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**FOOD FOR THOUGHT:
IS DIVERSITY ESSENTIAL TO HIGHER EDUCATION?
THE SUPREME COURT RULED THAT IT IS**

By Betty Voltaire and Jennifer Scumaci

It is no surprise that diversity is an important topic for many institutions across the nation. Imagine, then, if you were the administration of the University of Michigan. Your students are upset about admissions practices. A court case ensues. The plaintiff: Your students. The defendant: You. In short terms, the Supreme Court made an important decision this past June, holding that diversity is a compelling interest in higher education and that race is one of a number of factors that can be taken into account to achieve the educational benefits of a diverse student body. The Court found that the school's admissions process is narrowly tailored to achieve the educational benefits of diversity and that the Law School's goal of attaining a critical mass of underrepresented minority students does not transform its program into a quota (University of Michigan website, by permission of the Board of Regents, September 2003).

Essentially, taken to the highest court, diversity has been concluded to be an important factor in higher education. Months later—years after the lawsuit was brought to the table—one can't help but wonder what this means to other institutions. How might such a decision affect us as NEACUHO? Surely we know the role diversity plays in the overall education of the college/university student. And as we seek to diversify our campuses—through students and staff—this decision will be on the minds of selection committees. If the Supreme Court rules that diversity—or the concept of increased diversity—is important, there are important concepts to challenge us all:

As we work on recruitment, it is in our best interest—and the best interests of our students and institutions—to seek those candidates who may not traditionally be approached or look to be part of our campuses. In essence, it is important to remember the value of diversity to our campus communities—not because the Supreme Court said so, not because we wish to reach a “quota,” but because our students have a right to experience life on campus as it is in the real world and we have the responsibility to do what we can to offer them just that.

(Continued on page 10)

**Find the NEACUHO
Navigator Online!!!
Go to www.neacuho.org**



Thoughts from the NEACUHO President



Kathi Bradford
NEACUHO President

“Tell little, expect much”. . .the words of my Senior Vice President of Academic Affairs, Dr. William Lopes as he opened his keynote speech at our annual Leadership Day this fall. As I sat listening to him share his words of wisdom about leadership to our students, I realized that these words describe the opportunity I have been having as your President. We, as an organization, are incredibly lucky to have an extremely dedicated group of volunteers serving on our Executive Board this year. I have come to realize that I have the luxury of having to TELL them very little while not only EXPECTING, but truly SEEING much effort, creativity and growth for our organization. Thanks to this board and your involvement, we have a lot of exciting things happening in the future for you, your colleagues and student staff members. Please take the time to read through this newsletter for updates, reports and exciting articles from the various executive board members and our membership.

Recently, I had the opportunity to travel extensively in my role as President of NEACUHO as well as Chair of the Undergraduate Student Network of NODA (National Orientation Directors Association). In Seattle I listened to the “Sound of Our Stories” as we shared the issues of first year students, staff recruitment and development, training and the impact we have every day. Across these organizations, our shared goals for student success continues to be a priority. Retention and transition remain at the forefront of discussions and the continued focus on incorporating learning into our “out-of-classroom” time is even more essential in this age of “on-line relationships” vs. face-to-face communication.

In Baltimore, I networked with our MACUHO counterparts by collecting money for The Living Classroom, serving as a mentor for the VIPS (or undergraduate student conference interns), establishing relationships with new vendors and reconnecting with some of our NEACUHO corporate liaisons, attending sessions and finally, participating in their business meeting. We face some similar issues as we re-evaluate our annual conference, create a viable marketing plan for our vendors and continue to build a strong financial base. I look forward to the opportunity to welcome their new President, Grace Reynolds to Bridgewater in June.

As we move through the semester, I look forward to seeing you at your town meetings, hosted by your District Coordinators and our upcoming events. Please contact me directly at kbradford@wsc.ma.edu to discuss your ideas or concerns regarding NEACUHO. Enjoy the end of the semester and the relaxing time you get to spend with loved ones during your holidays and as we begin the new year!

Sincerely, Kathi

Here's your chance to be published!
Consider submitting an article for the NEACUHO Newsletter

Newsletter Edition	Deadline for Submissions	Publication Date
WINTER 2004	December 15, 2003	Early February
SPRING 2004	March 14, 2004	Late April

Submissions can be sent to Sofia Bautista Pertuz at sbp2002@columbia.edu

Note from the Editor...



Hey NEACUHO,

I would like to take a moment to thank all of you who have taken time from your schedules to submit articles and pictures to the NEACUHO Navigator. Without you we would certainly not have anything to publish. So again, thanks!

I hope your fall semester has not been too hectic. As the end of the semester and the holidays approach I know that it can be quite a difficult time on our campuses because of the variety of feelings that are evoked during this time. This is a good time to think about winter training and to consider your staffs' strengths and weaknesses. Then you can start to reach out to your colleagues for their expertise in these areas.

On behalf of the Media and Publications Committee I would like to wish you happy holidays and hope that you are able to have a restful break in December/January.

Sincerely, **Sofia Bautista Pertuz**, Teachers College—Columbia University

Please send any comments, questions or submissions to sbp2002@columbia.edu

Media and Publications Committee Announces Logo Contest

Are you creative? Do you have a way with graphic design?

The annual conference at Bridgewater State College marks the beginning of a year-long celebration of the 50th anniversary of the association. Although still youthful, we are giving the association a little face-lift by introducing a new logo. The current logo (featured on the front of the newsletter and other NEACUHO publications) has been used for many years. We are seeking to take the association into its next half-century with a new look.

The Media and Publication Committee will conduct a contest to select the new logo. Entries should be submitted by February 1, 2004. The committee and NEACUHO executive board will select several finalists; the winning logo will be determined by the association membership at the business meeting during the annual conference. The new logo will be unveiled at the 2004 Annual Conference at Bridgewater State College (June 11 - 13, 2004).



Logo guidelines:

- Submissions should reflect the mission of NEACUHO:
NEACUHO is an organization of housing, residential life, and student services professionals and paraprofessionals within the Northeast region dedicated to providing opportunities for colleague support, professional development, sharing of information, collaboration, communication, research, and recognition of outstanding contributions to the field.
- The design should be one-color; a black and white version should also be supplied.
- The logo should be submitted in an electronic format (i.e. JPEG)

Entries will be rated on the following criteria:

- Reflection of the NEACUHO mission statement
- Aesthetic value
- Practicality (i.e. the logo will be easy to reproduce and utilize on paper and computer application)
- Timeliness (the logo will be reflective of the organization for years to come)

Did we mention there are prizes?

- The individual who submits the winning logo will receive a \$200 VISA gift card
- All individuals who submit a logo concept will be entered in a random drawing to receive a 1-year subscription to the ACUHO-I Talking Stick (a total of five will be awarded)

Still interested? Then, start drawing!

Submissions should be submitted to:

Aja Holmes
Stony Brook University
400 North Loop Road
Stony Brook, NY 11794

aja.holmes.1@stonybrook.edu
(631)632-9423



As soon as I walked off the plane, I could hear the bells ringing and quarters clanging against metal. Woo Hoo! Las Vegas! We had arrived to slot machines in the airport! I had just arrived in Las Vegas for the ACUHO-I Conference as the recipient of the NEACUHO Small College Professional to ACUHO-I Scholarship. The theme of the conference was "An Oasis of Opportunities" and the opportunity to win big at the roulette wheel was in the back of my mind.

This was my first ACUHO-I Conference and I wasn't sure what to expect. Well, I expected heat but not like this. Some friends said the heat wouldn't be that bad because it's a "dry heat," but, let me tell you, at 107 degrees, heat is just that - HEAT! So here was opportunity #2: To experience heat like I have never experienced. My friend and travel partner, the recipient of the Rising Star to ACUHO-I Scholarship, Jen, and I went to the Riviera Conference Center, and checked-in. Jen persuaded me to volunteer at the conference with her. Opportunity #3: To wear a bright yellow ACUHO-I volunteer visor and give out boxed lunches to hundreds of hungry housing folks at the Vendor Exhibits Fair. I will let you interpret how this experience went.

So, you have probably picked up on the fact that the theme of this piece of exceptional writing (please take that with humor): opportunity. This conference experience was full of them. Opportunity #4: Interest Sessions. I have to admit, that working at a small, performing arts school made it a little difficult to find programs that I could gain useful information from. Juilliard just can't do the same things operationally that a large state school could. But, I did attend some great programs and gathered some great ideas.

One of the great things about ACUHO-I is the international delegation. Opportunity #5: Getting the perspective of

housing and student life from our friends down under. It was really eye opening to listen to a gentleman from New Zealand explain how they address their international student population. Sometimes, I think American schools need to take a look at how our colleagues across the world treat residence life & housing.

Opportunity #6: Vendors, vendors, and more vendors. ACUHO-I puts together a great exhibit area complete with Elvis and Marilyn Monroe. I did realize the fact that NEACUHO's Corporate Relations Committee does a really good job with the Vendor Fair at our annual conference. There were so many vendors there I can recall meeting at NEACUHO.

This conference was a great occasion to see colleagues from other regions. Opportunity #7: Connecting with friends from other regions. I was able to catch up with friends from my graduate school, University of Georgia, and the SEAHO region. Amazing how this line of work can keep us all connected and provides forums for us to gather. While I was seeing friends from other regions or meeting new people, I found ACUHO-I to be an opportunity to get to know my NEACUHO friends a little better. That would be Opportunity #7. I now know that Terri Panepento can spend at least a 1/2 hour in a restaurant before even ordering because she can chat up a storm (she and her friend have created a talking rule for themselves); that Clark Rodman has no fear of and will ride any roller coaster (even after a huge dinner), and that Mike Polcari is really bad luck for me at the craps table.

Well, I had my opportunity to win big bucks at the roulette wheel ...and the blackjack table...and the craps table (thanks to Mike we see how that turned out). I even tried one last ditch effort at the slot machines in the airport as my plane back to New York was beginning to board. Oh well, it just wasn't my time to win the big bucks. Despite the fact I came home with no money, ACUHO-I was a great experience and I am thankful to NEACUHO for the opportunity just to be able to go to my first ACUHO-I Conference (which by the way, was Opportunity #1).

Chicken Soup for the New Professional Soul

The New Professionals Network of the NEACUHO New Professionals Committee proudly introduces "Chicken Soup for the New Professional Soul," a publication set to be released during the 2004 Annual Conference. Below you will find an example of what will be in the publication once it is released. We invite you—whether New Professional, Seasoned Professional or CHO—to submit poetry, short stories or quotes to be included into this publication for our New Professional Community. And if you're not creative, but know someone who is, please let them know about this—we'd love to hear from them! For more information or you are interested in submitting, please contact New Professionals Network chairs, Jana Jacobson at jana_jacobson@emerson.edu or Betty Voltaire at bvoltaire@ithaca.edu.



I am now receptive to the idea that...I am capable of doing everything better next time! ~ Iyanla Vanzant

The Ten Commandments for the New Millennium, #8: Thou shalt confine all whining, complaining and criticizing to every other Wednesday between the hours of 2:00 A.M. and 3:30 A.M., when the moon is full. When the moon is not full, oh, well, thou shalt wait until it is. ~ Iyanla Vanzant

Both of the quotes above are from Iyanla Vanzant's book Until Today!: Daily Devotions for Spiritual Growth and Peace of Mind



On Monday, September 29th at 11am I was having an online meeting with a colleague from St. John's University. Earlier in the month we both received the NEACUHO NAVIGATOR. We spoke of our submission about RELI and we both commented about submitting

another article. Problems popped into my head. What should I write about? The deadline was that day. I struggled to decide if I should think of something to write about or just wait until the next submission deadline.

I refocused on my two-hour online meeting to prepare for a presentation that we may or may not even be presenting for the October 10th conference in Vermont. I was impressed at the fact that I set aside two hours to work on a presentation that I was not even sure I would be presenting. I had so much homework, quite a few judicial hearings, my internship, and all the other random responsibilities of a graduate resident director. Yet I decided to take this time. Why did I do this? This was difficult. How did I get to this level? Then I realized, this would be a good topic to write about.

Ideas just started to appear in my head. When does one start thinking about professional development? The correct answer. From the start. I thought about it from the start. I thought about it often, but the most important part of professional development is acting on those thoughts. For me, my third year as a Resident Director at Fordham University is when I took all of my thoughts and put them into action.

My first year as a Resident Director, I felt like I was thrown into a pool and was struggling to stay above water. I need to prove that I could do this job (I was hired right out of undergrad as a Resident Assistant to become a Resident Director). My first year was a mixture of proving to myself that I could do the job, figuring out my role, and trying to get the students and resident assistants to realize that, yes, I was the Resident Director. Needless to say, I was completely burnt out by February. During this year, I attended a few conferences. Yet I was just an observer, I rarely said a word unless someone was going around to ask our name and institution. The seed for professional development was planted at the annual conference at Cornell University. I participated in the case study and achieved first place with two colleagues.

My second year I decided to move to a bigger building, approximately 500 upperclassmen in apartment style suites. I knew my role as a Resident Director but I had some added responsibilities. I was like a sophomore now, I thought I had things covered. I continued to attend conferences as I did my first year but I attended any and all of them. I loved hearing what other professionals had to say about this field. I started to slowly come out of my shy shell. I met new people and spoke at the conferences. I began to feel comfortable speaking with some people at conferences. These people really

helped me to find out about opportunities and told me personal stories of how they got to where they were now. Thoughts about how to develop professionally were starting to grow.

My third year became the year that I needed to take action. This was the year that I would get involved with my institution. Really learn about Fordham University and really do the important things and know why I was doing them. I was getting involved with other departments, I was not waiting to hear about professional development opportunities, and I was trying to find them on my own. I learned a lot of these things from attending RELI.

This leads me to my next question. Whose responsibility is it for professional development? Originally, I am embarrassed to admit, I thought it was up to my supervisor. I quickly realized that it was up to me. My supervisor could make me aware of the professional development opportunities and set expectations but it was really up to me. Slowly but surely I learned I had to take initiative. That was when the hard part started and continues. I thought about professional development all the time but I had to do something. I communicated with my supervisor that I wanted to really develop. He was aware of this and he spread the word. I let him know when I accomplished something or even started something that could help me develop professionally.

Why is professional development important? Not only do you develop as a professional; you develop as a person, as a supervisee and as a supervisor. One must always think about their future. What will you have to show for your three years as a Resident Director at (insert your institutions name here)? How will you be better qualified for that next position? The question of its importance was explained to me in many conference sessions. No matter what session you decide to attend at your next conference, I can guarantee someone will mention professional development.

So when do you start? How? And with whose help? New professionals need to start early but make sure that you are completing your main responsibilities at your institution. Ask a lot of questions. Ask for help and support. All of the people that I met at NEACUHO have been very helpful and supportive.

Taking time to develop professionally is a difficult task. It is one thing to say you will do something but it is another to sit down and complete a task. After three years of being a Resident Director at Fordham University, I think I finally have learned how to prioritize and manage my time. This is not to say that sometimes I do not get overwhelmed, because something can always come up in the field of residence life. I have learned a lot from the many conferences I have attended, my co-workers, my supervisors, and my colleagues I have met at these conferences. Getting involved in NEACUHO has been one of the best things I have done for myself.

Professional development does not just help the individual; it helps your co-workers, your department and your institution. Although it is difficult to find the time to do, it is worth it in the long run. My supervisor recently asked me to go to NEA-

NEACUHO Mentor/Mentee Program

Fall 2003

Dear NEACUHO Colleagues:

On behalf of the New Professional's committee of NEACUHO we would like to invite you to participate in the mentor/mentee program. In it's second year we will continue to provide opportunities for NEACUHO members to connect with others in the field and utilize the knowledge that our members have.

What are the benefits of participating in this program? As a mentor you will provide an opportunity for our new professionals to network and build relationships with other NEACUHO members, provide leadership, knowledge and insight into the field of Residence Life and Housing. As a mentee you will have the opportunity to connect with a more "seasoned" member of NEACUHO, utilize them for their knowledge, gain a perspective different than your institution and network.

The hope of the mentor/mentee program is to connect members of NEACUHO with similar interests together. Individual teams will talk together about their hopes for the relationship and the best means of communicating and interacting with one another. If you are interested in participating in this program please fill out the attached form and return it to us as soon as possible. As we receive applications we will begin to match up the mentor/mentee pairs. If you have questions please do not hesitate to contact either of us.

Sincerely

Carol Sacchetti
Roger Williams University
csacchetti@rwu.edu
401/254-3161

Alicia Harrington
Boston University
aharring@bu.edu
617/358-1821



NEACUHO New Professionals and Graduate Student Committee Mentor/Mentee Application

Thank you for your interest in the NEACUHO Mentor/Mentee Program. Please answer the following questions and return the form to Alicia Harrington (Boston University, University Service Center, 881 Commonwealth Avenue, lower level, Boston, MA 02215 or as an attachment to aharring@bu.edu). Once a mentor/mentee has been found you will receive contact information.

Name: _____

Title: _____

Institution: _____

Address: _____

Phone Number: _____

Email: _____

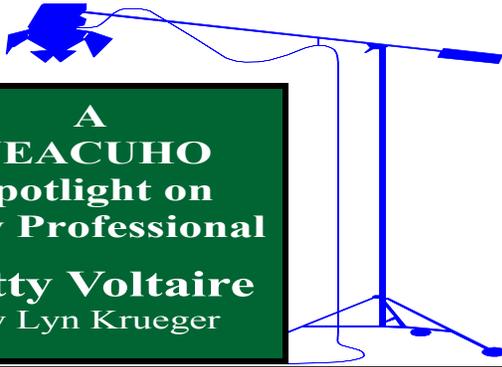
I am interested in being a (please circle one): Mentor Mentee

What experience are you hoping to take away from this program?

For Mentees: Please give us information about where your career path has come from and where you see it going in the next 5 years?

For Mentors: What special skills or experiences do you have that you could offer to a mentee, your career path/interests?

What forms of communicating work best for you (e-mail, telephone, attendance at NEACUHO events) and how much time do you see yourself giving to this program?



**A
NEACUHO
Spotlight on
New Professional
Betty Voltaire
By Lyn Krueger**

The chosen spotlight for this edition of the NEACUHO Navigator is Betty Voltaire from Ithaca College. Betty is currently in her second year as a Residence Director. She is originally from Brooklyn, NY and received her Bachelor's degree in English from SUNY Buffalo and her Master's degree in Education from Salisbury University in Maryland. Regional involvement is nothing new to Betty...during her time in Maryland she was actively involved in the MACUHO region and recognized for her commitment to diversity by receiving the Colors Award.

As Betty begins her second year of involvement in the NEACUHO region, she is dedicated to making the most out of her experience as a new professional. Betty is an active member of three committees including the Media and Publications committee where she regularly contributes articles to the newsletter, the New Professional Development committee where she serves as a co-chair for the New Professional Network, and the Social Issues Committee where she serves as co-chair for the Paraprofessional Diversity Program. She views this time in her professional career as a stepping stone to her future. She is interested in exploring Student Affairs but is not sure about what the future holds.

In her spare time she likes to go out to eat (she stated that the professional staff at Ithaca College is a "huge go out to eat staff" and she really enjoys that), *loves* to sleep, and is a fan of the Golden Girls and Simpsons. Betty shared that she often schedules her meeting times around the Golden Girls episodes even though she has seen them over and over again. For those planning the ever-popular online committee meetings that would involve Betty, please take note that the Golden Girls is on the air at 9am, 6pm, and 11pm!

Something that Betty likes to let others know when she is interacting with them is "I may not like what you have to say, but I will respect your right to say it but understand that what you say might warrant a response you don't like." And finally, one piece of advice that Betty would like to share with other new professionals: "It is very important to get involved in the community you live in, especially if you are new to the area. Formulating outlets is important to your well-being and sanity."

Thank you for your commitment to NEACUHO and the profession, Betty!

Pitching for the Programming Committee

By Tina Tormey, Ithaca College

One of the professional competencies for housing professionals created by the National Housing Training Institute is in public speaking and presenting. The ability to present to colleagues at conferences and meetings. Presenting at a professional conference is a great opportunity to share your ideas, knowledge and experiences and to network with other professionals in the field.

The NEACUHO Annual Conference will be taking place June 11—13, 2004. A call for programs will go out December 1. The deadline to turn in your proposal is February 20. Soon after, the programming committee will spend hours pouring over entries. If your proposal is accepted, you should know by the end of March so you have time to prepare for the conference. The following is a simple guide to assist new professionals in selecting a topic and preparing a proposal.

TOPIC SELECTION

What do you know well? Even the newest of new professionals has had share-worthy experiences. For example, perhaps you developed a successful, new alcohol education program series. Or maybe you remodeled the RA Selection Process at your institution.

What are the current trends? Flip through a few recent issues of *About Campus* or the *Chronicle of Higher Education*. Pay attention to what people are talking about on the NEACUHO listserv.

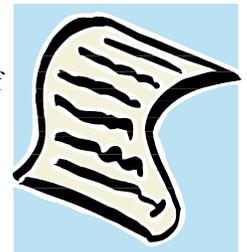
Ask around. What are your colleagues wanting to know more about? What are they talking about? Most importantly, select a topic with which you are comfortable, confident and knowledgeable.

WRITING THE PROPOSAL

The program proposal has several different elements. Your level of experience presenting doesn't have an impact on the selection process; it simply lets us know which presenters are eligible for different programming awards.

The first section asks for basic information about you. The second section is the abstract. This is the brief paragraph that is printed in the program binders so individuals know a little about the sessions they may choose to attend. The last section is the outline of the proposal. Remember those days when you had to prepare outlines for term papers? That's what we're looking for. Sometimes, it's very difficult for us to determine the content and potential quality of a program proposal if the information provided to the committee is sparse.

Consider the following: How will you frame your topic? Start with an introduction. Who are you? What's your experience with this? And why is this topic important and interesting? What are your key points? How will you involve your audience? What kind of visual aids will you use? How will you conclude the presentation? What is the presentation style or styles that you will use? Once you've completed those steps, you have a finished program proposal! Congratulate yourself for your work and planning and send it off to the programming committee. Hopefully, the waiting to find out if your proposal has been accepted won't be too torturous for you. Above all, have fun and, if your proposal isn't accepted the first time, don't let it deter you from developing more ideas for future conferences.



Fall Into...Vermont! A RECAP OF THE NEACUHO FALL DRIVE-IN CONFERENCE

By Zachariah R. Newswanger

The 2003 NEACUHO Fall Drive-In was hosted wonderfully by Castleton State College, in Castleton, Vermont on October 10, 2003. The conference theme, "Fall into...Vermont! The Ever-Changing Seasons of Students, Housing, and the Field of Residential Life" was enhanced by the beautiful scenery and fall foliage of Vermont, along with the excellent array of programs and networking opportunities provided by the Professional Development Committee and the entire NEACUHO delegation.

Castleton State College proved to be a terrific place to host the approximately 170 people who took part in this professional development opportunity. The day opened with a warm welcome from the Dean of Students at Castleton State College, Greg Stone and from the President of NEACUHO, Katheryn Bradford, Associate Director of Residential Life, Westfield State College. This was followed by an inspiring drive-in keynote from Brian McAree, Vice President, Student Affairs/Campus Life, who enlightened and educated the audience on the importance of recognizing changes in students, housing, and the field of residence life. Brian's keynote provided professionals of all levels with an excellent array of information and insights, which encouraged us to challenge students, but also to remember to take time for ourselves, so that we can continue to enjoy our work and achieve our goals.

Following the keynote, the conference attendees were open to choose from 18 different programs offered throughout the day with topic areas in supervision, diversity, community development, and student development. New and paraprofessionals were offered a round table opportunity during each session time to sit down with either our keynote Brian McAree, our NEACUHO President Katheryn Bradford, or Jon Conlogue, Director of Residential Life, Westfield State Col-

lege, providing them with opportunities to speak directly with seasoned professional in our field and possibly learn some tricks of the trade. At lunch, Social Issues Committee held socials, offering professionals of color and LGBT professionals the chance to build networks and discuss things happening within the field and on their campuses. The day wrapped up with a raffle of many wonderful gifts, along with two very special treats; Ben and Jerry's Peace Pops and homemade maple syrup, which was unique in its own way because it was made and bottled by the staff working at Castleton State College.

The Professional Development Committee will be reviewing the evaluations and selecting The Best of the Fall Drive-In, which will be presented at this year's annual conference at Bridgewater State College. The committee would like to send thank you's to everyone who submitted and presented programs for the drive-in. We greatly appreciate your hard work and participation, which offered the attendees many educational opportunities and experiences.

To conclude, I would like to thank all those who made this conference both a possibility and a success. First, on behalf of the committee, I would like to thank all of you who were able to attend or able to send members of your institution to the conference. Second, I would like to recognize and thank Audrey Place, and the staff at Castleton State College, because your hard work and dedication provided us with a spectacular conference. Third, I would like to thank Brian McAree for his outstanding keynote and the NEACUHO Executive Board for their hard work, support, and time. Finally, I would like to personally thank the members of the NEACUHO Professional Committee. It was your hard work, dedication, time, and connections that gave us the ability to pull this conference together.

Thank you again everyone.



Kathi Bradford, NEACUHO President



Zach Newswanger, Professional Development Committee Chair



Brian McAree Delivers Keynote Address



Greg Stone, Castleton Dean of Students

SCENES FROM THE NEACUHO FALL DRIVE-IN CONFERENCE



(Continued from page 1)

Chronology of Key Rulings in the University of Michigan Affirmative Action Lawsuits and Other Higher Education Affirmative Action Suits

- Oct. 14, 1997:** Lawsuit filed against University of Michigan regarding undergraduate admissions process by Jennifer Gratz and Patrick Hamacher.
- Dec. 3, 1997:** Lawsuit filed against University of Michigan regarding Law School admissions process by Barbara Grutter.
- Feb. 5, 1998:** Motion to intervene in the *Gratz* case filed by high school students of color and their parents, Citizens for Affirmative Action's Preservation (CAAP), the NAACP Legal Defense & Educational Fund, the American Civil Liberties Union Foundation, the ACLU Fund of Michigan, and the Mexican American Legal Defense & Educational Fund. The motion to intervene was denied by Judge Duggan.
- March 26, 1998:** A motion to intervene in the *Grutter* case filed by University of Michigan undergraduate students, college students at other universities, high school students and their parents, University of Michigan law school students, United For Equality and Affirmative Action, the Coalition to Defend Affirmative Action by Any Means Necessary, and Law Students for Affirmative Action. The motion to intervene was denied by Judge Friedman.
- Aug. 10, 1999: The Sixth Circuit Court of Appeals reversed the trial court's order and allowed intervention in both cases. Both courts allowed additional time for discovery. Cases delayed for about a year.
- July 17, 2000:** General Motors Corporation filed amicus ("friend of the courts") briefs in both the *Gratz* and *Grutter* cases, about the value of a diverse workforce.
- Oct 16, 2000:** Twenty Fortune 500 companies filed an amicus brief in the *Gratz* case.
- Nov. 16, 2000:** Oral argument was heard on cross motions for summary judgment in the *Gratz* case.
- Dec. 13, 2000:** Judge Duggan issued his opinion in the *Gratz* case, stating that diversity is a compelling governmental interest and that the University's current undergraduate admissions program meets the standards set by the Supreme Court in *Bakke*. He also ruled that the admissions programs in 1995-1998 were unconstitutional. Both plaintiff and defendants filed appeals with the 6th Circuit Court of Appeals in Cincinnati.
- Dec. 22, 2000:** Judge Friedman heard oral argument on motions for summary judgment in the *Grutter* case; he decided to hold a limited trial.
- Jan. 16, 2001:** A limited trial began on questions relating to the specific operation of the Law School admissions policy. The trial ran through February 16, 2001.
- Feb. 26, 2001:** Judge Duggan dismissed the undergraduate intervenors' claim that the University was justified in using race as a factor in admissions to remedy the present effects of past discrimination.
- March 27, 2001: Judge Friedman issued his opinion in the *Grutter* case, finding that the law does not permit colleges and universities to use race in admissions. He further found that even if the law permitted race-conscious admissions, the Law School's policy weighs race too heavily. He issued an injunction enjoining the Law School from using race as a factor in admissions. The Court of Appeals issued a stay of the injunction allowing the Law School to continue their policy while the appeal proceeds. Judge Friedman also denied the intervenor's claims.
- May 30, 2001:** U.S. Supreme Court refused to review *University of Washington* case. That case (decided by the Ninth Circuit Court of Appeals) upheld the constitutionality of race-conscious admissions.
- May 31, 2001:** A number of amicus briefs were filed with the Sixth Circuit Court of Appeals in the Michigan litigation, including the General Motors Corporation, 32 other Fortune 500 companies, the American Bar Association, the United Auto Workers and the American Council on Education.
- June 13, 2001:** Business, education and social justice organizations filed amicus briefs in the *Gratz* case.
- June 26, 2001:** Supreme Court refused to review the *Hopwood* case. That case (decided by the Fifth Circuit Court of Appeals) struck down the constitutionality of race-conscious admissions.
- Oct. 16, 2001:** The Sixth Circuit Court of Appeals granted the plaintiffs' motion for hearing oral arguments en banc; they were scheduled to be heard before all of the Sixth Circuit judges on December 6, 2001.
- Nov. 9, 2001:** University of Georgia announced it would not seek Supreme Court review of a challenge to its race-conscious admissions policy. University of Georgia admissions policy was struck down by the Eleventh Circuit Court of Appeals. The court did not decide whether the law permits race-conscious admissions.
- May 14, 2002:** The Sixth Circuit Court of Appeals held in the *Grutter* case that the University of Michigan Law School's admissions policy is constitutional, reversing the March 27, 2001 decision of Judge Friedman. The Sixth Circuit followed the U.S. Supreme Court's *Bakke* precedent, holding that the Law School's interest in achieving the educational benefits that come from a diverse student body is compelling, and that its admissions policy is "narrowly tailored" to serve that interest. The court found that each applicant is considered as an individual in the Law School admissions process, and noted that the pursuit of a "critical mass" of minority students ensures that all students — majority and minority alike — can enjoy the educational benefits of a diverse student body.

Aug. 9, 2002: The Center for Individual Rights filed a petition for certiorari, asking the U.S. Supreme Court to review the *Grutter* case.

October 1, 2002: Plaintiffs (*Gratz*) filed a petition for certiorari before judgment.

October 14, 2002: Intervenors (*Gratz*) filed a petition for certiorari before judgment.

October 29, 2002: The University filed its response to all three petitions (*Grutter* and *Gratz*) to the Supreme Court.

December 2, 2002: U.S. Supreme Court granted certiorari before judgment on the Constitutional issue only in *Gratz*, and granted certiorari in the *Grutter* case.

Feb. 18 2003: Seventy-four amicus briefs were filed in *Gratz* and *Grutter* with the U.S. Supreme Court in support of the University of Michigan by scores of professional associations; universities, colleges, law schools and national educational organizations; retired military leaders; Fortune 500 corporations; more than 14,000 law school students, and other individuals.

April 1, 2003 Oral arguments were heard before the U.S. Supreme Court in *Gratz* and *Grutter*.

June 23, 2003 The U.S. Supreme Court held in the *Grutter* case that diversity is a compelling interest in higher education, and that race is one of a number of factors that can be taken into account to achieve the educational benefits that flow from a diverse student body. The Court found that the individualized, whole-file review used in the Law School's admissions policy is narrowly tailored to achieve the educational benefits of diversity. The Court also stated that the Law School's goal of attaining a critical mass of underrepresented minority students does not transform its program into a quota. In the *Gratz* case, the Court held that while race is one of a number of factors that can be considered in admissions, the automatic distribution of twenty (20) points to students from underrepresented minority groups in the undergraduate admissions process is not narrowly tailored.

July 18, 2003 Plaintiff filed a petition with the U. S. Supreme Court, requesting the Court to rehear the *Grutter* case.

August 25, 2003 Plaintiff's petition for rehearing of *Grutter* case denied.



WHAT I WISH I LEARNED IN GRAD SCHOOL: HOW TO SURVIVE IT by Mary Wegmann, Renee Robichaud, and AnnMarie Caprio, Emerson College

1. Student Development Theories: Sometimes this gets touched upon, but that is just the problem. There is so much out there and it is so interesting. Not just learning the theory, but how to use it is very important. Some that are important to us:
 - a. Chickering: it's a starting point that will lead you to search other avenues of theory
 - b. Pinto: talks about freshman integrating into a community
 - c. Kohlberg: talks about moral development and how students want us to tell them the answers, but we need to help them through finding the answers and themselves
 - d. Schlossberg: Mattering, just making students feel like they matter
2. Self Identity: Both for our students and ourselves. Many graduate classes ask you to interact in dialogue and people are hesitant to express their opinion. The reality is say what's on your mind, we learn from each other. Our students are at a prime time in their lives where they are discovering themselves and we need to be ready to guide them through.
3. The value of education: How is what I'm learning valuable to my job? Why am I learning this material? How can I take what I'm learning and relate it to working with college students?
4. The value of an internship: You want to try your best to find a paid internship. We suggest that you try to do internships in different departments so you understand of how departments work together.
5. Seasoned professionals: Ask your instructors to bring in guest speakers to talk about their departments or go out and do informational interviews. Many higher education professional would love to talk about what they do and how they got there.
6. Networking: Go to your Graduate Student Association functions! Make friends with people in your classes. They may be able to help you get a job in the future.
7. Current Events: Keep up to date as to what is happening that can impact higher education.
8. Listen to yourself: Not every situation is textbook, go with your gut. Take what you have learned and apply it to what you think is right. But remember you are liable for your actions, so make sure you can back up your decisions.
9. And of course join professional organizations!

COMMITTEE

Media and Publications Committee

Kate Baier, Chair



The Media and Publications Committee had a strong start as the Summer issue of the NEACUHO Navigator was delivered to the membership at the beginning of September. Special recognition must be given to Sofia Pertuz, the editor of our association's quarterly publication, and the many individuals who submitted topical articles and updates.

The Media and Publications Committee has three charges: the production of a high-quality quarterly newsletter; the coordination of the

contest to select a new logo for the association and, the creation of publication guidelines. We rely on the membership to complete all of these charges—but none more so than the production of the newsletter. Contributing to our quarterly is an excellent means of enhancing your resume and sharing an area of expertise with your colleagues across the region.

This committee also relies on the membership in others ways—namely we would like to take advantage of your creative and artistic

challenges as we seek to select a new logo for the association. The committee will be accepting submissions for a new logo until February 1, 2004. Please refer to the announcement in this newsletter for submission criteria and details (see page 3).

And, remember, we welcome your submissions to the newsletter. The submission deadline for the Winter Issue is December 15, 2003. Articles can be sent to Sofia Pertuz via email: sbp2002@columbia.edu.

New Professional Development Committee

Shawn Hartman, Chair



Wow, where did the summer go? Can you believe the fall is here already. It is amazing that the year flies by so fast and you start another year. So the year has also begun with the New Professional Development Committee.

As we announced last time, we have begun to meet via the internet. Our goals and projects are in full swing. The New Professional's Conference is scheduled for February 13, 2004 at St. John Fisher College in Rochester, New York. Details are being finalized and will be announced shortly.

Another exciting opportunity will be the NEACUHO RA Conference and Second

Annual RD2B Conference. Both conferences for undergraduate students will be hosting by Westfield State College in Westfield, Massachusetts on January 24, 2004. The NEACUHO RA Conference will be a chance for Resident Assistants to get together and share their experiences, insights, and begin to learn or enhance their skills. The RD2B Conference is a small opportunity separate from the RA Conference. RD2B is a conference geared specifically for those undergraduate students that want to make their career in Residential Life. The day will be structured with mentor times, group discussions, panel presentations, etc. Details will be available shortly.

The New Professional Development

Committee has also decided to take a new direction with the Para-Professional Network. We have selected two senior Resident Assistants to lead the network with the support of current professional staff. Shannon Green and Jocelyn Martin have been selected to chair this network. Both are from the Westfield State College campus.

If you would like to get involved with the Para-Professional Network, the New Professional Network, or the Graduate Student Network please feel free to email me at shartman@fisher.edu.

Have a great semester!

UPDATES

Social Issues Committee

Lyn Krueger, Chair

The SI Committee held our second committee meeting for the year at Ithaca College on September 29, 2003. Twelve SI committees were able to participate in an exciting and productive meeting. I would like to give a special thanks to Ithaca College for their hospitality and sponsorship of our lunch that day.

As the committee continued to discuss our exciting initiatives for the year, I would like to highlight some of our plans for the membership:

- GLBT and Professionals of Color socials offered over lunch at the Drive-In Conference and will be continued at future events
- Diversity sessions will be offered at the NEA-

CUHO RA conference and other regional RA conferences

- The Women's Winter Renewal Retreat will be held on Thursday, January 8th at Westfield State College and will focus on beginning next semester with humor from within
- As we look to provide Diversity resources for the membership, we will be sending out monthly focus areas through the list serve and website that refer you to a variety of resources or "stepping stones"...look for our first resource this month—"Stepping Stone-Access to Education"
- Possible preconference educational component

focusing on GLBT issues and social evening activity for GLBT/Allies group.

Our final discussion at our September committee meeting involved the development of a theme/logo for the Social Issues committee. After many ideas were considered, we closed the meeting with "Stepping in the Right Direction... NEACUHO Social Issues Committee."

Be sure to watch for our *Colorful Footprints* in the future. If you are interested in joining the committee as we continue to step in the right direction through our committee work and education, please feel free to contact me.



Residential Operations Committee

Anne Colacarro, Chair

The Residential Operations Committee coordinates, supports, and promotes programs and activities which relate specifically to housing operations. Operations includes facilities management, housing assignments, conference services, and technology.

We are off to a great start this year! We are planning a program on the recent out-break of computer vi-

ruses for the Drive-In at Castleton State College on October 10. Jeff Spain, NEACUHO's Technology Coordinator, will be talking about this recent epidemic and what you can do on your own campus to prevent a crisis like this from occurring in the future.

We are also planning an Operations Drive-In Conference, which we co-sponsor with the Corporate Relations

Committee. The conference will be on December 5 (location to be announced soon!), so mark your calendars and watch for more information on the NEACUHO listserv!

If you are interested in serving on the Residential Operations Committee, contact Anne Colacarro at (401) 456-8240, or via e-mail at acolacarro@ric.edu.



Like many universities, the growing number of students interested in living on campus is challenging St. John's University. After four years and six residence halls, it seems we cannot build them fast enough to accommodate the needs of the students. Our first response was to triple, but we still needed more beds and our options were wearing thin. Thus, we decided to step into unmarked territory and acquire off-campus apartments. As expected, we learned a lot from this experience.

Last April, we advertised our newly acquired off-campus apartments to residents going through room selection. It was an option for our seniors, graduate, and law students. There were many benefits, such as a full kitchen, living in a family community, and making steps toward being self sufficient. The apartments were approximately one mile from campus, more spacious than the residence halls, and aesthetically pleasing. While we believed we had an agreement with the complex owners, we were still in negotiations with regard to specifics. Then, in response to community complaints about students moving in, they pulled out on us. **The first lesson that I learned is: If there is no contractual agreement, there is no agreement.**

It was last March when I began to express interest in this project. While the majority of our staff was at ACPA in Minneapolis, an informational meeting for the students took place on campus. The meeting did not go as well as planned. We had not anticipated the array of questions the students would ask. Acting appropriately, one of my colleagues set out to get many of their questions answered and was successful in doing so. Thus, he became an integral part of the project.

As summer approached, I had to focus on projects, such as chairing the RA/RD training committee, updating the RA and RD manuals, and writing our summer newsletter. My colleague worked on the off-campus apartments, taking on the related responsibilities. At the end of July, he transitioned the off-campus project to me. Before I knew it, I was overwhelmed with questions I did not have answers for and students made references to conversations they had with my colleague. **This brings me to the second lesson I learned: The best person to start a project is the person who is going to finish it.**

Over the next few weeks, I did my best to get answers to students' questions. I found myself working with three vice-presidents, the Director of Residence Life, the realtor, the property manager, and numerous other administrators within the university. There was someone different for everything and I was the one thing they all had in common. In a nutshell, I was a middleman like none other. As difficult as it was for me to juggle all of the information, it was nowhere near as difficult as making sure that they were all on the same page. We were a month away from the arrival of our students and the off-campus project seemed far from completion.

One vice-president was in charge of acquiring the apartments. Another was in charge of purchasing the furniture. Yet another was in charge of communication to the students. The realtor was our connection to the property manager and, like most realtors, was overly optimistic and more interested in

closing a deal than he was in relaying a clear message. The property manager, on the other hand was brutally honest and sometimes worried us more than we needed to be. The Director of Residence Life, who had now been our director for approximately one month, did all he could to offer me the support I needed. Somehow, I had to take all of this and relay what I could to the students and parents that flooded me with questions. It was a dizzying roller coaster of a project that didn't always go the way we wanted it to. **This brings me to the next lesson that I learned: Without a leader, there might as well be no team.**

At this point, I took the frustration of everyone involved and decided to take charge. I realized that this was one of those projects that required my complete devotion. I was on the phone all day, all night, and on weekends, communicating to the players involved. The vice-presidents, administrators, realtor and property manager soon learned that I would not let up until this project was brought to completion. The students and parents were pleased with my speed in addressing concerns, as well as with my honesty in sharing with them as much truth as I had to tell.

This project was about the students who didn't know where they were living. I imagined myself as one of these students or as a parent to one of these students. It was my sympathy for them that drove me. It was this realization that allowed me to understand why my supervisor and the Vice-President of Student Affairs, were the only ones who seemed to understand what I was going through. Almost all of the others involved were of a different mindset. They were not in student affairs nor did they seem to have a desire to have the students in mind. **This brings me to the fourth lesson that I learned: Student Affairs makes the most sense to those who have students in mind.**

The first scheduled move-in day was a nightmare. Students and parents complained about everything. They were dissatisfied with the size, greater distance and quality of the apartments. Most of all, they were alarmed by the move from an upper-class neighborhood to a middle-class one. I took more lashings in one day than I had ever taken before. The university was closed and all of the administrators that I had been working with were home for the day. It soon became apparent to me that having no one to turn to for more answers only made my day more challenging. I had no choice but to put some of the concerns of parents and students off until the following day when I could communicate to the other members of my team. I had chosen poorly in setting up shop for the students to move in on Sunday without my team. **It was on this day that I learned my fifth, and most valuable, lesson: A leader is only as strong as the team he leads.**

Certainly, there were more rough roads ahead. However, after the hectic move-in day, things got better. The challenges became easier to deal with because I was much more prepared for the unexpected. Recently I reflected on the valuable lessons that I learned. Last week I got a thank you note from a family. We often focus on the chaos and things that go wrong. I'd rather read that thank you note over and over again and remember the things that will make me stronger, the things that I learned.

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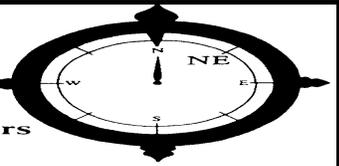
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Marketing Initiative

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NEACUHO Mission Statement

NEACUHO is an organization of housing, residential life, and student services professionals and paraprofessionals within Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont, and the Canadian provinces. The Association is dedicated to providing opportunities for colleague support, professional development, sharing of information, collaboration, communication, research and recognition of outstanding contributions to the field.

ROUTE TO:

Save the Date!

2004 NEACUHO RD and RD2B Conferences

The New Professional Development Committee is proud to announce the NEACUHO RA Conference and the Second Annual RD2B Conference.

Both conferences will be held at Westfield State College in Westfield, Massachusetts on January 24, 2004.

Check out www.neacuho.org for updates and more details.

The NEACUHO New Professional Development Committee sponsors the conferences. Contact Shawn Hartman, Chair, for more details at shartman@fisher.edu or 617-236-5417.

Staff Announcements

Salem State welcomes two new Resident Directors to our staff this year!

Mark Terra Thomas joins us from Merrimack College where he has served as a Resident Director for the last two years. Mark received his MA in Teaching from Sacred Heart University and his BA in Science History/Social Sciences from Eastern Connecticut State University.

Heather Coffman received her MEd in Higher and PostSecondary Education from Arizona State University while, and her BA in Liberal Studies from Cal Poly Pomona.

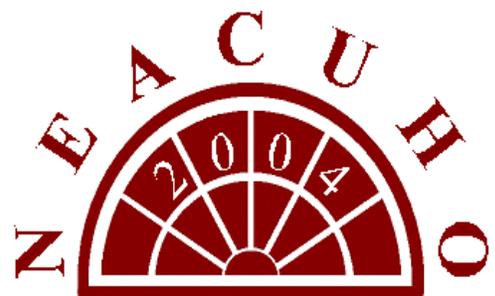
2004 New Professional Conference

The New Professionals Development Committee would like to invite you to St. John Fisher College in Rochester, New York for the 2004 NEACUHO New Professionals Conference, which will be held on February 13, 2004, and will offer the chance to engage in educational program sessions and catch up with friends and colleagues.

This year's conference will offer many new opportunities for our new professionals as well as our senior level professionals. Sessions will be addressing competencies such as crisis management, time management, selection/recruiting, staff supervision, ethics and technology. Immediately following these sessions based on the aforementioned competencies, we will engage in discussion groups that discuss these competencies in further detail. This will be a great way to bring theory into our practice! The New Professionals Development Committee looks forward to seeing everyone in Rochester, New York.

If you would like more information, please contact:
 Christopher S. Muller
cmuller@notes.cc.sunysb.edu
 New Professionals Conference Chair

MARK YOUR CALENDARS!!!



Your Window of Opportunity
Bridgewater State College
 June 11 – 13, 2004