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FACEBOOK.COM: WHAT'S ALL THE HYPE ABOUT?

Jessica Taylor, on behalf of the Risk Management and Judicial Affairs Committee

This past year I was hearing more and more about Facebook in my administrative hearings with students. Whether students were referencing their “walls” or mentioning that someone had “poked” them, it seemed that Facebook was everywhere. At the time I knew what Facebook was but I had never been on the site and I certainly never thought about the impact such a site could have on my job.

Over the summer a colleague and I went to a conference about Facebook to find out what it was all about and we were fascinated not only about it’s capabilities but also about the implications it has for those of us in higher education. I was especially fascinated by the number of faculty and staff who are active members of Facebook themselves. They are “friends” with students, have their pictures and personal information posted, some even have links to personal web pages which include pictures of their families.

Armed with this new knowledge, we immediately went back to our office opened our own accounts blocking them from virtually everyone possible and started our research. Our first assignment was to do a presentation for our Resident Assistant staff on Facebook, so naturally we looked at their profiles—how bad could they be? These are our student leaders I’m talking about? This is why I ask the question, why do administrators want to put themselves out there?

We ran into quite a few “surprises.” First of all we were pleased that almost every sin-

gle one of them listed that they were an RA—even the newly hired ones who hadn’t even started yet. What was a little disappointing is many of these same RAs also listed themselves as belonging to “groups” such as the BSC Beirut Club, The Captain Morgans Club, The Keystone Light Club, etc. There were quite a few RAs who even had alcohol right in their profile pictures. Many staff members also linked their personal Webshots right off their Facebook profile, some of these also had incriminating pictures as well. We spoke with several RAs about their postings and nearly terminated another. We also changed the focus of our presentation to “Being a Virtual Role Model” and talked a lot about how much exposure they are getting on online mediums as well.

So what happens when you stumble across the picture that clearly has drinking in the residence hall? How do you respond when you accidentally get invited to the around the world party? Do you go on-line and seek out violations, or just deal with them when they come your way? Do you only deal with the more severe violations? Who decides, and where do you draw the line? These are just a few of the questions that administrators are asking themselves when dealing with on-line mediums such as Facebook, Webshots and others like them. Currently, we seem to have more questions than answers, but more institutions are starting to come up with protocols for dealing with some of these situations in an ever-changing technological world.

Related Articles of Interest:

- ◆ Facebook Fall 2005 Expansion Allows Advertisers to Reach 8 of 10 College Students Nationwide, www.prnewswire.com (August 16, 2005)
- ◆ Facebook banned at U of Mexico, by Caleb Form, Daily Lobo, Univ. New Mexico (October 13, 2005)
- ◆ Wired generation: Youth embrace online social networking; college life goes digital, by Helen Blatter, The Press Enterprise (October 3, 2005)
- ◆ Freshmen Facebook Friends Superficial, by Anna Brand, Syracuse Daily Orange (October 6, 2005) <http://www.dailyorange.com/media/paper522/news/2005/10/06/Opinion/Freshman.Facebook.Friends.Superficial-1011587.shtml>

Note from the Editor...

Already at Cazenovia, we had our first snowfall. Six inches of heavy white snow blanketed trees that still hadn't shed their leaves—after all, it was still October. That snowfall also brought us our first power outage. Though it was midnight, the students surrendered both sleep and study time to burst out on the quad to pelt each other with snowballs. It was a good reminder that we all need to take a break sometime—although my kind of break is curling up with a good book (this time by candlelight) rather than shiver through attempts to mimic the World Series winning throws of a White Sox pitcher in a snowball fight. It's a great opportunity to put things in perspective and set aside your worries—a lesson you'll learn more about if you read Jon Conlogue's mental fall cleaning tips on the following page. Special thanks to our writers this edition who took the time and opportunity to take a look at what they were practicing in their roles as student affairs professionals and share it with all of us.

Have a wonderful semester,

Tina Tormey, Cazenovia College



Please send any comments, questions or submissions to neacuho_navigator@hotmail.com.

NEACUHO OPERATIONS DRIVE IN

Suffolk University, Boston, MA

December 2, 2005

Session topics include:



- ◆ Construction in an Urban Environment by Suffolk University Staff
- ◆ Contractors and Architects – What happens when they leave?
- ◆ Damage Billing – How is it done and follow-up
- ◆ Wait Lists & Over Occupancy Issues

Tentative Schedule

8-9 am: Check-in
9 am: Welcome
10am: Session I
11:30 am: Lunch
12:30 pm: Vendor Fair
2 pm: Session II
3:30 pm: Tour of Suffolk's new halls

WHO SAYS THERE'S
NO SUCH THING AS A
FREE LUNCH?



Free to all NEACUHO members.

Brought to you by NEACUHO's Residential Operations & Corporate Relations Committees

FALL CLEANING TIPS FROM THE NEACUHO PRESIDENT

BY JON CONLOGUE

Greetings, NEACUHO!

Now that the dust has settled from staff training and hall opening, it's a good time to do some housekeeping. Since we're often focused on other peoples' needs and issues, one task we frequently put off is cleaning out our "mental attics." By restoring order and reorganizing space 'up there,' we can help ourselves be better prepared for new challenges and opportunities. Some suggestions for taking stock and making room:

- ◆ Many of us needlessly store stress-producing baggage in our attics. If this applies to you, practice A.R.T. - Aggravation Reduction Techniques. Try this: write down one specific thing that causes you aggravation in the workplace. Now write down 3 things you can do to eliminate or reduce its impact – an immediate action, something you promise to do next week, and a long-term response. (If you're feeling ambitious and reflective, do the same exercise for some personal characteristic or habit you'd like to change.)
- ◆ Learn to say NO - it's a powerful time- and stress-saving tool. Many res lifers often forget that the temporary discomfort that comes from saying "No" is inevitably dwarfed by the long-term pain that accompanies our *failure* to say it. Not saying "No" because it's briefly uncomfortable is like not running away from a hungry bear because we don't want to briefly feel fatigued!
- ◆ Throw out any stored notions of being perfect. A poster promoting mediocrity notes that "it takes a lot less time and most people won't notice the difference until it's too late." Dr. Robert Kohlenberg, a University of Washington psychologist quoted in *Omni* magazine, cites "doing too good a job on some tasks that don't deserve it" as a major stress producer and time waster. Focus on prioritizing those things are most important and doing them at a high level while permitting yourself to be competent and efficient – but not flat-out amazing - with others.
- ◆ Why worry about this? What's wrong with being a perfectionist? Dr. Paul Hewitt of the University of British Columbia in Vancouver is blunt: "Perfectionists are not happy people. They don't derive any pleasure from what they accomplish, even though everybody around them is raving about the good job they've done" (*Men's Health*, December 1996). His advice: strive for excellence, which is attainable, instead of perfection, which isn't. (NOTE: this advice does not apply if you're a person who doesn't put effort into ANYthing – but such people are rare in our profession).



Jon Conlogue
NEACUHO President

'Don't sweat the small stuff.' Here's a worry chart to consider:

<u>THINGS WE WORRY ABOUT</u>	
THINGS THAT NEVER HAPPEN	40%
THINGS THAT CAN'T BE CHANGED BY ALL THE WORRY IN THE WORLD. . .	35%
THINGS THAT TURN OUT BETTER THAN EXPECTED	15%
PETTY USELESS WORRIES.	8%
<u>LEGITIMATE WORRIES.</u>	<u>.2%</u>
TOTAL	100%

(Continued on page 4)

Fall Cleaning, continued

(Continued from page 3)

Getting rid of the 98% of worries that are essentially useless should free up some attic space.

- ◆ Monitor your acceptance of change. Many people are fine with change when they initiate it but less welcoming when they're the recipients or unwilling implementers of change. In residence hall work, we're all likely to find ourselves in all of these roles every day. Remember that change has ideological, political, technological, organizational, societal and individual components and match your responses accordingly. If you've been holding on to the one right way for anything to be done, take this exercise from "The Don't Sweat the Small Stuff Workbook" by Richard Carlson: "Write Down Your Five Most Stubborn Positions And See If You Can Soften Them." Carlson recommends recording these positions, identifying why we hold them, and brainstorming positive consequences of softening them. In other words (deep breath here): what if you're wrong?
- ◆ Choose your battles. Keep in mind that the primary purpose of any organization, even a college or university, is *survival*. Also, remember that those above you in the organization may value stability and predictability over fundamental change, and that they probably had a significant role in building the organizational structures that we may find so nonsensical.
- ◆ Keep digging until you find that much-postponed, much-unloved task that you need to deal with. Now, spend just *10 uninterrupted minutes* working on that task before putting it away again. **Congratulations!** You've just taken an important first step, since just starting a difficult task is the biggest hurdle most of us face in completing it. Once underway, we find ourselves much more willing to revisit it – even briefly – and our progress toward its completion becomes a self-reinforcing behavior, just like a roller coaster crossing the crest of a hill picks up speed until it reaches the bottom.

Now that everything is cleared out, it's time to clean up. Our behavior is a function of our personality and our environment. We all know that our physical space affects our mood, our productivity and our health – we see regular examples of this in our residence hall work. So why not act on this knowledge by rearranging your office and living space, taking steps to simplify, personalize, and humanize your world?

Finally, once you've made the effort to clean out your attic, be vigilant about preventing things from settling up there again. For this task, you'll want to keep some QTIPs around. "QTIP" stands for Quit Taking It Personally, and writer Jeanne Lehaie recommends that we use QTIPs liberally as we work to monitor our reactions to individuals, organizational decisions and other stressors. Remembering that you **can** choose to control your reactions to external forces is a powerful tool for remaining calm, positive and healthy.

Good luck with your mental housekeeping, and I look forward to seeing and hearing from you throughout the academic year!

Mark Your Calendars Now!!

Western New York Placement Exchange

Friday, March 3, 2006

8:30 a.m. until 4:30 p.m.

Rochester Institute of Technology

Further information will be available soon!

View from the top: Binghamton University's new residential area

By Adam Bonet, Binghamton University

At the top of Binghamton University, there is a place that overlooks the rest of campus. You can see what is referred to as the “lower end of campus.” This encompasses the tops of academic and administration buildings. You can see what appears to be miniature people walking and tiny cars driving around the “brain” (the road that circles the campus). Beyond the campus, one can see the many roads, highways, and buildings that make up the city of Binghamton. Perhaps the best view of all is of the many mountains that surround both the city and the university. From the “higher end of campus”, this is possible because of BU’s newest residential area: Mountainview College. The name is only fitting because of the many mountains that encompass the campus. Before this area opened for business, the origin started in 2000 when Mohawk Hall was built. Thus began the genesis of Mountainview College.

Rene Coderre, Assistant Director (AD) of Facilities for Residential Life, summed it up best when he said that “there is always a need for extra housing.” The university’s first step was the construction of Mohawk Hall, which is a part of College-In-Woods (CIW). CIW consists of five buildings and houses approximately 1300 students. Even with a new hall, there was still not enough housing and a higher demand from students wanting to live on campus. There were different scenarios that were discussed. One was building another residence hall for Newing College, which was deemed impossible due to environmental reasons. Then, someone suggested constructing an entire new residential area. Before this could happen, a design and location of the area had to be determined. While the University learned a great deal from building Mohawk, they realized student input was needed to find exactly what residents wanted in the hall before constructing an entire new area.

As Jeff Horowitz, AD of Mountainview College stated, “The rationale for this was because they were building for the customers and that is the students.” Focus groups were conducted and it was apparent that students wanted suites. Coderre said, “Students wanted six person suites and two bath-



rooms. They wanted sinks outside of the bathroom and bigger bedrooms. They also wanted more lounge space.” It was apparent that size mattered to the students. Coderre stated, “Residential Life focuses on size. We try to keep all halls between 200-250 students. For the area, we want it to be around 1,000 students.”

Student input did not end with the focus groups. They also helped decide what type of furniture would be in the building and rooms. Vendors from different companies brought in furniture that students tested out. This was valuable in learning what students wanted. “They wanted wardrobes, taller closets, adjustable beds, more draw space, and overhead lighting in rooms,” Coderre said.

In May 2002, after all the planning and focus groups were completed, construction began.. The first two residence halls, Marcy and Hunter, were finished by August 2003. The last three buildings—Cascade and Windham Halls, as well as the Appalachian Collegiate Center—were done by August 2004. The Appalachian Center is home to the area’s dining hall and convenience store, and it is also designed to provide conferences and meeting space.. It was the completion of these last three buildings that finally saw the identity and true formation of Mountainview College. Horowitz said, “It has been pretty exciting. I was nervous about jumping into the unknown. I had to be patient because the community was not built in a year.” With any new building come special features. If you live in Mountainview, some of these features are: wireless internet, recreational facilities, and an amphitheater for student gatherings. Other features also make Mountainview unique: all of the buildings are considered “green.” They are environmentally approved and have met certification guidelines on both the state and federal levels. There is also a valence system in each room—heat runs across the top, which keeps it circulating and flowing in a circle. All of the residence halls in

Continued on next page



Winter Snow Sports Announcement

Hello NEACUHO!

Any skiers or snow boarders out there? Although we're getting ready to rake leaves, mark your calendars for the 2nd NEACUHO Snow Sports Team Meeting on Tuesday, Wednesday and Thursday, February 14th, 15th & 16th, 2006. We're piggy backing on the Middle Managers Conference on Friday, February 17th at Albertus Magnus College in Hartford, CT. Plans are being developed now to hit the slopes in either Vermont or New Hampshire so wax up the skis and boards and get ready! The ski area will be a reasonable drive from Hartford. Don't ski? No fear! Coach Chuck has a "mountain full" of ski instruction experience and can help you up and down the slopes with ease. Sorry, don't teach the snow boarding thing, but there are instructors at the slopes who can assist you if you're interested.

What we really need is an idea of who might be interested in attending. Mid week on the mountains is best – lower lift ticket prices and smaller crowds. And you work too hard in Res Life/Housing not to "book off" for a day of fun that you know you owe yourself! With at least 20 folks participating, we can negotiate for lower lift ticket prices and perhaps lodging can be

arranged on slope if you're interested. So, if you are interested, please send an e-mail to Jen Jeroy, Assistant to Director at RIT (and also a member of the NEACUHO Snow Sports Team!) at jjrjrla@rit.edu and let her know if :

1. You are interested in joining us,
2. whether you would be skiing or boarding on Wednesday, Thursday or both days.

Thanks for participating! Think snow! Think NEACUHO! C'ya on the slopes!



View from the top... *continued*

Continued from previous page

Mountainview are independent and run on their own generator.

For Horowitz, the completion of Binghamton University's newest residential area has been an exciting time. Since August of 2003, he has been the AD of Mountainview College.



When asked about his take on how the students have responded to Mountainview, Horowitz said, "Students have been very pleased. They like that it is new and has become popular among them."

Coderre's response to Mountainview was, "Great! I feel the university did a great job with it. The feedback from students, parents, and professionals has been good. I enjoy opening day and watching the looks on peoples faces as they are moving in."

After all the planning and construction, Mountainview consists of four residence halls housing 1100 students. It also includes a basketball court, a co-rec field, one dining hall and a convenience store.

As Horowitz sits in his office talking about Mountainview, he turns around and looks at what is taking place. In front of him is the community that he imagined while Mountainview was being built. Now, it is a reality complete with students and staff.

In 2004, Mountainview became the seventh and newest residential community at Binghamton University. It joined CIW, Dickinson, Hillside, Hinman, Newing and Susquehanna communities. Its journey and the hard work of many people was complete. After all this, the work does not stop here. Already, Coderre and other school officials are planning the future of our current residential halls.



NEACUHO
Social Issues Committee
is proud to present....



6th Annual



Women's Winter



Renewal Retreat



"Breadwinner, Bread maker

and Everything in Between"



January 12, 2006



Location: Culinary Institute of America



For more information contact: Jennifer Scaia
scaia@hartford.edu



Get Out There!

NEACUHO Professional Development & Networking Opportunities

Get your calendars and pens ready! The following is a listing of some of the NEACUHO events already planned for the 2005-2006 academic year. The next few pages of the newsletter are dedicated to calls for programs and other important information from the committees organizing some of this year's opportunities. To find up to date information on these events—including travel information and program proposal and registration deadlines—go to www.neacuho.org.

RD2B Conference

November 5, 2005

*Central Connecticut State University, New Britain, CT
& Massachusetts College of Liberal Arts, City, MA*

Registration for both locations is currently closed due to incredible response!

Operations Drive-In Conference

December 2, 2005

Suffolk University, Suffolk, MA

Women's Winter Renewal Retreat

January 12, 2005

Culinary Institute of America, Hyde Park, NY

Spring Drive-In Conference & Mid-Level Training Institute

Friday, February 17, 2006

Albertus Magnus College, New Haven, CT

AND OF COURSE...

2006 Annual Conference

June 5-7, 2006

New York University, New York, NY

Program Proposal deadline: March 3, 2006

<http://www.nyu.edu/residential.education/neacuho2006/>

The Fall Drive-In Conference has moved to a different season and we've added something new!

The NEACUHO Professional
Development Committee

presents the

Spring Drive-In Conference
and
NEW
Mid-Level Institute*

Friday, February 17, 2006
Albertus Magnus College
New Haven, Connecticut

Mark your calendars and save the date!

NEACUHO mid-level definition: Four to seven years of post baccalaureate, full-time housing experience and/or a mid-level position (as determined by your institution).

WELCOME ITHACA COLLEGE NEW HIRES!

Ithaca College Offices of Residential Life and Judicial Affairs welcomes the following new residence directors to their program: Pranay Bhatla (University at Buffalo), Michelle Dirmyer (University at Buffalo), Heather Eggsware (Colorado State University), Gina Evers (Ithaca College), and Robert Levine (University of California – Santa Barbara).

We also congratulate: Mary Edwards-Ransom on her promotion from Assistant Residence Director to Residence Director; Linda Koenig who was hired from a Residence Director position to Area Coordinator, and Jen Richardson on her promotion from Housing Coordinator to Assistant Director for Housing Services and Communication.

Attention New Professionals

Are you worried about losing your sense of “self” when your students return?

Or...are you interested in meeting other new professionals in the Northeast?

Or...are you looking to network and develop professional relationships with other new professionals in your district?

Then look no further!

The New Professional Development Committee is coordinating a new initiative that will help build bridges between New Professionals in the districts within our region (listed below). Each semester, we are looking to plan one or two socials for New Professionals in each district.

- Connecticut & Rhode Island
- Maine, New Hampshire, & Vermont
- Massachusetts (both Eastern and Western)
 - Western New York
 - Eastern New York



**Be on the lookout for the new professional social
in your district coming soon!**



Photos from New Professionals

Southern New Hampshire University * October 21, 2005

Meet people from your region



Mmmm... coffee!



The annual conference is coming soon!



Check-in Time!

Chat with colleagues



WELCOME SYRACUSE UNIVERSITY NEW HIRES!



Joel McCarthy



Sara Moore



Shannon Cross



Susan Mykins



Josh Hatala



Bryan Custer

On the Move

Anthony J. Buono, formerly assistant director of residence life, was promoted to associate director of residence life.

Joel McCarthy, formerly residence director, is now coordinator for communications.



Karina Pipes

New Staff

Jennifer Shea is the new coordinator for staff selection and training.

Shannon Cross, Khuram Hussain, Jennifer Koslovsky, Kim Max, Sara Moore, Susan Mykins, Lindy Wagner & Kimberly Williams are new residence directors.

Courtney Brewster, Michael Chin, Bryan Custer, Josh Hatala & Karina Pipes are new assistant residence directors.

Meghan Hinkley is a new graduate residence coordinator.

Afua Boahene is the new programming assistant for South Campus.

Kristen Semrau is the new graduate assistant for leadership.

Banita Sarwar is the new graduate assistant for assessment.



Jennifer Koslovsky



Khuram Hussain



Jennifer Shea



Kimberly Williams



Lindy Wagner



Meghan Hinkley



Kim Max

A Class Overview

By Vanessa Strickley, St. John's University

This year, the Social Issues Committee intends to raise awareness of a number of important issues facing residential students with a series of newsletter articles. The first issue we are tackling is that of socioeconomic class, which might not be discussed very often but still has a profound effect on campus life. Chances are that a number of different classes are represented by the students in your residence halls.

Often, we think of class as being solely an economic category. In her 2004 article "Tired of Playing Monopoly?" Donna Langston reminds us that class goes beyond the economic and extends into attitudes, behavior, language, values, and much more. For example, some of our working class students may have jobs to help finance their college educations; whereas, some of our upper class students may have jobs to finance their social lives. If an upper class student with such a job feels that his life is becoming too busy, he has the option of quitting his job and still living comfortably. A working class student might not have that option. Here, a different value is placed on working.

Residents with friends of differing class backgrounds might feel a lot of pressure to keep up with their friends' social and spending habits. For example, one of my former residents, Sara, had roommates who fell into a higher socioeconomic class and loved to go dancing a few times a week at expensive nightclubs. Sara told me that she of-

ten spent money at clubs instead of buying necessities like food or toothpaste. She felt like she had to go in order to fit in with her friends, for whom money was not an issue.

In short, socioeconomic class has a strong effect on the lives and experiences of college students. To ensure that the needs of those in differing classes are being met, you might want to engage your residents on this issue.

Here are a few ideas:

- ◆ Sponsor programs on responsible spending. Regardless of class, college is often a time when students are using their first credit cards and building up debt that they cannot afford to pay off.
- ◆ Find a contact in the financial aid office. Students are often confused about their financial aid packages. If a resident comes to you and needs assistance, it is helpful to give them the name and number of a specific person who can address their concerns.
- ◆ Make sure your RAs are providing programs that won't cost your residents anything. Such programs, like having an intramural team, are often incredibly rewarding and give everyone a chance to participate.
- ◆ Talk about class! Sponsor a discussion about the interplay between class and different issues, like chosen career paths or secondary education.

Below are a few resources to utilize if you are looking to enhance your understanding of class and how it affects college students.

ADDITIONAL RESOURCES

Anderson, M.L. & Collins, P.H. (Eds.). (2004). *Race, class, and gender*. Belmont, CA: Wadsworth. A number of authors, including Donna Langston and Katherine Newman, dissect class from a variety of interesting angles. For example, Newman explains the experience of the "working poor," who have steady work but are still unable to afford the basic necessities for their families. In her article, Langston presents a number of helpful tips on combating classism.

hooks, b. (2000). *Where we stand: Class matters*. New York: Routledge. bell hooks draws from her own personal experiences to take a critical look at the way socioeconomic class permeates life in the U.S. Of particular interest is Chapter Two, where hooks speaks about her experience as a working class college student surrounded by middle- and upper-class students.

Johnson, J. (Director). (2004). *Born rich* [Motion picture]. USA: Sony Music Video. This film provides a peek into the lives of extremely wealthy teenagers, including representatives from the Trump, Bloomberg, and Vanderbilt families. For students with a Paris Hilton fascination, this film could be a helpful tool to start discussions about class privilege.

Lavoo, G., & Brown, E. (Producers), & Cardoso, P. (Director). (2002). *Real women have curves* [Motion picture]. USA: HBO Home Video. This film follows a Mexican-American high school senior who is trying to balance becoming an adult with family obligations. It examines a number of issues including class, its intersection with ethnicity and sex, and how it affects a high school senior's ability to attend college.

St. John, E.P. (2003). *Refinancing the college dream: Access, equal opportunity, and justice for taxpayers*. Baltimore, MD: The Johns Hopkins University Press. Edward St. John explores the relationship between federal funding and higher education access for various classes. He argues that significant changes need to be made to federal funding in order to provide justice for students who fall into lower socioeconomic classes.

RESIDENTIAL COLLEGES AT BINGHAMTON UNIVERSITY

By Christina Ritter, Binghamton University

Similar to many colleges and universities, Binghamton University strives to integrate academic life into their residential living environments. Along with the programmatic structure that has been created to help achieve this goal, the physical structure of Binghamton University's residential communities is conducive to achieving that goal. With history going back to the establishment of Cambridge and Oxford Universities in England, residential colleges are consciously structured in a way to incorporate the academic world. At Binghamton, each of the five undergraduate residential colleges have developed their own identity, traditions and pride.

Similar to Oxford and Cambridge and other universities planned around the collegiate model, Binghamton's residential colleges are comprised of four to six buildings in a cluster around a common green space or courtyard area. Each college has its own dining hall, basketball and volleyball courts, and a co-rec football field serving as social and recreational areas. Additionally, each has a large common meeting space perfect for programming and area-wide events. Some colleges are even home to faculty offices and classrooms.

Each residential college is staffed by an Assistant Director who oversees the college, a full-time Resident Director in each hall, and a Faculty Master. Who is a Faculty Master, you may ask? Borrowing from the collegiate model, the Faculty Master is a tenured professor at the university who serves as the academic leader of the college. His or her role is to bridge the gap between academics and student life, and enhance living and learning in the residence halls. The Faculty Masters also recruit Faculty Fellows for each college; faculty or staff members who are interested in becoming involved with students outside the classroom or office setting by attending programs and events. They also advise the Discovery Assistants in their residential college. DAs are students who are live-in academic peer advisors and are part of each hall's residential life staff. In addition, Faculty Masters recruit faculty to teach Area Based Courses (ABCs) each semester, which are courses open only to residents of that specific residential college. Our Faculty Masters can also be seen at the majority of programs and events sponsored by their residential college, at student government meetings, and even in the dining halls.

Another element of Binghamton's residential colleges is individual resident student governments. Each college has its own elected officials, budget, and constitution. At Binghamton, residential college government is not only a way to make decisions regarding their college's residents, but is also a driving force of major event planning. Each college has its own estab-

lished events that are held every year as part of that college's tradition. These events that tend to shape the residential living experience for many Binghamton students.

Some of the most popular traditions involve competitions between residence halls within a residential college. Each building is assigned a color and students compete in a series of events ranging from an entire day to a whole week. The contest can spark bitter rivalries and can be extremely intense at times, all in good fun of course. Although a trophy is awarded to the winner at the end, the most important reward is bragging rights. Another beloved tradition in many colleges is co-rec football, where students form teams within their residence halls and compete against other teams in their community. Teams must be co-ed, with three men and three women on the field from each team at all times, always with a woman being the quarterback. Like the previously mentioned competitions between buildings, the competition can be fierce but is also just meant to enjoy playing and have fun.

Other events are day-long festivals in the courtyard area, complete with games and food. One college holds an annual casino night, where the proceeds are donated to a local charity. Some colleges host battle-of-the-bands events, showcasing talent from its residents. In May, each college sponsors a recognition ceremony for graduating seniors who have lived in that area during their time as a student. Awards are given to students who have made positive contributions to the college while they resided there, and students and faculty mingle and reminisce about their time spent in that residential college. After graduation, many alumni participate in alumni organizations that exist in a few of the residential colleges, return for homecoming events in each area and act as judges for some of the college traditions.

The residential college atmosphere at Binghamton, with integrated living and learning along with unique traditions, fosters a distinctive identity for each college. It is this identity which sparks pride in our students for where they live. Often, when asking a student where they live on campus, they quickly reply with "Hinman College", or "Newing College" rather than the name of the individual hall where they reside. The residential experience at Binghamton University provides students with an environment where learning truly occurs both in and out of the classroom, and where opportunities to create friendships and lasting memories are abundant.

To learn more about residential colleges, how to create a similar program on your campus, or to see institutions that have incorporated the collegiate model, visit www.collegiateway.org or www.reslife.binghamton.edu.



A NOVEL APPROACH: USING THE TIPPING POINT IN TRAINING

By Christopher Clarke & Robinson Love, The Juilliard School

A perennial favorite for some departments of Residence Life is selecting a theme for training that will focus the staff's attention while still providing a source for entertainment through the training period. This year, at our institution, we tried something different. We tried to start an epidemic!

Before you start jumping to conclusions, let me explain. Early in the spring of 2005, we discovered a book that had many overlapping themes that would enable us to stress important concepts and beliefs that our department employs in staff training and make these notions “stick.” The book was entitled “The Tipping Point,” by Malcolm Gladwell. After reading the book, it became apparent that many of the ideas and theories in this book could transcend over to the realm of higher education and how we instruct our staff in regards to creating a viable living and learning community in our residence halls. We passed on the book to the other professional staff members so they could read and start brainstorming how we could create our own “Tipping Point” in our Residence Life department during training and set a high standard of expectations for the year. In this article, we will attempt to break down a few areas for review. We will discuss the messages the book sends, how we utilized them in demonstrating techniques useful to the goals of a residence life staff, and how The Juilliard School managed to get our staff involved and excited about the messages set down in “The Tipping Point.”

In the book, the author tries to analyze what makes a fashion or a movement hit that critical point that “tips” it from the obscure to the mainstream. He analyzes a variety of topics such as the resurfacing of Hush Puppies as popular and trendy footwear, the revitalization of New York City through police action and the reduction of crimes, the outbreak of disease in the Baltimore area, and the effectiveness of Paul Revere’s ride.

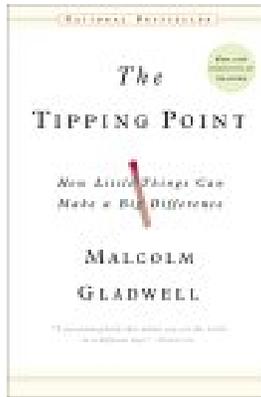
Throughout the book, he uses repetition and references to examples he has previously used to stress the teaching point and keep readers in the same mindset as the author. The book explains in logical simplicity the concepts of creating an epidemic where the event reaches a critical point that reaches people suddenly on an increasing exponential level. A perfect example is “The Secrets of the Ya-Ya Sisterhood.” This book had limited success on the West Coast, but then it’s audience grew and grew due to a variety of factors that, when combined, created a national best seller. The book is a “good read” that goes by quickly and keeps the reader connected. I would recommend it, if only to learn about how Sesame Street

The book has a number of theories that translate well into actual usage in the residence hall. The book stresses the kind of people that makes something “tip” and become acceptable and popular. He breaks it down into three kinds of character types; Mavens, Connectors and Salesmen. A person can possess a degree of all of these character types, but it is the rare person who can use these characteristics to implement change and affect others. A “Maven” is someone who possesses an abundance of knowledge pertaining to certain subjects and is excellent at

sharing this information in the goal of helping others. We asked our staff to become Mavens with knowledge about our Residence Facility and general resources for our residents. The second personality type was a “Connector” or someone who draws people in and maintains their attention and has influence with those people. The natural connectors are people who are authentic and open to others and make personal interactions a priority. Again, as most residence life staffs do, we stressed the importance of knowing everyone on their various floors, becoming very familiar with residents’ faces, names and personal info and take a genuine interest in their experience here at our institution. The third character type was that of a “Salesman”—someone who can influence others and “sell” the message and the mission. This is an evident and crucial part in our staff, where we present our mission of educating students who reside here, and aid them in making personal connections and experiencing personal growth. We become salesmen to make our building a “residence hall” and not the dreaded “dorm.” We give a sales pitch of making this hall a respectful environment with a strong sense of community and involvement. During staff training, we sell this idea to our staffs with the hopes that they will share our vision and commitment to such an arduous task.

The book also presents a number of tangible examples regarding good publicity and “The Stickiness Factor.” It touches upon the “Broken Window Theory,” where every time a subway car was vandalized in New York, their new initiative made it a priority to take the car out of service and repaint it. Every time a window was broken, it was immediately fixed. In our world, every time a bulletin board is vandalized, it is redone. Every time a light bulb goes out or a paper is torn, it is replaced. The book held many valuable lessons for those in Residence Life.

While the book was overflowing with great ideas, our staff needed to translate it into a tangible plan that would work for them. We began by sending a package at the beginning of the summer that contained a copy of “The Tipping Point” for each staff member. They were presented with a charge of reading the book, reflecting on it and seeing how it would apply to our lives in the upcoming year. It helped that 60% of our staff were brand new, so when a Summer Reading Assignment came to them, they would be receptive to such an assignment. We started a theme of “By the Book” which had a dual meaning. It was a celebration of literature and allowed the students to focus on the book we had given them. It was also a reminder that while we are building community, there are a number of rules, policies, procedures, and directions that need to be followed “by the book” in order to achieve consistency and success. A week after the mailing went out, our staff started to respond. They were excited by the book and enthralled with the variety of messages that could be taken from the book and applied in our hall to start the epidemic of establishing a responsible, active community.



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COMMITTEE UPDATES

New Professional Development Committee **Jana Jacobson, Chair**

Hello NEACUHO! I hope you have all recovered from the annual conference and are enjoying the new academic year. The New Professional Development Committee has already accomplished some amazing projects for the upcoming year. With the change in the NEACUHO calendar, we are very excited to had the opportunity to hold our New Professionals conference this past month at Southern New Hampshire University in Manchester, NH.

In addition, our RD2B conference will be held at two different locations within the region, both on November 5th. With the overwhelming response to this conference, we are very pleased to offer it to twice as many interested students, without compromising the intimate nature of the conference. Again this year, we quickly filled our enrollment cap at both locations.

In other news, the committee is reinstating the mentor/mentee program. Please keep an eye out for more information to follow. Also, the NPDC is launching a new initiative

in coordination with the District Coordinators. We have selected several members of the committee to serve as district representatives. These folks will be planning socials for new professionals within their districts. The goal for the socials is to create opportunities for new professionals to connect on a more regular basis, specifically with colleagues within their own district. Please remember to look for upcoming events in your area.

It is going to be a wonderful year. Please, do not hesitate to contact me with any questions or concerns you may have, or just to say hello. Enjoy the rest of your summer!



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Social Issues Committee **Jodi Bailey, Chair**

Greetings from the Social Issues Committee (SIC)! As the summer quickly winds down for all of us we in the Social Issues Committee would like to remind you to take a minute to breathe and find a moment for yourselves. Things can be crazy and everyone needs a moment to sit even if it is just for five minutes!

Okay, are you done breathing yet? Good, because we have a lot to tell you! This year in the SIC we are really trying to take a step back and reflect on what our committee's charge is. We want to know how we as NEACUHO define diversity. Throughout the year we will be putting on our fabulous regularly scheduled programs but at the same

time we will be surveying, conversing and researching what NEACUHO means when we say the word "diversity". How do you train the trainers and when is it okay to say "I don't know that" when someone asks you a question about diversity and social issues?

Our committee is excited about the start of a new year and the fall semester. If social issues, diversity or just plain meeting a group of people excited about NEACUHO then we are the committee for you! Feel free to email Jodi Bailey (that's me) at jb2676@nyu.edu and I can give you the scoop on how to get involved with us.

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Upon their arrival, our training sessions touched upon "The Tipping Point" in 75% of our sessions. A few of the sessions relied upon the book greatly, while the rest touched upon some of the book's messages to re-emphasize their importance and keep the book constantly in mind.

We followed Gladwell's directive of repetition and found that what helped Blue's Clues in reaching children had indeed reached our staff and helped them to retain an incredible amount of information. The use of the book proved to be a wonderful cornerstone for our training and the messages are still

being used. Our staff would talk at length on how to become a better Maven, Connector or Salesmen for our institution and put the theories presented in the book and through training into practice.

I would highly recommend, if you haven't already, reading "The Tipping Point" for yourself. We are following up our theme with Malcolm Gladwell's newest creation, "Blink", in an in-service training session for the staff. "Blink" focuses on gut instincts and the importance of first impressions. But that is a story for another day.

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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.

Start spreading the news....

Countdown to NEACUHO 2006

8

months

New York University. June 6-8

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Consider submitting an article for the NEACUHO Navigator

Newsletter Edition	Deadline for Submissions	Publication Date
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Submissions should be e-mailed to Tina Tormey at neacuho_navigator@hotmail.com