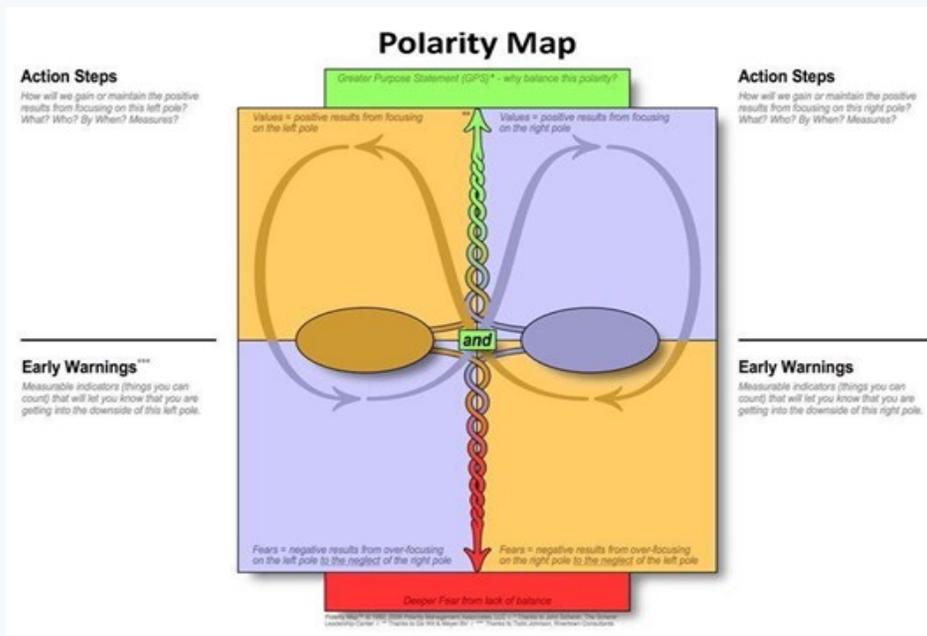
the NAVIGATOR

Managing Polarities In Hall Council and Residential Life

By Anjana Sreedhar

I am fortunate enough to work with NYU's RHA, known as Inter-Residence Hall, strengthening the leadership development of our executive council and general assembly members. IRHC is primarily responsible for executing large-scale events, providing community service opportunities, and advocating on behalf of students living in residence halls at NYU. Working with them, I've recognized that it is easy for students to categorize their challenges strictly as "problems." While naming problems as they occur is important, this systematic labeling is not subtle enough to capture the nature of the challenges that our students are facing. Not everything is an "either-or" challenge. As we teach our student leaders to effectively manage people and processes, it is necessary to start using *other* frameworks to help them build nuanced solutions.

Recognizing this gap in student leadership development, I sought to bring the concept of polarity management to the fore. First introduced by thought leader Barry Johnson, polarity management recognizes that the challenges that we face often occur due to the interdependence of two seemingly opposing values. The infinity symbol is the best visual representation of this concept. For example, two polar opposites -- light and darkness -- represent a polarity because both are required; however, challenges may arise if we have too much of one or the other. Here we realize a key lesson: problems need to be solved, but polarities need to be *managed*. This generates "both-and" thinking and recognizes the tensions that exist in managing both sides of a polarity effectively.



I had designed a curriculum inspired by Barry Johnson's work to ensure that students were able to understand the difference between problems and polarities, identify relevant polarities in their work, and how to manage them effectively. This curriculum was eventually taught by IRHC executive council members for the General Assembly during their annual leadership retreat. By walking through examples of problems – such as a team member who isn't sharing deliverables on time– we were able to distinguish between polarities and problems. Students were able to identify key polarities in their work as a result, including balancing tradition with innovation.

Credit: Polarity Management Associates

Picture: Polarity Map



Picture: Author Anjana Sreedhar

Perhaps the most important component of this conversation included how to effectively manage both sides of a polarity. First, we recognized what the positives and negatives were of focusing on one side. For example, the benefits of maintaining tradition included creating a strong sense of community and identity; however, focusing too much on tradition stifles innovation and creativity. On the other hand, encouraging innovation keeps student events fresh and relevant; too much creativity, however, may not help in establishing a consistent brand or identity.

After we completed our pros/cons list, students were asked to identify how they would know if they were veering too far onto one side and how they could course-correct their way back to the center. Some signs of too much focus on one sign included low student turnout at events that don't appear to have an associated theme or tradition and students not feeling engaged because events weren't catered to current events. Solutions identified to mitigate these challenges included paying attention to peers' responses to their programming.

Polarity management also has uses for us as student affairs professionals. I had the opportunity to modify and present the same curriculum to a group of Residence Hall Directors and Assistant Directors. When asking them to think through their interactions

with their RAs and hall council leaders, we identified balancing advising and supervising as a polarity. We recognized that advising hall council members required us to be more prescriptive but ensure that we gave our student leaders the opportunity to learn from each other and make reasonable mistakes. Supervising RAs required more holding student leaders accountable for their role while also giving them freedom to program creatively.

Overall, using polarity management to better understand macro-challenges and themes in their work will help student leaders – and student affairs professionals – navigate nuanced situations with more finesse.



Picture: Skidmore Apartments



the NAVIGATOR

On Fire or Burned Out?

By Xianwen Xi, Pace University– Pleasantville



Picture: Author, Xianwen Xi

Burnout is real. Burnout has become a hot topic in our field given the demanding and non traditional hours that can sometimes be expected. It seems that while burnout has become a popular topic of conversation, it is frequently discussed from the lens of a professional staff member. What about our resident assistants (RAs)?

As summer ends and we move closer to finalizing preparation for RA training, where schedules consist of opening logistics, program planning, and room condition reports, keeping in mind a topic like RA burnout is critical. Let's consider how RA burnout impacts us all. It impacts; the RAs who personally deal with it, their residents who turn to their RAs for support, the RA supervisor who works closely with the RA, and the department as we always remind our RAs that they represent our department. How can we ask our RAs to represent our department and put their best foot forward if they are burnt out?

First, let's define burnout. Burnout is defined as a decrease in both your energy and motivation. To break it down further, burnout can be viewed from two lenses: a personal and environmental lens. Burnout can happen when your drive diminishes (personal).

This impacts your attitude and willingness to put effort into your work, often leading to less than stellar. Your environment such as others around you and your support system can also impact burnout.

So what are the reasons that RAs burn out? Think about what a perfect RA would be like. What skills and qualities does this RA have? Most of us can come up with a never ending list that will build the perfect RA. We expect our RAs to be a community builder, an academic role model, an administrator, an advisor, a counselor, a disciplinarian among other roles. Talk about high expectations. And let's remember this is on top of their primary role of being a student.

According to the article "Indecision and an Avalanche of Expectation", certain RAs can also depict self-defeating behavior that can lead to burnout. College can be seen as a buffet where our student leaders gorge on opportunities available to them, and when they experience a high level of success coupled with a lack of experience with failure, a small setback can seem like the end of the world to them. Some RAs can also fall into the savior complex where they see themselves as the only one who can do things in an organization or leadership role.

What does the impact of burnout look like? As mentioned before, an RA burning out impacts more than just the one individual. When an RA burns out, it can lead to feelings of isolation from the rest of their teammates. When this happens, this can have a negative impact on staff dynamics. For example, if a burnt out RA misses a shift for closing, this can lead to damaged relationships on a staff. Negative attitudes can also stem from a burnt out RA that can trickle into negative feelings about themselves or their role as an RA or even to their relationship with their residents. All this negativity can also lead to emotional exhaustion. Burnout manifests itself into a decrease in feelings of accomplishment within the role. When you view yourself as a failure and see the things you do in a negative light, this further increases those feelings of burning out, creating a cycle of low performance, difficult staff dynamics, and feelings of isolation.



What are some ways that RA burnout can be mitigated? Start with RA training. Take a proactive approach in teaching RAs what burnout looks like in this role and helping them understand how burnout can manifest in their life. Research suggests that as professionals, we can emphasize RA burnout during cyclical times such as when we plan RA training or when RAs have a lot of role specific responsibilities on their plate such as programs, paperwork, closing, etc. Wellness training is also important in impacting RA burnout. When we remind RAs that they need to take time to take care of themselves (such as their hygiene, mindfulness, and managing their emotions), RAs see that they have a support system around them for when they are feeling overwhelmed. For example at Pace University, our department hosts relaxation nights a few times a semester for our entire RA staff to meet up and reconnect with one another and enjoy everyone's company.

Utilize your meetings with your RAs to do check ins on them. Often times, one on ones with RAs can be too focused on their role as an RA (we often ask the RA how their residents are doing or how programming is going) that we may forget that this is an effective method in getting a feel of how your RA is managing and what support they need from us. Another strategy is focusing on limiting the role we give our RAs. Hear me out. Think of one RA in your department you can always count on. Who is your go to RA? Chances are, this RA is always the one you or your department turn to because they do not let you down. Couple this with the savior complex and you have an RA that may come close to burning out. We need to move away from always turning to the same RA for everything. Instead, see this change as an opportunity to give another RA the chance to prove themselves to your department and further develop skills that your superstar RA may already have.

One thing residence life professional and student staff do well is support our students. So let's switch it up and also focus on our RAs who are on the front lines every day. Our RAs deal with a lot on the job on top of being superstars on campus who also have lives outside of this work. We have all heard the saying "you can't pour from an empty cup." We have to take care of ourselves in order to take care of others. As residence life professionals, our goal should be to pour into our RAs the same way we expect ourselves and our RAs to pour into their residents. After all, you can't pour from an empty cup. So let's not forget our RAs cup.

<https://www.cmu.edu/student-affairs/slice/resources/PDF/advising/Student%20Leaders%20Struggling.pdf>

<https://thekeep.eiu.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=3693&context=theses>

Molly A. Schaller & Rachel Wagner (2007) Indecision and an Avalanche of Expectations: Challenges Facing Sophomore Resident Assistants, *NASPA Journal*, 44:1, 32-56

<https://pdfs.semanticscholar.org/591f/8c8466d4a9baed8287bb9cdb73280e4b3e61.pdf>

@NEACUHO_

the NAVIGATOR

So, You Want to Be a Director?

By Chuck Lamb, Rich Bova, and Beth Moriarty

For many in the student housing profession upward advancement is part of the career plan and many seek to move to the top of the food chain. Prior to doing so the authors encourage colleagues to pose the simple question: Why do you want to be the BIG TOE? And the answers could be:

- #1: Because I don't want to be a middle manager until I'm 65!
- #2: Because I don't want to work retail!
- #3: Because I think I have the skill set!

Transitioning into a director/manager role isn't easy but using those tools of transition and leadership are key ingredients to the success. You are being observed by many during this time period; how will you manage it?

There are all kinds of theory out there about transition that can assist with what happens to you. Hit the internet/read up on it! A couple of other questions to consider:

Will this be an internal or external transition? It could have an impact on what happens to you and the organization.

If it's internal, do you physically change offices? Do you supervise different staff? How do you build those relationships that could be keys to your success?

Who was your predecessor? Take the high ground when making comparisons!

Think about the transitions on family and your personal time; what do you give up or change?

YOU ARE BEING HIRED TO BE A LEADER/MANAGER

- What was the skill set of the previous leader? Does the staff or institution need/want the same?
- What will be your style/approach?
- Will you be purpose driven? People driven? How will you motivate others?
- How will the organizational benefit and thrive from your selection?
- What are organizational needs? What do you need to change (if anything)? What do you change about YOU? What do you change in the organization? When do you make those changes?
- How will you make the "tough" decisions and when?

YOU ARE BEING HIRED TO BE A LEADER/MANAGER

But "the times they are a-changing" and that could impact not only future directors but entire campuses as well. This enclosed chart captures the issue. Do you really want to be an SHO when the enrollment and occupancy numbers are heading south for many institutions?

And if you drill into charts and information similar to this one you know the declining number of high school graduates will continue to have a direct impact on the enrollment public and private colleges particularly in the northeast in the next 5-10 years with additional schools probably closing their doors.



Knocking at the College Door Projections of High School Graduates

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

Picture: Graph detailing changes in student demographics from 2008-2020 by region, percentage change, and White vs. Non-White (Submitted as part of the *So You Want to Be a Director* article)



Live. Grow. Learn.

We design campus experiences that encourage everyone to learn, grow, and achieve their greatest potential.

ARCHITECTS OF WESTFIELD STATE'S UNIVERSITY HALL



Contact B.K. at bk.boleyn@stantec.com or Ailsa at ailsa.kahn@stantec.com in Boston

Design with community in mind
stantec.com/boston-summer-street

YOU DON'T KNOW WHAT YOU DON'T KNOW

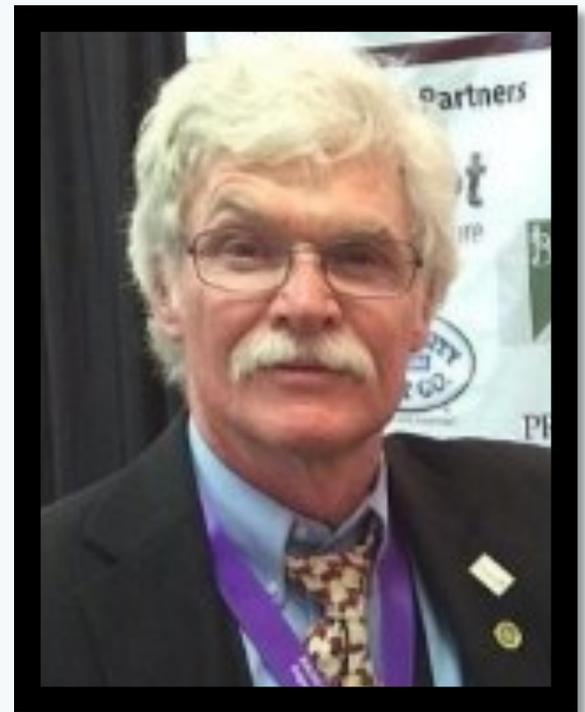
ACUHO-I Core Competencies and the ACUHO-I Body of Knowledge outline the following competencies needed for an effective Student Housing Officer. You may already have some of these on your tool belt; others you will acquire along the way.

- Ancillary Partnerships
- Conference Services
- Crisis Management
- Dining Services
- Evaluation/Planning
- Fiscal Resources and Control
- Human Resources
- Information Technology
- Occupancy
- Resident Educational Services
- Student Behavior

OTHERS HAVE MADE THE TRANSITION TO THE SHO POSITION IN THE PAST...SO WILL YOU!

Along with the previously mentioned competencies, here are some skills and tools you need to acquire/highlight to be effective in the role. Make sure you have the right arrows in your quiver:

- Confidence
- Mistakes happen; fix what you can as soon as practical and move on
- Continuous learning; don't stop being a sponge
- Find a Support system (not the people you supervise or the person that supervises YOU!)
- Participate in ACUHO-I or NEACUHO Programs targeted to the position or skills you feel you need to acquire
- Get Involved; on campus and in the organizations. Be the role model!
- Know who you can call/email
- Use on campus and off campus resources; in and out of the field



Picture :Author Chuck Lamb



What does the future hold?

What are some of the issues that may confront the next generation of SHO's?

- Enrollment and retention of students is the #1 priority for every institution and the institution's leadership
 - E&R is directly linked to occupancy
 - Enrollment and occupancy are directly linked to budget management
- You are the student housing expert; show it!
- Navigating Politics is not easy, but you have to do it. Don't let someone else on campus fill the role of SHO.
- Budget Management is a critical component of the director position.
 - Don't be afraid of numbers and it's never too early in your career to learn budgeting
 - Budget Types; determine early if the money you manage is an auxiliary or an allocated budget; what functions does the budget actually support?
- Networks; who are your internal and external buddies? It's not just for the job search
- Know the mission of institution, division and department
- Networks; who are your internal and external buddies? It's not just for the job search!

ASSESSMENT IS YOUR FRIEND! TREAT YOUR FRIENDS RIGHT!

- It's a great tool for informed decision making
- You've been selected as a director and part of the expectation package could be long range planning skills; use assessment data to assist!
- How do you assess the organizational climate?

BEWARE OF THE FOUR P'S WHICH EXIST ON EVERY CAMPUS

- People
- Personalities
- Politics
- Priorities

Get on the same page with those folks to be successful!

Decision Making skills are critical for successful SHO's;
keep in mind you can't make everyone happy

**FINALLY-BE YOURSELF. BE PATIENT. BE AUTHENTIC.
THINK ABOUT WHY YOU WERE HIRED.**

Work your butt off but don't let the effort show. Treat the people the same not based on who they are but what they are. Show human kindness. Stay honest.

Don't try and be someone else, people can sniff that out, but part of leadership is being authentic, being sincere, being transparent. If you're not those things, it's not leadership.

Good luck with your journey!

UNH Tree Art

By Stephen Luber, University of New Hampshire



In the spring of 2017 the University of New Hampshire campus in Durham experienced a passing weather front with winds that toppled an eastern white pine tree that stood in one of the residential areas for an estimated 130 years.

Rather than taking down the remaining 15 foot tree stump, the Department of Housing worked with Campus Planning to find an alternative. The Coe-Hall Endowment, which is dedicated to UNH campus beautification projects, made possible the transformation of the stump into a sculpture. It became the first piece of campus art to be created in situ.

Carved into the tree base are the words 'with truth in heart, make your mark.' Maine based chainsaw carving artist Tim Pickett was chosen to create this public art project. Pickett started in June 2018 and completed in time for the start of the fall semester.



FOLIOT

FURNITURE

BEDROOM | STUDY | LIVING

CREATING LASTING VALUES

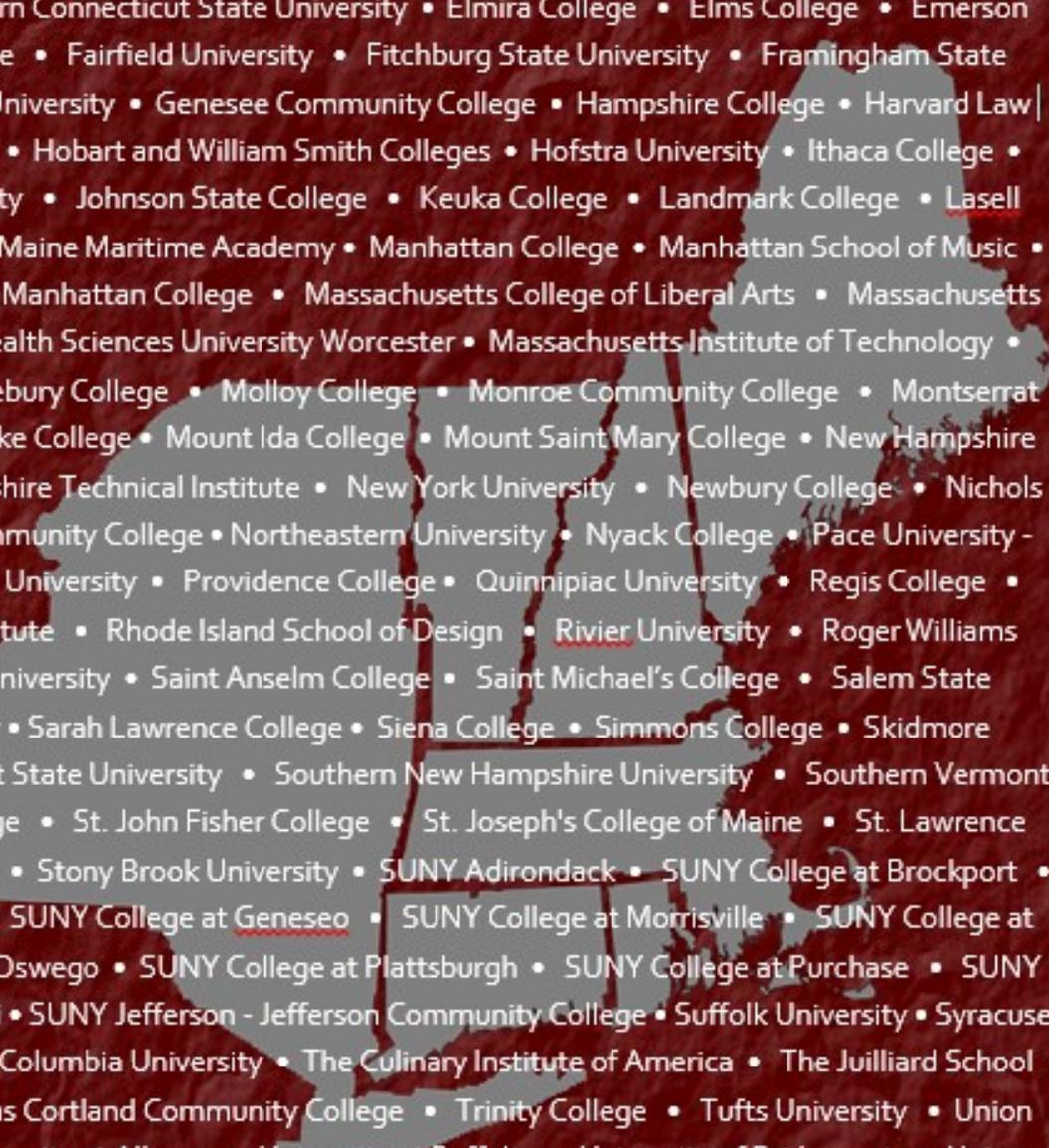


25
YEARS

FOLIOT.COM

LAS VEGAS - MONTREAL
1.800.545.5575

MANUFACTURER OF
EDUCATIONAL HOUSING FURNITURE

A light blue map of the Northeast United States is overlaid on a dark red, textured background. The map shows the outlines of the states from New England down to Virginia and West Virginia. The text of the list is arranged in a grid-like pattern, with each line of text roughly corresponding to a horizontal row of the map.

• Adelphi University • Albany College of Pharmacy and Health Sciences • Albertus Magnus College • Alfred University • American International College • Amherst College • Babson College • Bard College at Simon's Rock • Barnard College • Bates College • Becker College • Bentley University • Berklee College of Music • Binghamton University • Boston College • Boston University • Brandeis University • Bridgewater State University • Brown University • Bryant University • Castleton State College • Central Connecticut State University • Clark University • Colby College • Colby-Sawyer College • College of Mount Saint Vincent • College of Saint Rose • Cornell University • 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 • Genesee Community College • 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 • Maine Maritime Academy • 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 • Monroe Community 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 • North Country Community College • Northeastern University • Nyack College • Pace University - PLV/BRC • Plymouth State University • Providence College • Quinnipiac University • Regis College • Rensselaer Polytechnic Institute • Rhode Island School of Design • Rivier University • Roger Williams University • Sacred Heart University • Saint Anselm College • Saint Michael's College • Salem State College • Salve Regina University • Sarah Lawrence College • Siena College • Simmons College • Skidmore College • Southern Connecticut State University • Southern New Hampshire University • Southern Vermont College • Springfield College • St. John Fisher College • St. Joseph's College of Maine • St. Lawrence University • Stonehill College • Stony Brook University • SUNY Adirondack • SUNY College at Brockport • SUNY College at Cobleskill • SUNY College at Geneseo • SUNY College at Morrisville • SUNY College at Oneonta • SUNY College at Oswego • SUNY College at Plattsburgh • SUNY College at Purchase • SUNY College of Technology at Delhi • SUNY Jefferson - Jefferson Community College • Suffolk University • Syracuse University • Teachers College, Columbia University • The Culinary Institute of America • The Juilliard School • The New School • Tompkins Cortland Community College • Trinity College • Tufts University • Union College • Unity College • University at Albany • University at Buffalo • University of Bridgeport • University of Connecticut • University of Hartford • University of Maine • University of Maine at Farmington • University of Maine at Machias • University of Maine at Presque Isle • University of Massachusetts - Amherst • University of Massachusetts - Dartmouth • University of Massachusetts - Lowell • University of New Hampshire • University of New Haven • University of Rhode Island • University of Rochester • University of Saint Joseph • University of Southern Maine • Vassar College • Wagner College • Wentworth Institute of Technology • Western Connecticut State University • Western New England University • Westfield State University • Worcester Polytechnic Institute • Worcester State University • Yeshiva University •

NORTHEAST ASSOCIATION OF COLLEGE AND UNIVERSITY HOUSING OFFICERS