

## 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.

## ACUHO-I Conference Services Workshop: October 23 - 26, 2004 Vancouver BC Canada



Come join us at The Sutton Place Hotel in Vancouver for the ACUHO-I Conference Services Workshop. Whether you are a Hall Director, Coordinator or CHO, the conference services workshop is designed for conference housing professionals at all levels.

Comprehensive sessions presented by industry professionals provide up-to-date information on industry issues. Interest sessions, presented by colleagues, address many areas and issues facing conference housing operations on campuses across the country. Mini sessions help renew and revive you personally. Our Monday night excursion to Grouse Mountain and our pre-conference tour to Whistler-Blackcomb will leave you breathless.

The conference site, The Sutton Place is a 5-star hotel located in the heart of downtown Vancouver with world class amenities and fabulous views of the city. Miguel, the hotel concierge will take care of all your needs.

For more information, please check out our website at [www3.acuho-i.org/CSW](http://www3.acuho-i.org/CSW)

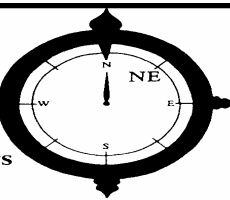
## ROUTE TO:

Find the NEACUHO Navigator Online!!!  
Go to [www.neacuho.org](http://www.neacuho.org)

## MARK YOUR CALENDARS!!!



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



## The Housing Crunch Trend

By Sharline Bryan and Lenny Zeiger

While the attrition rate at colleges and universities is increasing, so is the interest for living on campus. However, there is not always enough space to accommodate the increasing number of students. Therefore, colleges and universities are being forced to look at various options to meet the needs of students. To accommodate students, colleges and universities are looking at options such as:

- Increasing room occupancy
- Choosing not to house specific populations
- Empowering students with the information they need to seek off campus housing
- Purchasing off campus properties
- Building more residence halls

With these solutions come other problems. Students and parents often seem to have expectations that differ from our commitment to house as many students as possible. Before turning away students from housing, Residence Life professionals tend to seek solutions, such as increasing roommate numbers; taking space away from upper class and graduate students; and sending students to off-campus properties. Understandably so, these solutions can be discerning to students and parents.

From an economical standpoint and commitment to house as many students as possible, the first solution to a housing crunch seems to be to increase occupancy. The easiest population to hit first is incoming freshman. It's a lot less likely that they will have complaints, as they are not necessarily seeing the increase since they never experienced it differently. One of the keys is the timeliness of making this decision. The earlier it's done, the less there is a need to do damage control. The difficulty is that this decision is often put off in hopes that it is not necessary. Often, this leads to incoming freshman already having the expectation of living in a certain set-up due to previous conversations they may have had with college and university officials. This short-term problem presents a lot less of a difficulty than possible long-term problems, most notably is what will happen when this increase in numbers translates into these freshmen moving into upper class spaces.

Increasing occupancy is a four-year cycle. In the first year, it's seen in the freshman halls. However, in the next three years, a steady increase will be seen in sophomores, juniors, and seniors due to freshman increases. Again, the first solution is to increase occupancy, only this time it's in the upper class halls. In this case, damage control becomes a bigger issue. For sophomores, they may have the expectation that, like the sophomores before them, they will be able to move into more spacious housing. For the juniors and seniors, they probably have the expectation that they will not have their space decreased. It is very important that Residence Life is prepared to deal with the abundance of complaints from students and parents. Regardless, no matter how prepared we are, they will express disappointment and sometimes the best we can do is let them vent. *(Continued on page 7)*

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# THE NEACUHO NAVIGATOR

*Here's your chance to be the editor!*

Contact Kate Baier at [kate.baier@nyu.edu](mailto:kate.baier@nyu.edu)

# NEACUHO MONEY MATTERS: TREASURER'S REPORT

by Sabrina Tanbara, NEACUHO Treasurer

Hello NEACUHO! When I chose to run for NEACUHO Treasurer last year, I made a commitment to keep the membership well informed of NEACUHO's finances. So, here it is, my first "state of the finances" report. Oh boy, I know you're all excited about this!

Let me provide a little background information. The Treasurer of NEACUHO is an elected position and serves a 2-year term. While the other elected officers' terms start in June with the end of the Annual Conference, the Treasurer term flows with the NEACUHO fiscal year, which runs from September 1 – August 31. NEACUHO is not incorporated and for the last few years only held a small business checking account. The expenditures of NEACUHO funds are voted on by the Elected Officers of the Executive Board.

The 2003-2004 year has been a challenging fiscal year. One of the last decisions made by the outgoing 2002-2003 Executive Board was to move \$10,000 from our checking account into a yet to be established savings account. The savings account was established and the \$10,000 has begun to accrue some interest. This has been a good step toward putting NEACUHO a more stable and secure financial situation. NEACUHO's long-term goal is to continue to put away money into this account until the balance equals a year's worth of organizational operating funds.

When Kathi Bradford took office as President, she had a goal of getting members involved in the decision making process of NEACUHO. With the support of the Executive Board, Kathi formed several initiative teams. One of those teams was the Finance Initiative team. Kathi and I recruited non-executive board members and executive board members for this team. As Treasurer, I serve as the chair. Our first goal was to devise and propose a budget to the Executive Board. After a meeting and many e-mail conversations, the Finance Initiative put forth a budget to the Executive Board, knowing that \$10,000 of our current holdings was earmarked for a new savings account. This team presented a budget that included requirements for conferences to break even, a membership revenue goal, and the objective to put away an additional \$4,000 at the end of the current fiscal year.

The Finance Initiative reviewed expenditures from the last 2 years and made recommendations to reduce spending and increase revenues. The proposed budget was introduced to the Executive Board back in late September/early October. NEACUHO has been operating under this budget successfully. Now that we have just past the halfway mark of the 2003-2004 fiscal year, I feel that NEACUHO is going in the right direction fiscally. To date, we have reached and surpassed our membership goal for the year. I extend a great thank you to Terri Panepento, Membership Coordinator, for her diligence with retaining current member institutions and recruiting new ones.



With the exception of the Annual Conference (which is a self-contained budget), all of our traditional confer-

ences have taken place. Some conferences took in a few dollars of revenue, others a little more. The various conference committees and I have worked to begin developing a consistent conference registration system to ensure timely payment of conference fees, delegate refunds and payment of conference expenses. Overall, I am happy to announce that since all the conferences resulted in revenue for the organization, we are able to support Nexus NEACUHO, a no fee summer symposium for ACUHO-I interns who are being hosted at NEACUHO institutions. More information on this event will be forthcoming from Zach Newswanger, Professional Development Committee Chair and Lyn Krueger, Social Issues Committee Chair.

A few other items have come in under budget such as the membership directory, so I am hopeful that NEACUHO will enter into the 2004-2005 year fiscally sound. NEACUHO opened an interest bearing savings account in January 2004. NEACUHO currently maintains \$10,000 in savings and holds approximately \$24,100 in our checking account.

There are a few other items of note to report. Stony Brook University, the host of the 2003 Annual Conference, successfully returned their allocated seed money back to NEACUHO with a slight profit. As a new Treasurer, one of my responsibilities is to locate a professional to review the NEACUHO books from the previous two years. Mike Polcari, a former accountant, has volunteered his time to conduct an audit of our books to make sure that the NEACUHO leadership has been fiscally responsible with organization funds. It is the Executive Board's hope that in the near future, we can retain a CPA to conduct an audit of our books as we work towards obtaining 501c3 status.

Now that the Finance Initiative has completed its first project, it has moved onto others. We are currently revising our Financial Guidelines, Budget Guidelines and other assorted documents into one simple, easy to read and practical guide for NEACUHO. We have done extensive work on this to bring consistency and efficiency to the financial aspects of this organization. My next project is to evaluate the timeline of the Treasurer's term to assess whether or not a new term timeline is needed. Finally, we will begin the budget process for 2004-2005. As I continue my term into the next year, I hope to have the Financial Guidelines approved and put in place for 2004-2005 and find an economical accounting firm or independent accountant to work with NEACUHO as we strive formalize and stabilize our financial state of affairs.

I would like to thank and recognize the current members of the Finance Initiative. They have endured many long e-mail messages from me and have worked in the best interest of this organization. They Finance Initiative team includes Tom Wozniak, Western New England College; Darese Doskal-Scaffido, Ithaca College; Monica Parchesky, Fordham University; Shawn Hartman, Fisher College, Executive Board representative. I also thank the current Executive Board for their support and working with these fiscal changes.

I welcome comments or questions about our budget and finances, via e-mail, [stanbara@juilliard.edu](mailto:stanbara@juilliard.edu). If anyone is interested in getting involved with the Finance Initiative, please contact me. I look forward to a prosperous future for NEACUHO.

## (Continued from page 5, On Mental Issues)

persons of any age, and they can occur in any family. This definition, from [www.ky.nami.org/defined.html](http://www.ky.nami.org/defined.html), also notes: Mental illness is not the same as mental retardation. Those with a mental illness are usually of normal intelligence, although they may have difficulty performing at a normal level due to the illness.

You may wonder what kinds of mental issues affect the average person. A February 2001 USA Today.com article lists some of the most common:

- **Diagnosable mental disorder.** Changes in thinking, mood, or behavior that cause distress or increase the risk of death, pain or disability. Includes attention deficit disorder, anxiety disorders, Alzheimer's disease, as well as major disorders listed below.
- **Schizophrenia.** A brain ailment resulting in loss of the ability to distinguish reality from fantasy. Sufferers often hear voices. Other symptoms: delusions, disorganized speech or agitation. It doesn't mean split personality.
- **Bipolar disorder.** Also known as manic-depression, it features episodes of mania and depression. Symptoms include mood swings, inflated self-esteem, impaired judgment.
- **Major depression.** Persistent depression more disabling than a case of "the blues," which is usually situational and temporary. Symptoms include feelings of hopelessness, insomnia, fatigue, inability to concentrate, diminished interest in activities, suicidal thoughts.
- **Obsessive-compulsive disorder.** Recurring behavior perceived as forbidden or inappropriate. Impulses include excessive hand-washing or counting, which can consume considerable time.

Having read the above, you probably understand (or at least have heard) why mental issues and those who have them are often stigmatized. As a result, some people would rather suffer than be thought of as "crazy" and in doing so, their condition will likely get worse.

According to an article on [www.sciencedaily.com](http://www.sciencedaily.com): "College students frequently have more complex problems today than they did over a decade ago, including both the typical or expected college student problems -- difficulties in relationships and developmental issues -- as well as the more severe problems, such as depression, sexual assault and thoughts of suicide. That is the finding of a study involving 13,257 students seeking help at a large Midwestern university counseling center over a 13-year period. Some of these increases were dramatic. The number of students seen each year with depression doubled, while the number of suicidal students tripled and the number of students seen after a sexual assault quadrupled." This means that mental illness, while stigmatized, is far more real than when even some new professionals were in college. This is real and this can be scary. But it doesn't have to be. There are things you can do to help someone (or yourself, for mental illness does not

discriminate) suffering from the illnesses you read about. Here are a few:

1. Don't assume. Just because someone dresses in all black, DOES NOT mean they're depressed. Clothes are used by many as a form of self-expression. Many of us use clothing to keep warm or simply not show you things you don't need to see in public. And maybe they just LIKE listening to solemn music.
2. Don't judge. Chances are pretty good that if you are coming across a student with a mental issue, it was there before they met you. They haven't "lost their mind" nor are they "crazy." Remember, mental issues effect many of us who are perfectly capable of functioning in society. And they will be able to function again once things have gotten better. Don't let one or two encounters with someone suffering from a mental illness damage your image of them forever.
3. Know the difference. Seasonal Affective Disorder (also known as S.A.D., which effects many in the winter months) is not quite the same as depression. A lack of sunlight and consistent gray weather can and does affect mood. This may disappear when one is exposed to bright light or sun. Depression (and other mental illnesses), while sometimes dormant, doesn't just go away.
4. Get help. No one is an expert and if you're not a doctor, don't diagnose. Consult with your counseling center or student health center. What you think may be depression could be fatigue or just a bad day. And getting help doesn't have to be just for the other person. Dealing with other's issues can trigger some of our own painful memories. Know where your institution stands when it comes to faculty and staff who need counseling.

Mental health issues are nothing new and they're not likely to go away anytime soon. Individual and group therapy as well as medication have replaced lobotomies as answers, but that doesn't mean it ends there. As our students (and co-workers) come to us with issues of their own, it is important to keep informed and educate one another. Most importantly, we must KEEP TALKING.

For more information, visit:  
 National Alliance For the Mentally Ill (NAMI): [www.nami.org](http://www.nami.org)  
 The National Institute on Mental Health (NIMH): [www.nimh.nih.gov/publicat/index.cfm](http://www.nimh.nih.gov/publicat/index.cfm)  
 Science News Daily: [www.sciencedaily.com/releases/2003/02/030203071215.htm](http://www.sciencedaily.com/releases/2003/02/030203071215.htm)  
 Psychiatric News: <http://pn.psychiatryonline.org/cgi/content/full/37/6/6>

The ACUHO-I summer internship program is a wonderful opportunity to provide an undergraduate or graduate student interested in the field of Housing and Residence Life the experience of working in a different program for a couple of months. As current professionals who work closely with the ACUHO-I internship program and past ACUHO-I interns during our graduate school years, our commitment to this program runs deep. For those working with this program or possibly interested in hosting an intern in the future, we would like to offer some suggestions for making the most out of this remarkable opportunity.

**What your ACUHO-I intern can do for you...**

- Provide an interesting and fresh perspective (consider having interns review/update manuals, serve on RD/RA training committees, assist with summer projects, etc.)
- Oversee summer/conference housing operations and supervision of staff
- Assist with housing assignments and damage appeal and assessment processes
- Coordinate those dream projects that you never seem to have time to accomplish
- Work with incoming RHA/NRHH executive boards over the summer in the area of leadership development
- Assist with publication design/website development
- Assist housing office staff with general office responsibilities and services
- Present on areas of expertise during Residence Director training
- Bring some much-needed fresh energy into the department after a long and busy year!
- Provide you with a new mentoring opportunity

**What you can do for your ACUHO-I intern...**

- Be clear about internship expectations and discuss intern needs and expectations for the internship
- Speak with intern about what they are looking to gain from experience and try to coordinate projects/opportunities to assist with the development in those specific areas
- Meet with intern regularly to discuss experience, transition, and progress
- Provide opportunities for interns to meet other Student Affairs professionals at local institution to learn about their experiences and create opportunity for a new connection
- Provide opportunities for interns to meet with Residence Life professionals at local institutions. These connections could help interns in future job searches and may open some new doors
- If there are ACUHO-I interns at local institutions, provide opportunities for intern to connect with them. You may even consider doing a short intern exchange program between institutions or encourage interns to work on project together
- Prepare orientation packet for the city/town community (Ask staff about their favorite local spots—restaurants, malls, theatres, grocery stores, outdoor activities, etc.)
- Encourage Residence Life staff to invite intern to participate in activities/outings off campus, especially during the beginning weeks (being in a new environment, especially as the only ACUHO-I intern, can get lonely)

While the above lists provide excellent opportunities for ACUHO-I interns and supervisors, there is one opportunity offered with in our region that would definitely help to maximize the ACUHO-I internship experience. This opportunity would be to attend the 2<sup>nd</sup> Annual Nexus NEACUHO retreat weekend to be held at St. John's University in Queens, New York. This weekend will provide an opportunity for ACUHO-I interns and their supervisors in the NEACUHO region to gather for a low-cost, professional development opportunity. The retreat weekend will begin on Friday evening, June 25th and conclude by Sunday, June 27th. The retreat is sponsored by NEACUHO and the only costs to those attending will be travel to the conference and evening entertainment, transportation, and dinner in New York City on Saturday. The retreat will provide the interns an opportunity to make professional connections with each other as well as more seasoned professionals, learn more about the field and the NEACUHO region through a variety of workshops (i.e. the job search, transitioning to professional positions, professional organizations, etc.), share their summer internship experiences with each other, and spend some free time in New York City. More information regarding Nexus NEACUHO will be sent out to NEACUHO interns and supervisors in the near future. If you have any questions, please do not hesitate to contact us at the information below.

We hope that you are able to take away some new ideas for maximizing the ACUHO-I internship experience through some of our experiences and suggestions we have offered. If you have not been involved with the program, we encourage you to consider doing so in the future. We would also like to give special thanks to Darese Doskal-Scaffido, from Ithaca College, who assisted us with the development of ideas for this article.

Zach Newswanger, Ithaca College  
[znewswanger@ithaca.edu](mailto:znewswanger@ithaca.edu)

Lyn Krueger, St. John's University  
[kruegerL@stjohns.edu](mailto:kruegerL@stjohns.edu)

*Note from the Editor...*

Dear NEACUHO,

First I would like to thank all NEACUHO members who submitted articles to make this newsletter year an excellent one. Special thanks to the Media and Publication Committee, especially Kate Baier for keeping it all together. You have been an excellent Chair, Kate!

Although I have enjoyed being the editor for the newsletter, this will be one of those things I have to take off my very full plate. Nevertheless, I see it as an opportunity for another NEACUHO member to step up and build some new skills. If anyone is interested in being the NEACUHO newsletter next year please contact Kate Baier at [kate.baier@nyu.edu](mailto:kate.baier@nyu.edu).

Happy closing and have a great summer!

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



**Please send any comments, questions or submissions to [kate.baier@nyu.edu](mailto:kate.baier@nyu.edu)**

**BOOK REVIEW: TRANS-SISTER RADIO BY CHRIS BOHJALIAN**

By Tina Tormey



What would you do if your partner—the person with whom you've recently fallen head over heels in love—announces he is in the process of undergoing treatment to become a woman? That is the question school teacher Allison Banks is forced to answer when her film teacher-turned-boyfriend gradually evolves into her girlfriend. But Allison and Dana aren't the only people dealing with this change. Allison's teenaged daughter

Carly, ex-husband Will and their small Vermont community (including the parents of Allison's students) all feel the impact and respond in various ways.

As Dana transitions and as the community starts to recognize and react to what's happening, the family decides to document their experiences for National Public Radio. Radio transcripts of the documentary are interspersed between narrations by Will, Carly, Allison and Dana.

Trans-Sister Radio is beautifully narrated by each of these characters as they grapple with the challenge that Dana poses. Through Will's, Carly's and Allison's relationship with Dana, the reader is challenged to consider a variety of ques-

tions. Do you fall in love with a person or a gender? What role does gender play in a relationship? Many of these questions simply cannot be answered. The novel also deals with the complexities of identity. In one chapter, Will debates questions of identity as it pertains to race and physical ability or appearance. If you feel you're a black man trapped in a white man's body, do you get cosmetic surgery so your inner identity is congruent with your outer image, he asks. What does this all mean?

In addition to dealing with these complexities, Trans-Sister Radio is well-researched and addresses some of the realities of sex reassignment surgery. Author Chris Bohjalian, who also wrote the Oprah book club selection *Midwives*, interviewed people in the transgender and transsexual communities, including doctors who perform sex reassignment surgeries. Many of these individuals also reviewed the novel for accuracy.

Issues regarding transgender students have started to be addressed at conferences and on listservs, including at NEACUHO. In an era which has started to see more variations in gender identity and expression, it's important to consider the experiences of the individuals involved, especially as we, as housing professionals, create and implement policies. Trans-Sister Radio does just that.

## Vendor Submission Guidelines

By Tina Tormey & Grant Wilder, Program Committee

Often times vendors wish to submit program proposals for the annual conference to promote new ideas, opportunities or knowledge. While the Program Committee welcomes all submissions, we do have guidelines for such proposals.



It used to be that in order to present, vendors must have been members, or sponsored by a committee or must co-present with a current NEACUHO member. The Program Committee decided to create new guidelines to better meet the needs of the membership and to help vendors understand what housing professionals are looking for in annual conference presentations. The new guidelines are as follows:

Presentations must contain substantial educational material and information regarding work in the housing and residential life field. There may be no sales pitch for a vendor's company or product, or comparison of their product to a competitor's at any time during the presentation.

At the conclusion of the presentation, the vendor may make themselves available for individual consultation with regards to their products and services.

Vendors are more than welcome to announce their location at the vendor fair or provide contact information for individuals seeking more information.

These guidelines were sent to all registered NEACUHO vendors this spring in the hopes that we could solicit some quality proposals that will help us and the institutions where we work. This year we accepted three presentations proposed by vendors.

The following are vendor presentations for this year's annual conference:

- Legal Digital Media for Students by David Galper of Ruckus Network
- Indoor Air Quality by Joseph Martere of Tandus and C&A Floor Covering & Ken Conte of Tandus
- Comprehensive Planning by Michael Kuchta & Mike Evans of Hanbury, Evans, Wright, Vlattas & Co.
- Opening the Window to New Housing Options by Mark Baranski of Student Housing Communities with Rene Coderre of Binghamton University

## Selection of First-Time Presenter and Best of the Northeast

By Tina Tormey & Grant Wilder, Program Committee

Those of you who have attended annual conferences may have had the experience of completing a program evaluation after the first session and scratching your head as you've tried to determine if the presentation is worthy of an award. You haven't seen the other sessions. You don't know what to compare it to. It was good, but... what about the other sessions?

The Program Committee has since re-examined this evaluation practice in an effort to find a method to more accurately determine winners of the "First Time Presenter" and "Best of the Northeast" awards. This was also done in an effort to eliminate scores that were inconsistent with award nominations. For example, a program evaluation may have contained all "3"s, meaning the presentation was average, yet the evaluator indicated the session should be considered for Best of the Northeast.

This year, you will see new program evaluations which do not allow individuals to nominate presenters

for these awards at the time of the program evaluation. Instead, attendees will be able to nominate one program for each award at the end of the conference after having attended each of the sessions. Using the back side of the "Program Incentive Card," which tracks (and rewards) participants' attendance at sessions, attendees can pick the program they believe is deserving of the award.

Though it still isn't possible for anyone to attend all 36 programs, we believe this will give program attendees the opportunity to more carefully consider their nominations for these important awards.



## Social Issues Committee

Lyn Krueger, Chair

Greetings from the Social Issues Committee!

With committee sponsored diversity programs offered at both the RA conference and New Professionals Conference, we have been hard at work over the course of the spring semester. The committee also offered successful GLBT and Professionals of Color lunch socials at the New Professionals Conference and would like to thank all of

those NEACUHO members who joined us for wonderful conversation and relationship building.

As we prepare for the annual conference, we are pleased to announce that we have been selected to present sessions on Bisexuality, Transgender issues, Gender Roles, and Religious perspectives in regards to LBGt lifestyles and student support. We will also be hosting an LGBT (and Allies) Networking

Social to be held on Saturday, June 12<sup>th</sup> at 9:30pm at the Randolph Country Club. Stay tuned for more information!

As the 2004-2005 academic year comes to a close, I would like to personally thank all members of the Social Issues Committee. It has been a pleasure working with such a talented and committed group of professionals.



## Residential Operations Committee

Anne Colacarro, Chair

Hello NEACUHO! I hope all is well and that room selection for next year is going (or has gone) smoothly! I am very excited about the upcoming Annual Conference at Bridgewater State College for many reasons, but particularly because the Residential Operations Committee has some great events planned over the course of the weekend. Beth Moriarty and the staff at BSC is going to be doing a pre-conference session, "Residential Facilities: Construction and Project Management" which will

include a tour of their new facilities and areas on the BSC campus that are currently under construction. Dan Gockley (Ithaca College) will be presenting a program, "Strategies for Facilities Maintenance and Improvement". Jeff Spain (Hobart and William Smith Colleges) Mike Sale (BSC), and Nancy Smith (New School University) will be presenting a program called "Viruses, Trojans, and Worms, Oh My!" on the recent epidemic of computer viruses on campuses nationwide.

Our committee will also be meeting at BSC on Friday, June 11 at 3:30pm (exact location TBD) to discuss goals and plans for the upcoming year. Everyone is welcome! Just contact me at [acolacarro@ric.edu](mailto:acolacarro@ric.edu) or at (401) 456-8240 for exact location information. Also, if you are interested in joining our committee but are unable to attend the annual conference, drop me a line! Can't wait to see everyone at Bridgewater! Good luck closing down those halls!



## Maine, Vermont, New Hampshire District Coordinator Report

Jen Hapgood

Greetings from New Hampshire. As the district coordinator for Maine, Vermont, and New Hampshire this year, I have worked to keep communication open within our district. This year I held three town meetings, one in each of our districts states, all of which have been attended by a variety of professionals from different schools. It has been exciting for me to meet

some many people from our district and I have enjoyed visiting each town meeting site. I would like to thank UNH, USM, and Castleton State for graciously offering me space to hold town meetings and opening up their campus' for others to visit. In each of the town meetings, we discussed the business of NEACUHO, upcoming events, and how to get involved with our

organization.

As the Annual Conference approaches, I hope everyone will consider attending. If you are in attendance, please stop by the district dessert reception on Friday night. If you have any questions, please feel free to contact me at (603) 358-8996 or [jhapgood@keene.edu](mailto:jhapgood@keene.edu). I look forward to seeing you!



# COMMITTEE



## Media and Publications Committee Kate Baier, Chair

The Media and Publications Committee has been busy, bringing closure to the work of the group before the end of the academic year. This newsletter is the final installment from the committee. Special thanks must go to Sofia Pertuz, who has served as editor for the year. Sofia has decided to pursue other professional opportunities, so the editor position will be open next year. Please contact me ([kate.baier@nyu.edu](mailto:kate.baier@nyu.edu)) if you have interest in serving as the newsletter edi-

tor. The committee has refined a series of publication guidelines, which should help to give uniformity to the publications of the Association. Finally, the logo contest will produce a new logo for the next half-century of the association. We were pleased to receive many well-designed logos from the talented ranks of the membership.

Thanks to outstanding members of the association who have actively and enthusiastically served on the Media and Publications

Committee this year: Aja Holmes (Stony Brook University), Leah Parker (Wentworth Institute of Technology), Sofia Pertuz (Teachers College- Columbia University), Jen Richardson (Ithaca College), Jennifer Scumaci (University of New Hampshire), Alerie Tirsch (Stony Brook University), Tina Tormey (Ithaca College), Betty Voltaire (Ithaca College), and Lenny Zeiger (St. John's University).



## Program Committee Grant Wilder, Chair

The Program Committee met on March 5 at Western New England College to determine NEACUO 2004 Annual Conference Programs. With 58 proposals competing for 31 slots many program proposals of strong quality could not be accepted.

The committee greatly

appreciates the efforts of all those who submitted one or more proposals. Our efforts to reach out to NEACUHO vendors as potential presenters yielded 3 programs for the Senior Level and Housing Operations & Auxiliary Services Tracks. In addition to the proposal review and selec-

tion, a new approach to presentation awards will be employed this year. See the articles by Tina Tormey for more information on vendor presentations and awards process.

Thanks,  
Grant

## INCREASING STUDENT AWARENESS OF CAMPUS SECURITY

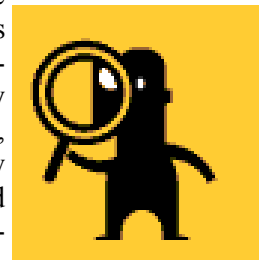
By Kathryn Planow

With the creation and implementation of the Student Right-to Know and Campus Security Act of 1990, came the introduction of the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act" (Janosik, 2001, p. 248). The Clery Act as it is known, is the mandatory reporting of campus crimes to all students and employees, both prospective and current (2001). This act came about after the parents of Jeanne Clery, who was raped and murdered at Lehigh University, began pushing for colleges and universities to be "more forthcoming about the criminal activity on their campuses" (Janosik, 2003, p. 181).

The Clery Act has had a significant impact on colleges and universities, but has it helped educate members of the institutions about campus crimes that have taken place? According to a survey there has been an increase in the effectiveness of reporting campus crimes, but there is still more that can be done (Janosik, 2003). There has been data that shows many students do not take the time to look at the report when it is published annually (Janosik, 2001). Over half of the students that responded in a survey said that they paid more attention to the flyers, newspaper reports and other less formal reports regarding crime than the actual statistics (2001).

How can we as higher education administrators get the information out to students in regards to campus security and how to keep themselves safe? Posting flyers, writing newspaper articles and sending emails to students

when a crime takes place is more effective than waiting until the end of the year to compile all the data and get it to students. In regards to safety, it is very important to periodically remind students of safety issues with programs, bulletin boards, campus TV, and websites on how they can help protect themselves and their belongings. Occasionally offering self-defense courses may also be a help to students to give them skills in case they face a situation in which they need to protect themselves.



Educating students and providing the statistics required by the Clery Act can only help improve the safety and security of our campuses. As student affairs professionals, it is imperative that we always treat issues regarding student's safety with the utmost importance, and finding creative means of communication with our students can be an effective course of action.

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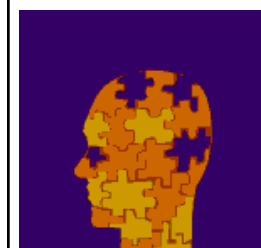
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## On Mental Health Issues

By Betty Voltaire

"The sun will come out tomorrow..." So sings little Orphan Annie as she daydreams about better times to come. Her wish is granted and she finds love and warmth and lives happily ever after.



But the same can't be said for all of us. Sometimes the sun we wish for takes longer than we'd like and the storm seems like it'll never end. Such is the world for those who suffer from some kind of mental illness.

It is important to note that mental illness is not as uncommon as one would like to think. One can't tell who on their floor is depressed simply by looking at their choice of wardrobe nor can you tell who suffers from obsessive compulsive disorder based on the way they look or act. Mental illness, then, is a complex phenomenon that affects millions, including the student in your building, the RA on your staff and your co-worker.

This article is in no way intended to diagnose any disorder or illness. Readers are reminded that proper diagnosis and treatment can only be obtained through a licensed and experienced doctor or psychiatrist/psychologist. This article, instead, will act as a catalyst for a conversation that we don't have often enough—a conversation about an illness that you can't always see, but that can affect a person as profoundly as a visible disease can. This is a conversation about mental health issues.

They (although I can't say I know who they are) say that "in order to see the sun, you have to weather the storm." And they're right—9 times out of 10, the sun will come out when the clouds go away. How long that takes, however, is a different story. Before I go forward, however, let's define mental illness.

Mental Illness is a term used for a group of disorders causing severe disturbances in thinking, feeling and relating. They result in substantially diminished capacity for coping with the ordinary demands of life. Mental illness can affect

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## NEACUHO 2004

“Your Window of Opportunity” to be a part of our history!

NEACUHOites one and all!! We are looking for **memorabilia** for the **50<sup>th</sup> anniversary kick-off** to use as display pieces at the conference in June. Photos, t-shirts, binders, mugs, hats, you name it.

We envision using these items as backdrop for the conference so that we can share good times and memories with all of our attendees. So get looking in those closets and dig up some stuff to send in.

**Questions?** Call Rich Bova at 401-863-2635 or email [Richard.Bova@brown.edu](mailto:Richard.Bova@brown.edu).

Or just **mail** your items to: Beth Moriarty  
Residence Life and Housing  
100 DiNardo Hall  
Bridgewater State College  
Bridgewater, MA 02325

Be sure to include your name and institution, as well as the year & location of the conference! Please indicate if you wish to have the item(s) returned to you!

### But wait, there is more!

See that pile on the bottom shelf of your bookcase?

I KNOW that you may have a few old copies of the **NEACUHO newsletter** in there!

We are looking for old newsletters as begin our **50<sup>th</sup> anniversary year**.

We want to be sure that our first 50 years are appropriately recorded!

So, dig them out and **send** them to:  
Maureen Wark ~ Suffolk University ~ 150 Tremont Street ~ Boston, MA 02111-1126  
Call 617-305-2500 if you have questions!

Please be sure to include you name and institution and let me know if you would like them back!

**It would be helpful to have memorabilia and newsletters by May 21, 2004.**

**Thank you and see you soon!**

## BRIDGEWATER 2004: YOUR WINDOW OF OPPORTUNITY by Kim Kenniston

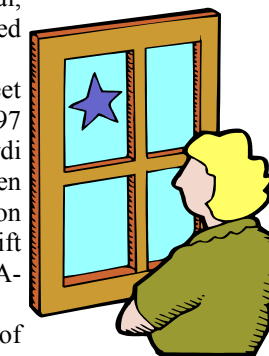
As many of you just received the e-mail announcing the registration for the NEACUHO 2004 conference, you might be thinking, should I attend? The answer to that question is YES!!

The annual conference is an incredible opportunity to see colleagues that you may not see often, to make new contacts and to take away great new information. The information that you will receive will revitalize you and remind you why you do what you do. You will be reminded that you are not the only one dealing with a situation and that people are willing to share new ideas to bring you out of the “hole” you may feel that you have dug for yourself.

I remember getting ready to attend my first NEACUHO annual conference...I was so nervous, I was new to the region and did not think that I would know anyone, and that no one would be interested in what I had to say. I was never so WRONG! From the minute I arrived everyone helped me get acclimated to everything. I was encouraged to get involved, and that is just what I did. I joined the Case Study Competition and got to work with two other people and gain new perspectives on issues in higher education, we didn't win, but we did have a good time. I also took advantage of the committee fair, and joined a committee, which was one of the best things that I could have done because I met people that have helped me grow as a professional, and are still helping me to this day. The most memorable part of the whole conference was being offered a job!!

Let's not forget about the memories that you can create and the life long friends that you will meet too. Sabrina Tanbara from The Julliard School submitted the following memories...Hosting in 1997 while at (then) Quinnipiac College (now University), who on that host committee could forget Mardi Gras Night - we spent days making the big purple dragon which hung from the ceiling and the big green & purple Jack-in-the-Box...everyone found a plastic "baby Jesus" in their piece of king cake...being on the host committee in 1997 is probably my favorite memory so far! Winning the \$300 Best Buy Gift Card in the Vendor Bingo Raffle at Stony Brook in 2003 - Woo Hoo! My Dad still appreciates NEACUHO for his Father's Day gift that year.

I hope that you give yourself the opportunity to create your own memories and become a member of the NEACUHO family!



### (Continued from page 1, Housing Crunch Trend)

Sticking with the more financial sound solution, the next step often is to choose not to house specific students. This could be graduate, professional school (law, dental, medical), or upper class students (usually juniors and seniors). Sometimes there are other factors that come into play, such as distance from home, academic standing, scholarships, and commitment to certain students such as athletes. This solution causes a greater need for damage control, and sometimes leads to students leaving the college or university. It is very important that Residence Life does everything they can to offer support to these students. For instance, many students are frightened by the idea that they may have to find off-campus housing. They might not know where to start, how to afford living expenses, and, depending on the location of the institution, may be concerned about their safety. Furthermore, for many students living in the on-campus community has become a way of life that they enjoy. The more prepared Residence Life is to combat these concerns, the better the transition for these students will be. Having an off-campus housing office or person that can assist these students can ease many of their worries. However, this is not always the affordable solution. The alternative is to prep as many members of the Residence Life staff as possible with the necessary information to assist these students. Also, creating an off-campus housing packet and posting information on the web can work as great resources for professionals, students and parents considering living off-campus.

If economics is less of an issue, building more residence halls and acquiring off-campus properties are solutions that are more welcoming to students. With the other solutions, the questions “Why are you not building more halls?” and “Why are you not purchasing off-campus properties?” seem to be the most popular voiced by concerned students and parents. If it were up to them, we would solve what they see as our problem. Certainly, each of these solutions comes with their own problems.



As administrators, housing crunch or not, one of our jobs is to help students move towards independence, empower them with knowledge, and instill them with confidence. Nothing better prepares students for the world beyond college than the experience itself. As much as the solutions outlined here may seem to be negative ventures, in actuality they are in line with our goals in developing students into adults. If you find yourself in a housing crunch, remember to remind yourself each day that at the end of it all, your students will be more prepared for their futures. Now, the trend is not so bad, is it?