

the NAVIGATOR

NORTHEAST ASSOCIATION OF COLLEGE AND UNIVERSITY HOUSING OFFICERS



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Executive Board

ELECTED BOARD POSITIONS

President, David Grimes

**Past President, Trish Godino
Loring**

President Elect, Matt Foster

Treasurer, Sonya Alexander

Treasurer Elect, Kevin Conn

CT / RI District Coordinator, Jacob Nathaniel

**East NY / VT District Coordinator,
Zachary VanGelder**

**MA District Coordinator,
Antonio Willis-Berry**

**ME / NH District Coordinator,
Chuck Crawford**

**Metro NY District Coordinator,
Vinnie Berkenmeyer**

**West NY District Coordinator,
Courtney Albiker**

**ACUHO-I Foundation Board Representative,
Tim Touchette**

APPOINTED BOARD POSITIONS

Annual Conference Co-Chair, Sarah Fabianski

Annual Conference Co-Chair, Johnny Hurley

Assessment Coordinator, Heather Quire

Corporate Relations Chair, Colleen DeBeasi

**Equality, Diversity, and Inclusion Chair,
Darnelle Bosquet-Fleurival**

Historian, Paula "Raz" Randazza

Media and Publications Chair, Danielle Remigio

Membership Coordinator, Kim Beardsley

**New Professional Development Chair,
Abigail Smith**

Parliamentarian

Professional Development Chair, Michael Yates

Residential Education Chair, Adam Ortiz

Residential Operations Chair, Matt McGrath

Secretary, Colin Seifrit

**Strategic Plan Task Force Co-Chair,
Rose Waples**

**Strategic Plan Task Force Co-Chair,
Myra McPhee**

Technology Chair, Greg Madrid

Webmaster, Garrett Highlight

Welcome



Picture:
Media & Publications Chair, Danielle Remigio

Hello friends and colleagues!

It's here. We're in opening. We're exhausted, stressed, and wondering what the future holds for our respective campuses and our field as COVID-19 continues to affect our day to day decisions both in and out of our offices. I know I'm feeling the weight of the stress that has come with making students feel secure when I don't always feel it myself. Uncertainty has a way of filling the cracks in between hopeful moments.

However, we, as members of NEACUHO, have created platforms, engagement opportunities, and mentorship to create tighter bridges between one another when we cannot join together as we once would. That is what I choose to hold on to when things are difficult and when I question what is to come.

This edition runs the gamut of topics: Preparing for Residence Life in a pandemic, onboarding staff, role modeling, baseball, and more. Our interests and viewpoints vary, but the willingness to share and help are still very much the same. As we prepare for the annual conference in about a month's time, I want us to recognize the scope of how we can make changes that will last past the pandemic and how it will shape our field for generations to come.

I am proud to be a part of an organization that moves and flows with what needs to happen; recognizing change with open arms rather than something to create anxiety and tension. Everything is a learning moment. And articles like these and the questions to connect over the listserv will soon prove to be so helpful in connecting us when it is truly needed.

Stay safe and healthy

~Danielle Remigio,
Media & Publications Chair



From the President

Hello NEACUHO!

August and opening is finally here! I hope that as everyone is finalizing their plans for move in, fall operations and in the midst of professional and student staff training, that you are all doing well. Since my last update, a lot has happened with NEACUHO that I am excited to inform you about.

We held our virtual Residential Education Retreat in June which was a huge success. Thank you to those of you in attendance and a special thank you to our Residential Education Committee Chair Adam Ortiz and his committee for all of their hard work in putting it together. Last week, we also had our two Toolkit Series events that also went well and I'd like to thank our Professional Development Committee Chair Mike Yates and the Professional Development Committee for their hard work in putting together these two events.

The Executive Board has met a few times over the course of the summer and has done quite a bit of business to move the organization forward and start to make preparations for the 2020-2021 year. The Executive Board approved President-Elect Matt Foster's Appointed Board and event slates for his Presidency year, which you will hear about in near future. Additionally, the work on the Strategic Plan came to a close in July where the board voted to approve the plan which will guide the work of the organization over the next 5 years. I'd like to give a big thank you to Myra McPhee and Rose Waples, the Strategic Plan Co-Chairs, the working group sub-chairs, and any members that served on any of the working groups for all of their hard work. We are excited to present the strategic plan to the membership at the Annual Conference business meeting in October. Additionally, Past President Trish Godino Loring has launched our awards nominations process which I encourage you all to take a look at and nominate a colleague in the region to recognize the hard work that they do either on campus or within the organization. Finally, the Annual Conference committee under the leadership of our Annual Conference Co-Chairs Johnny Hurley and Sarah Tyrell are hard at work continuing to plan our virtual conference which is rapidly approaching. Registration will be opening up shortly and we are excited about all of the aspects of our traditional conference that we are working to incorporate into this virtual event.

As I near the final stretch of my time as President, I have to say that it has been truly an honor to serve in this role and have an opportunity to engage with so many of you during the course of the year whether it was in person, via email, or at our virtual events. I wish you all the best as you prepare your campuses to open for the Fall semester. If there is anything that you need or questions that you have, please don't hesitate to reach out!

All the best,

Dave Grimes
NEACUHO President



Picture:
NEACUHO President, David Grimes

Role Modeling Communities of Care

Drew Melendez (They/Them), Clark University

What a summer it has been-- a global health crisis and a national civil rights crisis on top of all of the stress we hold at work and in our personal lives. June and July weekends to our favorite summer spots, spending time with loved ones, and caring for ourselves may be the go-to activities to assist in recharging and resetting before the hectic-ness of RA Training sets in, but there is no doubt that August is going to hit us differently this year. We're starting a new academic year with more intense events around us, feeling disoriented from all of the unknown that lays ahead, and without the much needed grounding that summer can create for us.

My hope, especially as a Hall Director, is to be able to ramp up August with all of the energy and spoons that I can squirrel away during the summer-- but it's just not happening. I recognize that in myself and from the conversations I've had with my colleagues, with friends and loved ones, and with students, I know that I am not alone. Asking folks how they are doing holds a weight like never before-- how can we be doing? Separated from our usual support systems, missing the "normalcy" that existed before COVID-19, constantly thinking about the injustices in our world? Of course, there are slivers of positivity around us; taking a nice long walk outside, FaceTiming with friends, reading a good book. But even with all that goodness, I'm exhausted and I'm prepared for my students to be exhausted too.



Going into the year, I'm thinking more and more about how I can help to facilitate a community of care for my RAs in hopes that through role-modeling, they can further this groundwork into the communities they work within during the year.

Everyone Makes Mistakes

How do we balance human error during a global pandemic? We know the importance of quarantining and wearing a mask. We also know the reality that our residence halls are often built in a fashion that facilitates communal gatherings and that 1500+ students returning to a residence hall are excited about seeing their friends and being in their community once again. We also know that, sometimes, you wake up at three in the morning to use the restroom and it's reality that someone may forget to put on their mask. How do we transfer our approaches to student conduct, in engaging with the student to build a stronger community rather than ostracize to create more resistance to our new residential policies?

The idea that everyone makes mistakes allows for the belief that behavior can change and people can play an active role within their community. I urge you all to think about how you're facilitating engagement within rather than a community where people fear making mistakes, fear telling the truth at the risk getting into trouble, and look for ways to break the policies rather than work with their paraprofessional and professional staff to be honest about their actions for the betterment of their community.

How does the idea that "everyone makes mistakes" help to lessen the reality of biases when reporting mistakes others are making? At the number of institutions I have worked at, I have consistently heard students of color share their strained relationships with their RAs. They felt as though they were targeted during incidents-- why was my room documented but not the other rooms that are consistently loud? Why was I asked to turn down my music but my neighbors weren't? Knowing the experiences that our students of color have on our campuses, and knowing that those experiences differ from their white counterparts, how do we institute more policies and procedures while keeping in mind the real bias that can further cause detriment to our students?



What is Actually Important and Why?

If this global pandemic has taught me anything, it's that priorities shift during times of crisis. So how do we balance holding people accountable, and what does that even mean during a global pandemic? It's important to think about what needs to get done because it will substantially help build community within our halls, is integral to the housing logistics and operations that help to keep our halls running, and will benefit our communities in the ways we need it to. What we don't need to do this year? We don't need to be a stickler for bulletin boards and door tags when an RA asks for an extension because they're overwhelmed with their academics, which we know will mostly likely be vastly different than any year they've experienced before. We do not have to get extra frustrated when a student gets locked out once during the year because there's a million things jumping around in their heads and they forget to grab their keys on the way out.

Now more than ever, I've thought to myself-- Is this actually that important? When planning RA Training, are we planning everything as usual but virtually? Or are we taking the time to think about what's needed right now so that we can set up the RAs for success and allow them space for continued training throughout the year?

We know how helpful it can be when our supervisor knows we need a break. Being told that you can take the afternoon off, or that you can take an extra half-hour at lunch during some tough days helps to regulate, helps to create a space where you know you are cared about. How are we extending that same care to our RAs? Let's reschedule our one-on-one to later in the week, let's give an extra day for bulletin boards, let's take time to celebrate the individual. We often tell RAs how we expect them to prioritize the position, but the reality is that some weeks, life is too heavy for you to prioritize your job in the ways in which we want to. I've been there plenty of times this summer. What's been helpful is my supervisor who checks-in, who listens, and creates space for getting the work done in the best way that I can in that moment. I hope to extend these same moments of reflection, of taking a step back, and of open communication to the students I work with.

These "Extra Steps" are Important for Myself and Others

There is no doubt that this year will be unlike any other year we've experienced. Students are coming with higher stresses than before, are anxious about what their communities will look like, and will be seeking support in ways that they didn't even know they needed. Taking a pause to reflect on what would be helpful and realistic will not only help me in building relationships with my students, but it will help to create an environment of care for one another-- and it is that very community that we've heard time and time again will help us through everything that is going on around us. We wear masks because we care about the physical wellbeing of those around us. We hold healing spaces and work towards active change because we care about those most marginalized and affected within our communities. And we can role model communities of care through our actions because we care about our communities, the ways we fit into them, and the ways in which we all continue to persevere through some of the harshest conditions we've ever experienced together.



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A Change to Our Offerings!

With the seriousness of social distancing measures, NEACUHO has made the decision to future conferences and events to an online format for the safety of all potential attendees and present-ers.

Please Register for our Online Annual Conference Here:

[Register Here:](#)

Registration will stay open until October 7, 2020

NETWORK WITH NEACUHO

2019-2020 Conferences



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RES OPS RETREAT: 12/6/19 @ MANHATTAN COLLEGE



EDI RETREAT: 2/7/20 @ NHTI



SPRING RD2B: 3/8/20 @ SIENA COLLEGE



RES ED RETREAT: 6/5/20 @ SACRED HEART UNIVERSITY



TOOLKIT SERIES #1: 8/5/20 @ PURCHASE COLLEGE



TOOLKIT SERIES #2: 8/7/20 @ EASTERN CONNECTICUT



ANNUAL CONFERENCE: 10/6/20- 10/9/20 @ NIAGARA FALLS



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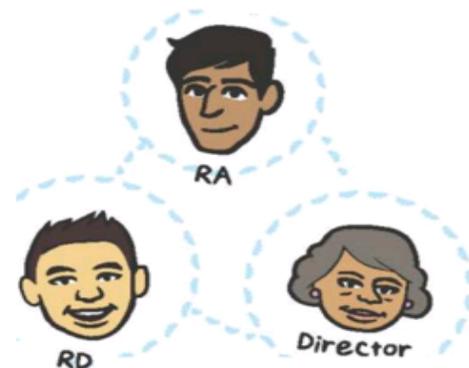


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Five Strategies for Newly Hired Professionals Onboarding in a Campus Crisis

Michelle Moyna (She/Her), NYU

Navigating a new job at any point in a professional career can often be intimidating or overwhelming. Doing so in the midst of a campus, community, or even global crisis only further compounds those feelings. On January 27, I started my first day at a new institution, after spending the previous week moving across the country in the middle of a snowstorm. Less than two months later, the world would be facing a pandemic, infecting millions, killing thousands, and leaving the world economy at a standstill. Navigating this crisis has been incredibly daunting and anxiety inducing for seasoned professionals and newly hired individuals, who are still trying to get a solid understanding of their positions and the new people around them. While many institutions have implemented a hiring freeze in order to mitigate the extreme, unforeseen financial consequences of this pandemic, it is my hope that some learned advice can be passed on to those able to transition to new jobs either during or after this global crisis. Below are five key elements that have made a tremendous impact on my ability to not only learn and succeed in my new role, but also to grow in my personal and professional health during a time of extreme uncertainty.

- **Context:** When first starting a new position the advice commonly given to new individuals is to spend time learning the office, department, and institutional culture. Taking the opportunity to learn the historical precedence of decision making or professional status quo often rewards the individual by having a better understanding of the “why” and how to best either adapt as a new member of the team or develop convincing arguments for proposed changes. In a time of crisis, however, the importance of context within an office, department, or institution only becomes further heightened. While critical decisions, often needing a clear understanding of far-reaching impacts, must be made quickly and decisively, the ability to know the history of your professional environment will help to better grasp the long-term impacts of the crisis, along with how your role can best assist the workplace successfully move forward. If the office or department does not provide a clear onboarding session, including highlighting common practices or traditions established, ask your supervisor to summarize the information they believe you, their direct report, need to best perform your job in both “normal” times, as well as crises.
- **Patience:** Starting a new position, whether mid-year or during the traditional hiring period, often entails patience with processes. Anything from HR checklists, to having IT establish your computer system, to even getting an ID to enter your office building often takes time. During a crisis, however, we have seen that these offices, along with many others, are pulled in various directions to quickly problem solve at all hours of the day. Because of this, it is key to approach what you might perceive a problem with an easy solution with patience, as many institutions require multiple levels of approvals when onboarding staff members. Rather than getting frustrated with minute details, in times of high stress and uncertainty, utilize your supervisor to develop an effective plan to accomplish many of the smaller tasks when it comes to starting a job. From there, reach out to department or institutional resources to have a better understanding of who can best support you in achieving the final set of tasks.
- **Flexibility:** Patience, as shown above, is truly key in assuming a new position, regardless of the surrounding scenarios or dilemmas. Flexibility, however, is just as crucial in a new employee. Before starting a new job, individuals often have an ideal or dream of how their position and the professional environment will be. When starting, however, flexibility and grace are almost always required in order to strive toward this vision. While flexibility should never be the only option, causing an employee to completely change who or what they wanted to be in the professional role, some ability to adapt is required. In times of upheaval, either in a department or at the global level, the ability to deftly change tasks or priorities to best serve the students or community at large is something that showcases a successful employee. As has been evidenced during this global pandemic, priorities and tasks are often changing, potentially within hours or minutes upon being released. Because of this, it is best to try to narrow tasks down in organization methods that best work for the employee you are, such as by priority or ease of achievement. Utilizing your preferred system, along with asking for clarification of instruction or priority, will enable tasks to still be achieved while still allowing for flexibility as needed.



•**Communication:** Throughout the job search and acceptance timeline, communication is at the heart of the process. From first establishing interview times, to booking travel for an on-campus time, to even negotiating and accepting an offer, clear communication is needed from both the prospective employee and employer. A new employee, desiring to start on a positive note, should utilize clear and productive communication to those around them. When an office, department, or institution then shifts into times of crisis, communication becomes even more essential. While mitigating a crisis, an office or department is often required to effectively communicate with impacted constituents or clients in order to maintain a positive working relationship. This positivity and effective communication are just as important for employees within an impacted office or department. As shown above, patience and flexibility are highly valued, both in times of standard business practices and crises. But, while these qualities are important, the need to communicate limits and needs to supervisors and coworkers is just as important. Burnout in the field of higher education can be seen through many functional areas, notwithstanding the current global crisis. By utilizing clear communication as a new employee to explain to a supervisor or coworkers what your limits and needs are while working in a crisis, you are creating clear boundaries in order to further sustain your career, while also being mindful of your personal health.

•**Relationships:** The field of higher education is built upon relationships, utilizing established connections to better understand positions, departments, and institutions. By creating and sustaining meaningful working relationships, individuals across higher education are better able to learn and appreciate both specific and broad components of the field as a whole. The process of establishing connections and relationships can be intimidating for any new professional, but especially for more introverted individuals who feel uncomfortable or nervous going out of their comfort zone. But by reaching out to people within your department or across the university for lunch meetings or casual coffee runs, you are truly able to establish a productive and positive network. During a time of crisis however, especially this crisis, the opportunity to take the time to meet new people around you might not be available. The lack of this opportunity still should not be a complete barrier to a new employee reaching out to build relationships around them. Instead, the ability to create connections in times of crisis can allow for more individuals who are empathetic and understanding of the unique challenges you consistently encounter in your new position, as well as offering much needed mutual professional and personal support. While the traditional approaches of building relationships, like lunch or coffee, might not be available in a crisis, reaching out to individuals via email, phone calls, or video conferences still allows for meaningful connections to be established and sustained.

These five elements are just some of the qualities that have made my continuing transition to my new job, in a time of extreme global upheaval, as smooth and successful as possible. I have been very fortunate and privileged to have entered a department with a supervisor and coworkers who are compassionate and excited to see me grow professionally and personally. Recognizing that scenarios are different for so many during this time of upheaval, I sincerely hope that you are able to find other strategies that are able to help you during this current crisis.

Michelle Moyna (she/her/hers) currently works as a Residence Hall Assistant Director at New York University.

Michelle received her Master's Degree in Student Personnel in Higher Education from the University of Florida.

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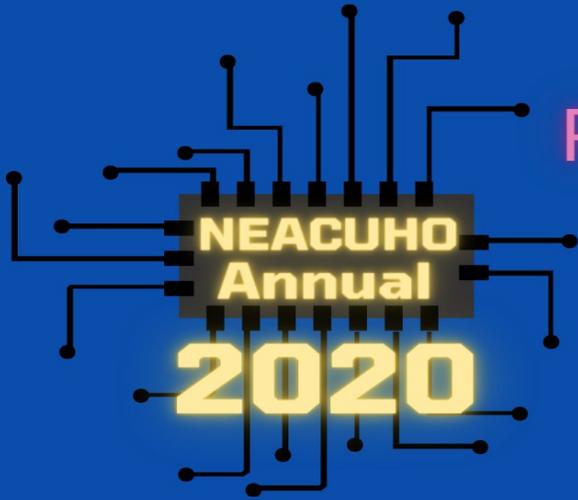
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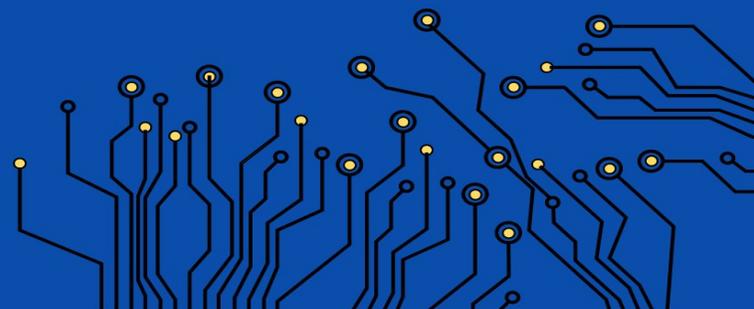
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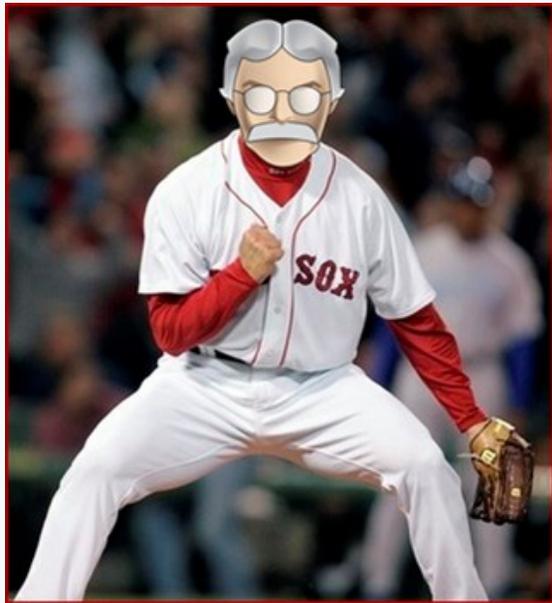
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Residence Life & Baseball

Chuck Lamb



With the delay of the spring sports schedule due to the impact of the coronavirus pandemic, the withdrawal for many from baseball is almost as dramatic as the social distancing and self quarantining we are experiencing. With the rising temps and blue skies our thoughts may turn to the game of baseball and the various moving parts and comfort the game provides. And the broadcast of games from overseas with no fans in the stands right now just doesn't seem the same! With all this time on my hands, I think I figured out the link between residence life and America's game. Wh-wh-what? **Stay with me as I explain.**

I was always a baseball and football guy as a kid. I played little league, junior high and high school ball and was one of those fringe players although I appreciated the need to acquire skills to be successful 30nd the strategy involved to win games. As a kid it wasn't so much the strategy as simply playing-and my brother, Tom, and I lost many wiffle balls in the backyard as we tried to emulate our favorite players. Mr. Decker was the junior high football and baseball coach who initially nurtured my love and interest in both sports. He also taught English and this radical guy brought in a black and white TV with rabbit ears in October to let us watch the World Series in class because the games were played during the day! What a concept! If a Mr. Decker type tried that today, parents and Board of Ed members would be on him like mustard on a Ball Park Frank!

So in a normal world the season begins and 30 National and American League teams play ball during a season that is way too long (in my opinion) in an attempt to get to the playoffs and then the World Series for a chance to be crowned the best. Lots can happen over a 6-month time period and only the best get to those playoffs based on individual and team performances as well as motivation and managerial actions. HEY, doesn't that read like Residence Life? Are the playoff games seen as disappointment to some? Well, sure! What can be expected when the best play the best? Just like in Res Life-it's always time and place and situation! You just have to be there to take advantage of the moment. Reinforce the voice of YOU in your position coupled with the training you received enabled you to contribute to the group product-just like baseball teams do on a daily basis.

A couple of other baseball/residence life sentiments:

- Why don't we have homer hankies/team towels to wave at staff meetings when we discuss our successes?
 - In baseball you're a huge success if your batting average is .300 or over. That's about 1 hit for every 3 at bats. What happens in Res Life if we're only successful in one of every 3 problems/issues we're asked to confront?
 - Part of a team member's success is based on the commitment and hard work of coaches, managers and mentors. Wait a minute! Are we talking baseball or residence life?
 - There is always the need for specialists and utility players in Res Life and baseball. Need'em both! And some people are really good at one specific thing and they are valued for that skill-whether it be DH or housing assignments!
 - There is an ever-increasing dependence and need to rely on statistics and collection of date to make management personnel and proper changes. Wait a minute! Are we talking Res Life or baseball?
 - Baseball has most of its activity occurring at night. Heck, we've been doing that in Res Life for years?
 - Use of inappropriate drugs/alcohol by players or Res Life staff? Bye bye to both!
- Filling the beds/seats is a key for success for Res Life and a baseball team. Occupancy drives everything! Heads on beds; butts in the bleachers!
- Players change teams every year and management is responsible for reestablishing a model for collaborator and success! Baseball and Res Life!
 - Baseball and Student Housing have been around for a long time. Both are committed and dependent on the development of players to achieve team/organizational results. Younger players must be identified, mentored and their skills refined.
 - Analytics has become very popular in recent years and supports data driven decisions-whether it be which pitcher to use in certain situations or in higher ed based on survey data.

Residence Life & Baseball, cont'd

Chuck Lamb

Baseball has the luxury of its minor league systems to bring along its novitiates in a structured manner with a phalanx of coaches, managers and others to groom those younger players along the way. Res Life has a form a minor league with its traditional graduate assistant position and supporting programs but certainly not to the elaborative depth as baseball. As a manager one of our major concerns/duties and possibly the reason for our position has been “player development”-providing opportunities for staff to acquire the tools to propel Res Life players to the next level of competencies. Our annual professional conferences and training programs provide that on an annual basis. Sounds like baseball’s Futures Game or spring training. Spring training prepares players for the season; fall training prepares staff for the academic year.

Baseball has its Hall of Fame in Cooperstown NY. Our professional organizations as well as our individual departments has an equivalent with annual awards and recognitions where colleagues nominate and select for inclusion into this exclusive group. You’ve probably gone on line/read Web Pages to find out the background and achievements of baseball Hall of Famers but have you ever checked out the list and backgrounds of our own colleagues? You really should. There is some talent out there!

There’s a scene towards the end of my favorite films “League of Their Own”, which happens to be a baseball film. Tom Hanks and Gina Davis are in the scene as they debate the benefits of being a member of the team. Hanks mentions not everyone can be a member of the team while Davis states “it’s hard!” Hanks responds-“it’s supposed to be hard. If it wasn’t hard everyone would do it. The hard is what makes it great. “

I’ve applied that scene and those lines to many situations in my profession. Not everyone is selected to be an RA, an RD or an SHO. And our work, sometimes, is flat out hard! But honestly, isn’t it great? Whatever happens in the next few months and whatever format higher education take, best wishes with that and for the start of what will be another successful year. See you on the field!



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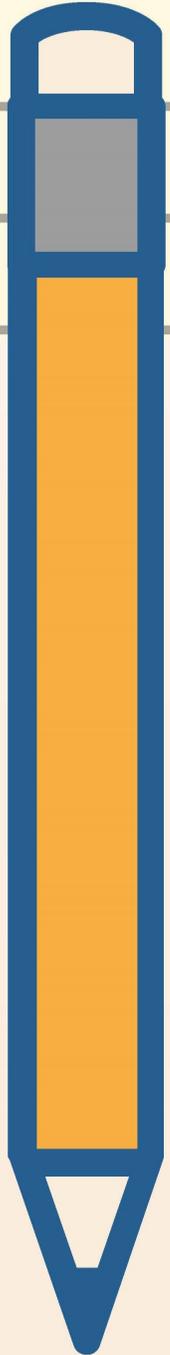


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3. You had a really great idea you want to share
4. You have reflections on your campus opening process
5. You read an article that is relevant and want to write about it
6. You want to nominate someone to be a spotlight professional
7. You have tips on how to stay motivated working on-line
8. You have socially-distant programming ideas
9. You have strategies for keeping up retention during COVID-19
10. You want to share experiences at a past annual conference
11. You want to!

**Please send all submissions and questions
to neacuhonavigator@gmail.com**

Due Monday, September 28th

the NAVIGATOR

NEACUHO Award Nominations

Due Sunday, September 13th at 8pm

Nominate [HERE](#)

SERVICE & ACHIEVEMENT AWARDS

[Charles "Chuck" Lamb Lifetime Service Award](#)

This is an honor given annually in the form of a plaque to a NEACUHO member who has made a career in or has maintained business relations with the college/university setting, and through their profession has made a positive contribution to students, colleagues and the NEACUHO organization. This award honors Charles "Chuck" Lamb for his long term commitment to NEACUHO and the housing profession as well as his being a role model, mentor, colleague and friend.

[Dr. Chester R. Titus Distinguished Service Award](#)

This award has been newly renamed (in 2018) and dedicated in Honor of the late Dr. Chester R. Titus who was NEACUHO's founding father. Dr. Titus passed away in December 2017 peacefully at the age of 96 in Charlottesville, VA. Dr. Titus called the first meeting of NEACUHO in 1955 not sure what it would lead to. As the first President, he led NEACUHO all these years ago and laid the foundation of our organization so that we could continue to evolve to where we are today. This award is given annually in the form of a plaque to an individual who has been a member of the NEACUHO organization for an extended period of time and has contributed significantly to the direction, administration and governance of the association.

[Diversity Award](#)

An award given annually in the form of a plaque to an individual who has demonstrated exceptional service in the areas of social justice and diversity through advocacy, leadership, mentorship, educational initiatives or programming at the home institution and/or to NEACUHO.

[Elizabeth Sinkiewicz Reid New Professional Award](#)

This is an honor given annually in the form of a plaque to a new professional who has contributed significantly to both their home institution and to the NEACUHO organization within the past year. Candidates for this award must have three years or less post-baccalaureate, full-time housing experience. This award is dedicated to the memory of the late Elizabeth Sinkiewicz Reid, former Director of Residential Life at Wentworth Institute of Technology (also served at WPI and Westfield State College), for her contribution to and support of NEACUHO in the role of Member-at-Large and Secretary. Elizabeth continually worked to promote new professionals' involvement and development, not only in NEACUHO but also on her own campus.

Member Emeritus Award

Bestowed upon an individual who is retired from full-time employment in an effort to recognize lifetime achievements and substantial contributions to NEACUHO and the profession as determined by the immediate Past-President using established guidelines. In addition to a plaque, Member Emeritus Individuals so designated will receive a lifetime Affiliate membership to NEACUHO and the ability to attend any NEACUHO conference without cost for registration.

Outstanding Professional of Color

This award is presented to an outstanding professional of color who has contributed to the Association and the profession. This person has demonstrated service to NEACUHO and the profession through service to the Association and/or their home institution. Additional preferences will be given to the following service to the Association: contributions to the advancement of professionals of color in leadership in NEACUHO; previous service or involvement in the Equity, Diversity & Inclusion committee; served as a faculty member at an Association sponsored Institute (ie. RELI, NHTI) or completion of projects or policy statements that address issues for professionals of color. AND/OR This person has demonstrated contribution to the housing profession. The following are examples of contributions to the housing profession: actively participated at their home institution as an advocate for professionals of color; presented at local, regional, national or international conferences; published scholarship in relation to the housing profession, identity or related issues; service as an active role model for professionals of color in the housing profession, or service to NEACUHO including committee work and elected/appointed leadership. AND The award recipient must be a member of NEACUHO in active or emeritus status.

[Outstanding Service Award](#)

An honor given annually in the form of a plaque to an individual who has most significantly contributed to the NEACUHO organization during the past year.

[Women's Issues Outstanding Achievement Award](#)

An honor given annually in the form of a plaque to an individual from a NEACUHO institution who is a mentor and role model and has assisted in the development of new female professionals. Candidates must have spent a minimum of 5 years in the field of housing, residential life or conference services. The successful candidate is respected by peers and colleagues, has made significant contributions to the field, institution and/or NEACUHO; as well as contributed to the research or distribution of information related to the preservation of women's voice, gender issues and/or issues impacting women.

18 August/September 2020



REIMBURSEMENT AWARDS

[James Casey "New Professional" Award](#)

This award honors the late James Casey, former Director of Residential Life at SUNY-Cortland and one of the founding members of NEACUHO, for his contribution to and support of NEACUHO in many roles, most notably his efforts to empower entry-level new-professionals in the housing/residential life field. This award is given in the form of a plaque and reimburses up to \$350.00 towards registration for the NEACUHO Annual Conference. The recipient is required to have less than three years Student Affairs experience, post baccalaureate; home Institution must be a current member of NEACUHO, submit a program proposal to the Program Committee to present at the Annual Conference. (Priority goes to program proposal that is pertinent to new professionals in housing/residential life); must have SHO confirmation of status as a new professional; candidate must submit a current resume and a copy of their Annual Conference program proposal with application).

[Professional Development Award](#) (previously the "Small College Scholarship Award", 1998 – 2005)

This annual award reimbursement is given to a professional for the purpose of attending the upcoming Association of College and University Housing Officers-International (ACUHO-I) Annual Conference and Exposition. Funding is intended to defray registration, lodging (double room rate), meals and travel expenses (valued at a maximum of \$1,500). The recipient is required to be a mid-level or seasoned residence life and housing professional; have attended a minimum of four annual NEACUHO conferences (one of which may include the current year conference), must be a current, active member of NEACUHO (committee member/chair, task force member, executive board, etc.); demonstrated success at home institution in the area of professional development for self and staff; demonstrates that s/he provides a stimulus to the housing profession and the region through presentations, publications (i.e. campus/departmental newsletters, etc.), grant writing and/or research; SHO verification that institutional funds are unavailable and recipient would have to pay out of pocket to attend ACUHO-I; must be employed at a NEACUHO member institution.

[Rising Star Award](#)

This annual award reimbursement is given to a new professional for the purpose of attending his/her first ACUHO-I annual conference. Funding is intended to defray registration, lodging (double room rate), meals, and travel expenses (up to \$1500). The recipient is required to have less than three years Student Affairs experience, post baccalaureate; home Institution must be a current member of NEACUHO; must be nominated by his/her current supervisor and a NEACUHO executive board member, have attended at least one NEACUHO annual conference (a previous conference or the current year conference); must not have attended any ACUHO-I annual conferences; must have SHO confirmation of status as a new professional and SHO verification that institutional funds are unavailable and recipient would have to pay out of pocket to attend ACUHO-I.

Awards Given at the Annual Conference

[First Time Presenter Award](#)

An annual award selected by the Program Committee to an individual(s) who has never presented at a professional conference. For consideration, all presenter(s) must have no previous professional presentation experience. The decision is based upon participant and program committee liaison evaluations as well as program content, audio visual aids, overall delivery of the program, adherence to the program descriptions, the presenter's knowledge of the subject, and the overall presentation.

[New Professionals Case Study Competition - Annual Conference Award](#)

[Best of the Northeast](#)

An annual award selected by the Program Committee given to the presenter(s) of the program determined to be the best of the conference. The decision is based upon participant and program committee liaison evaluations as well as program content, audio visual aids, overall delivery of the program, adherence to the program descriptions, the presenter's knowledge of the subject, and the presenter's skills and enthusiasm. Selected program presents at the subsequent ACUHO-I Annual Conference & Exposition.

NEACUHO 2020-2021 Executive Board

Matt Foster– President Elect

I am happy to announce the NEACUHO 2020-2021 Executive Board who will begin their term this October at the close of the 2020 Annual Conference:

Position	Professional	Institutional Position	Institution	NEACUHO Region
Secretary	Christina Lowery	Director of Residence Life	University of Southern Maine	ME/NH
Annual Conference Chair	Tommy Tressler-Gelok	Director of Residence Life	Wagner College	Metro-NY
Corporate Relations Chair	Antonio Willis-Berry	Associate Director of Housing & Residential Services	Bentley University	MA
Equity, Diversity, and Inclusion Chairs	Darnelle Bosquet-Fleurival & Ange Conception	Assistant Director of Residence Life & Assistant Dean of Campus Live	UNH & Wagner College	ME/NH & Metro-NY
Media & Publications Chair:	Danielle Remigio	Associate Director of Residential Education & Community Standards	Suffolk University	MA
Membership Coordinator	Melody Smith	Associate Director of Operations	Brandeis University	MA
Professional Development Chair	Shawn Tremblay	Associate Director of Residence Life	AIC	MA
Technology Chair	Greg Madrid	Director of Residence Life	Sacred Heart University	CT
Webmaster	Garrett Highland	Residence Director	NHTI	NH/ME
Parliamentarian/ Historian	Paula Randazza	Assistant VP for Student Affairs	Rivier University	NH/ME
Assessment Coordinator	Colin Seifrit	Assistant Director of Residential Education	Franklin Pierce University	NH/ME
Marketing & Communications Chair	Bill Ollayos	Area Coordinator	Wesleyan University	MA
ACUHO-I Foundation Rep	Tim Touchette	Assistant Dean of Student Affairs	Brandeis University	MA
Financial Stability Task Force	Kathi Bradford	Retired	Westfield/Emeritus	MA
Strategic Planning Task Force	Rose Waples & Myra McPhee	Area Coordinator & Director of Residence Life	University of Rochester & Sarah Lawrence College	WNY & Metro NY



Position	Professional	Institutional Position	Institution	NEACUHO Region
President	Matt Foster	Associate Director of Residential Services	WPI	MA
Past President	Dave Grimes	Associate Director of Residential Education	The New School	Metro-NY
President Elect	Kim Beardsley	Associate Director of Student Welfare	University of Connecticut	CT/RI
Treasurer	Kevin Conn	Assistant Director of Residential Life	NYU	Metro-NY
Treasurer-Elect	Vinnie Birkenmeyer	Associate Director	Pace-Pleasantville	Metro-NY
MA District Coordinator	Matt McGrath	Associate Director of Housing Operations & Facilities Management	Suffolk University	MA
NH/ME District Coordinator	Chuck Crawford	Associate Director	Plymouth State University	NH/ME
CT/RI District Coordinator	Jacob Nathaniel	Residence Hall Director	University of Connecticut	CT/RI
Metro– NY District Coordinator	Samantha Bassford	Residence Hall Director	Adelphi University	Metro-NY
Western NY District Coordinator	Dan Duzy	Coordinator of Residence Life and Retention	Corning Community College	WNY

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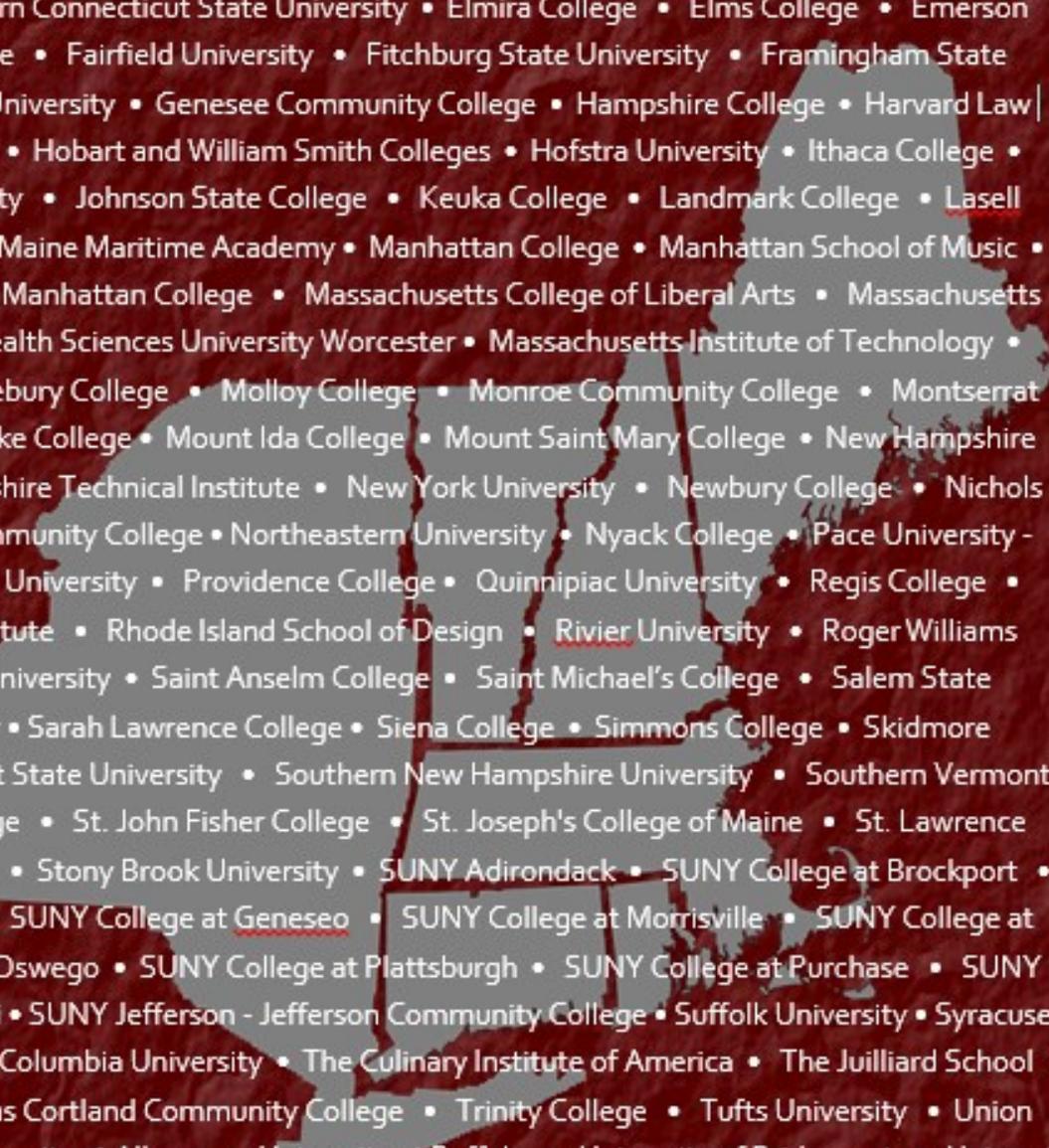
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A light blue map of the Northeast United States is centered in the background of the page. The map shows the outlines of the states from New England down to Virginia and from the Atlantic coast to the Great Lakes region. The text of the list is overlaid on this map.

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NORTHEAST ASSOCIATION OF COLLEGE AND UNIVERSITY HOUSING OFFICERS