



**INSIDE THIS ISSUE**

Note from the Editor	2
President's Letter	3
Job Search, part II	6
Top 10 Reasons to Go to NEACUHO 2006 @ NYU	9
Trends in Housing	10
Summer Assignments	11
<b>SPECIAL SECTION: What NEACUHO Is Reading</b>	<b>12-14</b>
Roads Taken	12
Binge	13
My Freshman Year	14
Marijuana Vaporizers	15
Student Leadership	16
Advising	17
WWRR: Women's Perspective	18
WWRR: Behind the Scenes	19
Annual Conference	21
Mid-Level Training Institute (MLTI)	22
Making the Connection as a New Professional	23
Online Selection Process	24
COMMITTEE UPDATES	25-28
Secretary's Report	29
2005-2006 Executive Board	30

**Mean Girls: Understanding the role of gender dynamics in roommate conflict**

By Dr. Ingrid Grieger and Derek Zuckerman, Iona College



Perhaps you have noticed in your residence halls, as we have in ours, that each semester seemingly trivial and, yet, irreconcilable roommate conflicts arise among female residents. Typical complaints from the resident who comes forward includes such statements as “I don’t like the way she’s looking at me,” or “I can hear them whispering about me,” or “All of them have stopped speaking to me, and I don’t know why.” Obvious suggestions such as confronting the situation directly in order to determine what might be happening and how to correct it are viewed as being unworkable, and, in fact, this direct approach is often met with denial on the part of roommates that anything is awry. Yet we know from the obvious distress of the student who has come forward that something insidious and destructive is, indeed, taking place.

As the professional staff in both Residential Life and in the Counseling Center were hearing about these issues more frequently, we became aware that films such as *Mean Girls* were a more realistic depiction of the lives of young women than we had previously realized. We, therefore, decided to collaborate in an attempt to understand the underlying dynamics of these conflictual situations and to develop strategies and interventions to address them. In reviewing both the psychological and the more popular literature, we discovered significant differences in terms of male and female identity development, competition, aggression, and conflict resolution. For example, we learned that males are encouraged to define their identity and sense of self based upon their own goals, skills, accomplishments and individual successes. That is, from very early in life, males are encouraged to find their own place in the world, to be individuals and to develop a sense of separateness and autonomy. In contrast, the predominant theory of female identity development, that of “self-in-relation,” suggests that females develop their sense of self and of self worth, in large measure, based upon their competence in connecting with others (Miller, 1991). The heightened significance of interpersonal relationships, including those with other females, increases the sensitivity of girls and young women to seemingly unimportant slights and disputes and leads to more serious consequences in the face of relationship breakdowns (Grieger & Georgiades, 2003).

Further, in terms of gender role socialization, boys are permitted to, and, in fact, they are encouraged to compete with each other openly in competitions that can clearly be won or lost, for example on the playing field or in the classroom. On the

*Continued on page 4*

## *Note from the Editor...*

The NEACUHO Navigator wouldn't be possible without the generous, brilliant and sometimes even witty contributors who have helped fill the pages of each edition this year. Thank you to the following authors—some of whom wrote on behalf of their committee or simply because they wanted to share a program or service that worked well at their institution.

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Derek Zuckerman, Iona College



Tina Tormey  
Media & Publications

My appreciation also goes to the other NEACUHO Committee Chairs who also used precious committee time and resources to brainstorm and assign articles with their members. Also, thank you to the Media & Publications committee who wrote, solicited and/or assisted in developing ideas for the articles published throughout the 2005-2006 academic year:

Sonia Forrester, SUNY Purchase  
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Our success relies on the sharing of knowledge. Many of you have taken that call seriously, as has been evident on the pages—many, many pages—of the Navigator this year, as well as at the workshops and presentations you've offered to our colleagues. This year, the Navigator has published 34 articles by 32 authors on 88 pages throughout the year—and that doesn't include miscellany such as staffing announcements and committee updates. Thank you for your generosity.

Take care,

***Tina Tormey***, Cazenovia College

***Please send any comments, questions or submissions to [neacuho\\_navigator@hotmail.com](mailto:neacuho_navigator@hotmail.com).***

## TOP 10 CLUES INDICATING IT'S SPRING IN RES LIFE



Jon Conlogue  
NEACUHO President

### *Greetings, NEACUHO!*

As I write this, winter is still hanging on in western Massachusetts – wind is whipping some snow around outside, and the temperature is stubbornly lodged in the low thirties. However, both the calendar and my internal academic clock confirm that spring is almost here.

In Washington D.C., spring is when the cherry blossoms come out. But you know you work in residential life when spring brings thoughts of the following:

10. Student staff selection processes and preparations for training for the coming year.
9. Housing placements for our continuing students - whether online, in-person, or some hybrid of the two.
8. The flurry of activity associated with our new residents, the Class of 2010 (yikes! I think I aged five years just typing that!).
7. Staff Transitions Part One, as current colleagues assess their current roles and look around at what new professional opportunities may beckon them.
6. Staff Transitions, Part Deux, as student staff members consider entering the ‘real world’ – though given the response to our four RD2B Conferences this year, many of our student staff are apparently considering doing what we’ve done and postponing this transition for awhile!
5. The pleasures(?) of working another “Spring Weekend” type event (for those whose campuses have never observed, or have done away with, this annual tradition, please don’t rub it in for the rest of us!)
4. The inevitable flurry of “Yes-I’ve-lived-with-this-person-all-year-but-I-just-can’t-stand-it-any-longer-and-I-need-a-room-change-right-NOW!” conversations.
3. Closing – sweet, sweet, closing.\* (\*Of course, we can never think about closing without immediately turning our thoughts to...)
2. Opening (again!) for summer student housing and the conference season.
1. Vacation (and if you haven’t begun planning some well-deserved down-time already, we REALLY need to talk!)

I also hope that one more item on your Spring List is looking forward to the 2006 NEACUHO Annual Conference. This year’s theme is “Make the Connection,” and we welcome you to rejoin old friends, make new ones, celebrate the year just concluded and prepare for the year ahead with your colleagues at New York University from June 5<sup>th</sup>-7<sup>th</sup>.

Jon

Jon Conlogue  
President

*Continued from page 1*

other hand, girls are discouraged from *openly* competing with each other. Nevertheless, there is no evidence that they are less competitive than boys. Therefore, competition among females tends to be indirect and more covert, in competitions that cannot be clearly won, such as who is the prettiest, the thinnest, or the most popular. When conflict does arise, boys are allowed to confront each other and to express their anger directly. They are permitted to raise their voices, call each other names and even to resolve disputes physically. Girls are taught not to express their anger or to confront each other directly. They learn that it is not “nice” for girls to raise their voices, to directly call each other names or to be physically aggressive. Therefore, girls, and eventually adult women, often express anger and competition indirectly, using psychological aggression such as spreading rumors, backbiting, exclusion, undermining and sabotaging both in their personal lives and in the work place (Heim, Murphy and Golant, 2001).

We also learned that although educational systems on the K-12 level have, since Columbine, taken boy-on-boy bullying far more seriously and have appropriately implemented a wide-range of interventions, girl-on-girl conflict and harassment continue to be minimized, for the most part. Yet, such contemporary writers as Rachel Simmons (2002), the author of *Odd Girl Out: The Hidden Culture of Aggression in Girls*, and Rosalind Wiseman (2002), the author of *Queen Bees and Wannabes*, discovered devastating consequences for young girls who had been the victims of psychological aggression by their female peers. For example these authors reported feelings of helplessness, fear, loss of self esteem, depression, isolation, shame, and paralyzing self doubt on the part of girls who have been targets of girl-on-girl emotional bullying.

We concluded that young girls and women highly value same-sex relationships as a part of their own identity and, therefore, being ignored, slighted or not accepted are experienced as devastating. We also discovered that for young girls and for women, conflict and competition are expressed indirectly and covertly as psychological, rather than as physical aggression. Further, because of the indirect nature of female-to-female conflict, responding to it directly is often difficult for the person who is being targeted to do. Most significantly we realized that the hidden culture of female-to-female conflict and aggression is an important issue that we needed to address on our campus.

Based upon our understanding of the gender dynamics underlying female-to-female conflicts and our own experience with strategies that we have tried, we offer the fol-

lowing recommendations:

In talking to a resident about her roommate conflict, take care not to minimize the event or the resident’s reaction to it, even if it seems “silly” or “petty.”

Listen to the *feelings* underneath “the story,” and express empathy, e.g., “That must be very hurtful. I can hear your sense of confusion and betrayal as you talk about this situation.”

Ask the resident what strategies she has tried to resolve the situation and how *she* believes you can best assist her at this time. Bear in mind that suggestions like, “Just confront her and tell her that her behavior is unacceptable” are difficult for many young women to implement without training and preparation.

Distinguish between conflicts that are within “normal” limits and genuine harassment and psychological abuse. Because female-on-female harassment and bullying have tended to be minimized throughout the educational experience, consequating these behaviors appropriately on the campus is especially important.

As a professional (and particularly as a female professional), be aware that you are a role model, and should, therefore, be sensitive to how you interact with and speak about females in your environment.

Train Resident Advisors in understanding the role of gender in roommate conflicts and in how to intervene effectively. Training should include experiential as well as didactic components. Consider including guided imagery exercises that allow participants to reflect on their own same gender conflicts and conflict scenarios that allow them to practice listening and conflict resolution skills.

Offer programs to help residents understand gender dynamics in roommate conflicts and in conflict resolution. Showing a segment of a popular film such as *Mean Girls* is a good stimulus for discussion about this topic. The goals of these programs are to teach more direct and appropriate communication and conflict resolution skills, and to promote a culture of mutual respect and kindness in the residence halls. Residents should be encouraged to approach Residential Life staff as early as possible for assistance with an unmanageable roommate conflict situation. Be aware that all training and psychoeducational presentations on this topic should acknowledge cultural differences in communication styles and conflict resolution, and should take care not to perpetuate gender stereotypes.

Use your college or university counseling center as a resource. Consult with your counseling colleagues, as needed, about conflicts that are unusually destructive and

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abusive. Collaborate with counseling center staff in designing and presenting programs on this topic. And finally, refer students who are involved in particularly destructive roommate conflicts and/or repeated roommate conflicts for counseling.

*Dr. Ingrid Grieger is the Director of Counseling Center at Iona College and adjunct Professor of Counseling Psychology in the Graduate School of Education at*

*Fordham University, Lincoln Center. A frequent presenter and contributor to the professional literature, Dr. Grieger has focused on the topics of women's issues, multicultural organizational development, cross-cultural counseling and systemic approaches to mental health issues on the college campus.*

*Derek Zuckerman is the Director of Residential Life at Iona College. He earned a Bachelor's degree in Industrial Relations from Le Moyne College and an MBA from Bentley College. He has been actively involved in NEACUHO over the past six years.*

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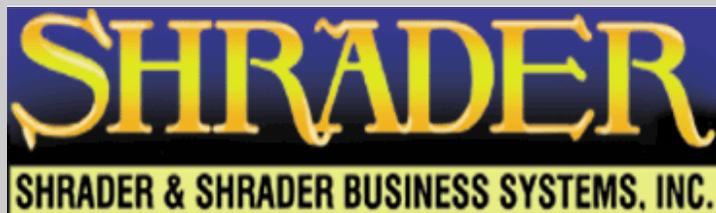
**Regina:** We do not have a clique problem at this school.

**Gretchen:** But you do have to watch out for "frenemies"

**Regina:** What are "frenemies"?

**Gretchen:** Frenemies are enemies who act like friends. We call them "frenemies".

*~Mean Girls, 2004*



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# Gearing Up for the 2006 Job Search, Part II

By Zach Newswanger, Ithaca College & Sabrina Tanbara, The Juilliard School

As we begin to walk you through “Gearing up for the 2006 Job Search! Part II”, I hope that you found the information we provided in our first article to be helpful as you began preparing for your job search and your placement exchange attendance at either NASPA, ACPA, or Osh Kosh, just to name a few. In this second article we will be focusing on networking, interview preparation, and interviewing tips. Our hope is that these insights will help you land the position you are looking for, in the area you want to live, so that you will be a happy and productive professional.

## FOOT IN THE DOOR

The best way to search for a job and research your future employer is to network! There are a number of helpful steps that you can take during your search that will help you learn more about the position you are applying for, the people you may be working with, and how you may end up fitting into this new environment. First, contact your mentors. Your mentors can be Professors, Supervisors, Employers, or Advisors, who are a great resource. Also, Contact your colleagues and friends you have working in the field. You can communicate with colleagues within or outside the institution. This is where participating in a committee in a regional or national organization can prove to be valuable to you, above and beyond the professional development. Third, utilize your department. In most cases there are professionals in your department that have been through the job search process a number of times. They are an excellent resource. Do a poll, what worked for them, what did not? What are good questions they asked and what are questions that they ask during their interviewer? Ask them to help you practice to for your interview. In many cases you have a wealth of information at your fingertips, use it. Other options you can use to your advantage are attending regional or national conferences. It is a great time to learn new information about the field, network, and make new friends. It is also an excellent time to research different institutions. By connecting with new people, you have the ability to learn a great deal about the school and what it is really like to work for the institution. With patience, being genuine, and asking the right questions, you will be able to learn more about a work place than you could ever learn from a website or even from an on campus interview. Finally, your contacts are your potential references. People you network with, and make genuine con-

nections are still references. You may list three references with your resume, but there is a true 6 degrees of separation in the field of higher ed, and in more cases than one would probably admit, getting your foot in the door can depend on who you know.

## INTERVIEW PREPARATION

RESEARCH, RESEARCH, RESEARCH! Before having any type of interview, research the school, in this day & age, it's easy to do. Go online to the school's website. Check out the school's history, general demographic information, and visit the Residence Life page. Visit as many pages as you can, look for what is unique about the school, and make a note of it. It will come up in the interview. If the school sends you an information packet, read it. Talk to people that went to the school or worked there, if they're available.

Things you want to know about the school BEFORE you have a phone, conference, or on campus interview: Is the institution public or private? Is it religiously affiliated? What is their overall enrollment/size? How many students do they house on campus? What types of degrees are offered – is there a graduate school? law school? Is it a technical or vocational type of school (agriculture, performing arts, business, seminary)? What is their student life like? Do they have a Greek life system? What is their level of NCAA Athletics? These are all important pieces of information that you should know before doing any interviewing with that institution.

Along with what you should be researching about the institution that you are applying for a position, there are questions that you need to ask yourself. *Where do I want to be geographically? Where does my partner want to be geographically? What type of job am I looking for? What is my salary range? What type of school do I want to be at? Where do I want to be in 5 years? 10 years? What type of work environment am I looking for?* You need to ask these questions of yourself when you start interviewing and especially before you take any interviews. Why bother with a school if you know that New York City is not going to work if your partner has a job in Boston? Does the school you're looking at fit into a 5-year plan of starting a PH.D program? Can I live on the salary range listed (knowing that most schools will offer the lower end of the range) while paying off loans, making car payments, etc.?

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After doing your research and doing some introspective thinking, make your decisions about where you want to interview. Don't waste your time or a school's time by taking an interview at a school that you know you don't want to work at.

### INTERVIEW QUESTIONS From the Employer to You

Another area you should brush up on is a quick review of what the typical interview questions are that you will receive during the interview. The range is wide, but you should make sure you are as prepared as possible. Some of the questions you may field are: Tell us about yourself. What attracted you to our institution and/or this position? What are your short and long-range goals?

What do you foresee as challenges for you in this position? What student development theory do you use in your daily professional life? Describe your ideal job. Give an example of a situation where you intentionally practiced theory. What is your approach to student discipline? Tell us about your organizational skills. Describe a situation where your skills were put to use. What is your philosophy on programming? Please some examples of programs you have implemented in the past? Have you worked with freshman community programs? What was your role? How did you contribute to the program? Tell us about some challenges you faced in previous work experiences. What skills did you use to overcome those challenges? Please describe for us crisis situations that you have been involved with, what was your role; what did you do well, what would you have differently? Describe your supervisory experiences? Using examples, please share how you used your strengths as a supervisor to deal with a situation. What areas of supervision do you think you need some development? How do you hold staff accountable for their responsibilities? Please describe for us the difference between consistency and fairness.

How do you deal with conflict? Have you ever had to make a choice between fighting two battles? How did you choose? How will you help those you supervise choose their battles?

How do you deal with ambiguity? Please share a situation where you used your initiative to enhance/improve a program or task at work? What training & staff development experience do you have? Have you ever disagreed with a decision a supervisor made and how did handle it?

What are your anxieties about taking this position? About being at this institution? Have you worked with academic learning communities? What do you think are challenges that students face today in our country? On our campus? What are some issues that you have found to be challenging to deal with in students? What is your definition of diversity? Have you worked with special populations of students? What do you feel are the special issues facing students? How do you respond to issues of racism/sexism/homophobia/etc.? What 3 qualities in a job are important to you? Why? What qualities in a person would frustrate you the most? What qualities would engage you the most? How do you respond when your opinion is the minority? What skills or skill set do you hope to learn from this position? What type of work environment do you thrive in? What type of supervision will maximize

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your opportunity to succeed? What motivates you? What do you do in your spare time? How do you deal with stress? What are you passionate about? What are you the most proud of you life? What are the 3 things you would like us to remember about you after this interview? Why should we hire you?

As you can see, this is a long list, but in many ways it is just the tip of the iceberg, so do not take this lightly. Go through them, and really think about how you may answer them, because depending on how you do could be the difference between being offered a position or being turned away.

### **INTERVIEW QUESTIONS** **From you to the Employer**

Why should you ask questions? Any interview, be it phone, placement or campus, is an opportunity for you to learn more about the institution. You're not just looking for a job, campus & local environment should be important to you. As a potential employee you need to know if your values will mesh with the institutions. You want to find that right fit. Sometimes, you find that fit through instinct, sometimes you need to do a little probing.

Not having questions can make a candidate look non-discriminate or as if you are not prepared or don't care. Think about what you honestly want to know about the school. At an on campus interview or if you have multiple interviews at placement with different staff members, ask the same questions to different sets of people to see if there is consistency in the department.

Can you tell me how staff perceives resident assistants on your campus? Students? How is your program growing and developing? What do you see as the most frequent mental health concerns faced by students here? What challenges are currently facing this department? What are the biggest challenges students face here? How would you describe the students at this school?

What accomplishments is this school proud of? What do you like most about working here? What would you change? What opportunities will I have to interact/collaborate with other departments on campus? How well received is your department by the students? By parents? By other offices? What attracted you to this institution? What will my professional development opportunities be? Is there financial funding to attend conferences? Does the staff get support with regard to time off for conferences? Does the department offer staff in-service training?

What does a typical day here look like? What type of conduct violations are the most frequent?

Do you find students here to be spiritual and/or have outlets for religious faith/practice? How involved are students with residence hall programming and other student activities? What are some of the school's traditions? What is the work atmosphere like here? What are the most interesting aspects of the local area? What are the town/gown relations like here? What have you learned by working at this institution?

As we wrap up "Gearing up for the 2006 Job Search! Part II, we hope you have found the information presented in this article, as well as our first article in the winter newsletter to be helpful as you seek that next new adventure in your life. To close, we will leave you with the following interview tips.

PHONE - Keep in mind that the people interviewing you cannot see your expressions or hand movements. Therefore, you need to emphasize points with your voice. Speak clearly and slowly (but not too slowly). Some speaker phones do not let you talk over each other. Don't rush into answering a question. Pause a second or two to make the person is finished asking the questions. Verbal communication idiosyncrasies such as "like," "you know," "um," "whatever," etc. are more apparent during phone interviews. Practice with a friend. Better yet, learn to get rid of those verbal habits now.

PLACEMENT - This interview is a screening interview. There will be other people interviewing with other schools just feet away from you. Stay focused. Interviews are usually 30 minutes long. Be brief but answer the question thoroughly. Placement chairs are never comfortable so make sure your suit is and project your voice. It will be loud in there. Don't schedule back-to-back interviews in case interviews run long. It is okay to take notes or write down names of the people interviewing, ask for business cards or any other information they have.

CAMPUS - Talk to everyone. While waiting to meet someone, chat with the secretary or student worker. They may be able to give you some insight on the campus. Wear a comfortable suit and shoes. Chances are you will be walking around and taking a tour of the campus. If it isn't on your interview itinerary, ask if it is possible to set one up or to tag onto an admissions tour. Brush up on dining etiquette, in case you have a lunch or dinner interview. Don't order anything messy like spaghetti.

GENERAL TIPS - Generally, you should follow up

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with thank you note after an interview. For phone or placement, direct it to your interviewers. There are mixed opinions about placement interview thank you notes. For an on campus, direct it to the CHO or the person coordinating the interview process. Always let the interviewers know how excited you are to be interviewing with them. Know who you are and what skills you have, you are selling yourself. Be confident in your answers and what your accomplishments are.

From the two of us, good luck to all of you, happy job search!

*Zach Newswanger is the Assistant Director for Operations at Ithaca College (znewswanger@ithaca.edu) and currently serves as NEACUHO Secretary.*

*Sabrina Tanbara is the Director of Student Affairs at The Juilliard School (stanbara@juilliard.edu) and serves as the Chair of the Professional Development Committee for NEACUHO.*



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7. You will have the chance to win great prizes and party with your favorite vendors.
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3. Our keynote speaker was in the movie "Adventures in Babysitting."
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The 2006 Planning Committee is excited to have all of our regional friends come to our campus, go to some great sessions, meet the vendors, make new friends, and enjoy this city we call home. We have been working hard to create a great conference for you with some exciting opportunities.

**Early bird registration ends on April 15 so register now and come "Make The Connection" at NYU. We look forward to seeing you all there.**

# Trends in University Housing

By Christopher Hill, AIA, Childs, Bertman, Tseckares, Inc.

Many academic institutions today are building new residential facilities in order to replace or improve upon their existing housing stock. One reason is that many residence halls date from the 1960s and 1970s when the last construction boom in housing took place. Several decades later, a large number of these facilities are aging, outdated and unable to meet the demands of contemporary students. Schools are also trying to keep pace with the recent increase in student enrollments. As student populations continue to grow, schools are launching capital programs to meet a greater demand for on-campus housing. In this article I will identify the trends which are reshaping and redefining the look and function of residential facilities.

In addition to increasing quantity, many institutions are investing in better quality facilities that will help them to remain marketable as the competition for students becomes increasingly strong. For example, schools are particularly keen to retain students who often seek off-campus housing alternatives, particularly upperclassmen, by providing safe and convenient housing that offers a wide range of amenities and services. In addition to providing a place to reside, residence halls can also meet a variety of long-term goals that contribute to schools' academic missions and social environments.

## Significant Trends

- 1. Living and learning** - The integration of "defined spaces" such as lounges for group study and team project rooms extends the educational process beyond the classroom and promotes interaction among students.
- 2. Domestic, non-institutional quality** - Designing residential facilities at a comfortable, domestic scale and clustering rooms into small suites and pods creates familiar environments for students and fosters group identity.
- 3. Collegial memory** - Residence halls aid in marketing and retention by enhancing the aesthetic vision of a particular campus identity or "brand" that creates a sense of place and forges personal connections with the campus at large.
- 4. Socialization** - Interior spaces increase socialization among students of different ages through the integration of ample public and semi-public areas such as generous lob-

bies, informal lounges and stairwells with window seating that encourage chance encounters.

**5. Top-notch amenities** - The social and academic experience of students is enhanced by a rich and diverse assortment of amenities, such as outdoor terraces, music practice rooms, student lounges, and recreational spaces.

**6. Student retention** - Quality residence halls keep students on campus which provides greater opportunities for mentorship, ensures better security in buildings that are monitored and safe, and fosters better town/gown relationships with a reduced need for off-campus housing within surrounding neighborhoods.

**7. Upperclassmen** - Schools are building residence halls for seniors and/or upperclassmen with suites, single rooms and better services as a way to attract students who might otherwise seek off-campus housing alternatives.

**8. Independence** - Apartment-style accommodations that include kitchens and single rooms and/or bathrooms provide students with a sense of self-sufficiency that facilitates the transition to post-college life.

**9. Year-round use** - Incorporating flexibility into residence halls adds lasting value by allowing schools to host summer programs and draw diverse venues like academic conferences.

**10. Sustainable strategies** - Residential buildings that incorporate environmental safeguards promote stewardship of shared resources and transform residential facilities into educational laboratories that teach students about "green" issues and practices.

To learn more about these trends and how they may specifically apply to your institution, please contact Christopher Hill at [hill@cbtarchitects.com](mailto:hill@cbtarchitects.com).

*For the past three decades, CBT has specialized in the programming, planning and design of residence halls. During this time, we've worked closely with residential life administrators at more than 25 colleges and universities in diverse academic settings. Through this experience, we have developed an intimate knowledge of students' residential needs and an unparalleled expertise in this building typology as it continues to change and evolve.*



# Planning for Summer: Making the most of your summer assignment

By Dave Stender, Northeastern University

Summertime. You usually think of a slower campus environment. There are fewer students on campus and your responsibilities and priorities as a Hall Director may shift. Many schools have lower enrollments living in residence halls in the summertime and as a result many institutions offer different opportunities for Hall Directors. You may or may not already be assigned for a summer position or have applied for a summer position if your current job is a 9 or 10 month position. If you are in a 12 month position, you may also have the opportunity to engage in work that is different from being the traditional Hall Director. This summertime employment can enhance your overall professional resume, expand your job skills, and allow you to try something different for a change of pace. If you have the chance to work outside the traditional RD role this summer take it! Many schools open up their halls for orientation and summer conference programs.

Two such positions that exist include working for summer conferences and orientation. Even if you are not formally assigned to work with these groups this summer consider volunteering to help out in these programs.

Having worked as a Residence Director for a several years, I have been afforded the opportunity to work in the summer in a different area on campus due to my buildings closing. The past two summers I have worked as a Summer Conference Coordinator. I was basically the RD for a building that saw high school and college aged-groups as well as a host of professional/adult groups stay for one night or several weeks. I managed a staff of Conference Assistants, who are regular RAs during the year, so the actual management of the building was not that different from the academic year. Although there was an increased focus on customer service (check-ins, office hour availability for patrons and making sure linens were on enough beds) and sometimes there was added stress from the group staying in your building (NU hosted the entire North Dakota delegation during the 2004 Democratic National Convention!), this was a great overall experience for me. You never know what kind of people that will enter your hall and stay overnight.

This summer I will be working in the orientation program as my hall again closes for students. I will manage the building accompanied by student staff, providing service and lodging for parents that are a part of orientation. Although this summer position might sound boring—I only make assignments for parents staying for a few nights each week in my hall—I am looking forward to meeting

new and interesting people and will appreciate the change in pace.

In the end I will have experience in two areas that boost my overall qualifications for any position in student affairs that I may seek. Customer service skills and on-the-job-crisis management or just two of the skill sets you increase by working in a non-traditional role such as conferences or orientation. You will also be able to meet other people on campus that you do not necessarily work with during the regular academic year. I now have closer ties to our Housing department which books our summer conferences and after this summer I will know more about our orientation program and their staff.

The summertime can mean a different work pace for us all. If your hall closes and the university uses this space for something different, whether that be orientation or conferences, seize the opportunity to learn something that expands your role as a Hall Director. You never know—you may learn that you like the orientation program on your campus or working with outside groups and consider transitioning into these careers full-time someday!

*An alum of Northeastern University, Dave Stender is entering his third year working full-time in the Department of Residence Life. A Residence Director for an upper-class hall this year, Dave continues to search for opportunities both within and outside the Department of Res Life to further connect to students and staff alike. Dave completes his Masters in Public Administration in May and looks forward to the future challenges that are presented in his current position and beyond.*



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For more information, contact:  
Stuart Brown  
StudentAffairs.com  
Stuart@StudentAffairs.com

# ROADS TAKEN: Women in Student Affairs at Mid-Career

Review by Sonya Forrester, Purchase College

Roads Taken: Women in Student Affairs at Mid-Career

Editors: Kristen A. Renn and Carole Hughes

Stylus Publishing (2004), 212 pages

\$59.99 (hardcover), \$24.95 (paperback)

Selected for the 2006 Annual Conference Shared Reading Experience

*Roads Taken: Women in Student Affairs at Mid-Career* reflects a voice that is uniquely female, deeply personal, caring, sisterly and strong. A voice that Carol Gilligan describes as “in the different voice of women lies the truth of an ethic of care, the tie between relationship and responsibility, and the origins of aggression in the failure of connection.” Several themes dominate the stories throughout the book: forming strong relationships, seeking support from family, friends and colleagues, paying attention to strong intuitions, and finding balance between the complexities of personal and professional life. The women of *Roads Taken*, whose diversity crosses over race, age, culture and sexual orientation, are firmly committed to establishing a dialogue that transcends these socially constructed differences. Their personal stories express deep emotions, difficult decisions, personal weaknesses and empowering strengths that are instinctively relatable.

*Roads Taken* is structured and presented in a very deliberate fashion. Each section encapsulates current research and statistics which preface and supports the deeply personal stories of the women who contributed to its development. The sections not only provide advice for the reader but also present recommendations that can be implemented on a larger institutional level.

The authors and editors pay special attention to being diverse and inclusive of the many different perspectives and experiences of women in student affairs. The women dissect topics relating to the following areas, demonstrating that we continue to challenge the status quo of what it means to be female in this profession:

**Decisions about pursuing a doctorate**

*Ph.D or Ed.D*

*Fulltime vs. part time*

*Location, community and support*

**Being a partner in a dual-career relationship**

*Childcare issues (institutional and family sup-*

*port)*

*Relocating and finding job for partner*  
*Finding balance between work and family*

**Navigating motherhood and work**

*Seeking support*

*Establishing priorities*

*Working full time vs. part time*

**Entering the upper echelons of student affairs**

*Tenure*

*Managing change*

*Mentoring and support*

**Exploring alternative opportunities in tandem with or outside of student affairs.**

*Self authorship*

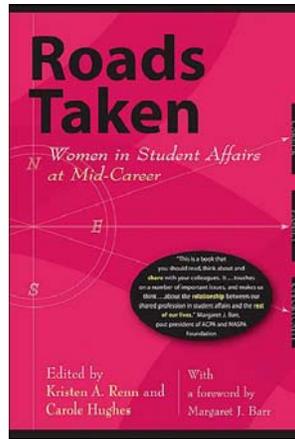
*The power of being strategic*

*Defining success*

The women of *Roads Taken* take us through their growth and transformation as woman and share their decision-making processes and experiences along the way. There is a strong sense of mentorship and guidance beyond the boundaries of the pages, which can be useful for mid-career professionals or those aspiring to move to that level.

The significance of this work will be profound in its impact on the women in student affairs who do not have access to female role models or mentors. As one of the authors stated, “although women dominate student affairs, very few women hold upper-level management positions” (p.26) and so *Roads Taken: Women in Student Affairs and Mid-Career* can serve as the impetus for women to seek mentoring, to find people with whom they share mutually supportive relationships and to seek other career opportunities that would enhance knowledge, skills and personal growth.

*Sonya recently became the Associate Director of the Center for Student Engagement at Purchase College and is a member of the Media and Publications Committee. She previously worked in residence life at The Cooper Union for the Advancement of Science and Art and at Stony Brook University where she completed her Masters in Social Work specializing in Student-Community Development.*



## BINGE: What your college student won't tell you.

Review by Monica Parchesky, on behalf of the Professional Development Committee

*Binge: What your college student won't tell you*

By Barrett Seaman

John Wiley & Sons (2005), 320 pages

\$25.95 (hardcover)

*Binge: What your college student won't tell you* by Barrett Seaman really caught my attention. I was intrigued by the idea of someone living with students and finding out what is really going on. After reading the book, I realized that Mr. Seaman discovered no secrets that our live-in staff doesn't already know. The tag "what your college student won't tell you" was very misleading to me, as I felt like most of my students have been consistently telling me what I read in this book.

The majority of *Binge* focused on how college is different from the times when the author was in school, a graduate of Hamilton College in Clinton, New York in 1967, when the college was still all-male. He compared and contrasted most of the subjects in the book, which were broken down into 13 topical chapters: Daily Res Life, Hooking Up (sex on campus), How Hard are Students Studying, Emotional Troubles, The College Alcohol Crisis, The Date Rape Dilemma, Is Diversity Working, Fraternities and Sororities under Siege, The Morphing Drug Scene, College Sports and Res Life, What's the Right Drinking Age, Who's in Charge, and Improving the Undergraduate Experience. The nature of the title and the introduction suggests Seaman will provide a number of anecdotes of current college students. Although there are a number of student quotes, there are very few personal experiences that Seaman shares with the reader. He mostly references a student, staff or faculty comment and then attaches it to his own personal opinion or experience.

Seaman does a very good job of describing, in common terms, the millennial student. He also does a fine job of referencing what factors create an alcohol crisis, and how students today drink differently than students of the past. He comments extensively on the change in drinking age and compares the experiences of U.S. colleges and universities to that of Canadian schools. He

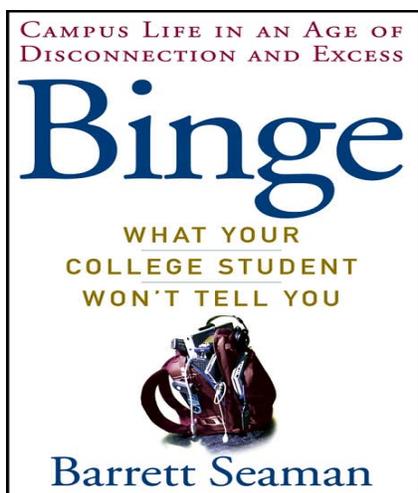
also says colleges are essentially driving the drinking issues underground, resulting in students drinking "hard liquor because it's easier to hide." He says students typically drink more quietly in private settings in order to then go socialize when they're drunk ("pre-gaming"). He also highlights a number of student deaths in recent years that would be great for current students to read.

Seaman explains the different nature of dating and how today's dating standards at college are not about courting but finding opportunities for intimate physical encounters. He brings that concept in the date rape dilemma and how seemingly innocent encounters between men and women of the past have turned into more lewd and seductive trends of the present. He also says student drug use in the past was more public and present on college campuses, but modern-day drug use is much more intoxicating and dangerous

than those drugs used by previous generations. Surprisingly, Seaman did not hear as much as he thought he would in regards to drug use, but he did notice that for the current student, marijuana is commonplace and easier to get on most college campuses than alcohol.

Overall the book is geared towards parents who may not understand how much life on college campuses have changed since they have been in college. The focus towards colleges and universities as consumerist entitlement versus an educational experience is drastic and the change in faculty roles is enormous. The book does highlight for parents and professors life outside the classroom. However, Seaman's portrayal reads like a statistical portrayal rather than a qualitative reflection of the depth of a modern day college student's experience. The book was very easy to read and in general gave a great depiction of what today's students are dealing with in college, however, for the seasoned student affairs professional, this may not be anything you haven't heard already.

*Monica Parchesky is the associate director of residence life at Fordham University and she is a member of the professional development committee.*



# My Freshman Year: What a Professor Learned by Becoming a Student

Review by Tina Tormey, Cazenovia College

My Freshman Year: What a professor learned by becoming a student

By Rebekah Nathan

Cornell University Press (2005), 186 pages

\$24.00 (hardcover)

From a residential life perspective, it may be difficult to imagine that someone who isn't a student could write a book detailing student experiences on campus and share something unique, interesting and new. Perhaps it's a bit of a res life ego issue or a simple reality: our students are pretty honest with us. Sometimes brutally honest. They tell us intimate details of our lives either in our day to day interactions with them or in their online blogs and AIM away messages.

Nathan's book "My Freshman Year" could be susceptible to this if it weren't for her ability to show us a vision of our students through an anthropological perspective and with a stronger eye than many of us might have regarding students' academic commitments. Nathan, an anthropology professor at AnyU, the same school where she conducted her study, spent a year as a first year student, taking first year classes and living in the first year residence hall. In one of the more entertaining passages, we see she quickly learned that there was a new set of rules in residence life. After moving into her single room, she writes:

*My sense of cluelessness reached a peak on my second night in the dorm. I had just finished a dorm volleyball game played in the afternoon sun, and I was hot, thirsty, and hungry in that order. I showered in one of the four stalls provided for the seventy women on the floor, made myself a quick stir fry in the first-floor communal kitchen, and broke open a cold beer from my rented mini-refrigerator. I brought my meal and drink into the*

*second-floor lounge, putting both on one of the two round tables in the room. I proceeded to eat and drink, as I watched CNN, and as other students—including my RA—wandered in and out of the lounge. About ten minutes into my meal, the lounge door burst open and, in what seemed a storm trooper-style raid, four RAs descended on me. "Do you realize that you cannot have alcohol beverages in here?" the head RA demanded gruffly... This was all in my student handbook, which I'd been given earlier in the week and should have read, and even if I hadn't, I was responsible for knowing what was in it.*

Nathan delves into her floormates' and classmates' academic and social lives. She learns they attend college with clear-cut career aspirations—not with the purpose of exploring intellectual life. She also learned that part-time jobs, taken to off-set college costs (whether for entertainment or education, often took time away from students' studies. And overwhelmingly, students desired a "fun" atmosphere in the residence halls—one where discussions of sexuality, drinking and partying were the norm and conversations about academics, philosophy or global issues were not. Student success relied heavily on the ability to manage time and prioritize commitments.

Nathan completed her freshman year with adequate grades and a new appreciation of the multiple identities students manage as they enter college. She returned to teaching introductory anthropology, but made key revisions based on her experiences—most notably, reducing the number of readings she assigned and being more clear about their relevance to graded assignments and class participation (since she learned that is how students prioritize assignments). Unfortunately, Nathan does not provide recommendations, and the reader is left to digest her observations and consider his or her own solutions.



Rebekah Nathan

# What's the buzz with marijuana vaporizers?

By JoLynn Hamilton & Elizabeth Bidwell, Quinnipiac University

On behalf of the Judicial Affairs & Risk Management Committee

“More buzz for your buck, don't burn your herb!”

What does this mean? This is probably what you are thinking, right? You might be thinking this in the same way that you were wondering what it meant to be “poked” by your colleague's sister's best friend's roommate at the University of Dubuque because she found your profile the second after you posted it on Facebook. Now, we don't claim that the Marijuana Vaporizer will replace Facebook as the next trend to hit our halls. But, we do know it is a trend that is gaining popularity within our halls, and we want you to be enlightened as we have been.

Up until six months ago, we had no idea that any such thing even existed. But as time has progressed, we have heard more and more about this new device that is gaining popularity because of its ease of use, accessibility, and the decreased risks associated with it. Here is a little Q&A.



*First and foremost, you might be wondering what exactly is a marijuana vaporizer?* Simply put, it is a device which is used to heat marijuana. Instead of than burning it, a participant can vaporize it, thus reducing the smoke involved. Marijuana vaporizers first emerged on the scene for medicinal purposes as a means of treating illnesses without the harmful side effects of inhaling the toxins associated with smoking marijuana.

*What are the benefits of using a marijuana vaporizer versus bong, bowl, pipe, blunt?*

Well, that's easy...it's easy to use, smoke free, odorless and according to [marijuanavaporizer.com](http://www.marijuanavaporizer.com), there's “more buzz for your buck!”

*Is there more than one type of marijuana vaporizer?*

Yes, according to [www.marijuanavaporizer.org](http://www.marijuanavaporizer.org) there are many types of different vaporizers including pot vaporizers, glass vaporizers, light bulb vaporizers, heat gun vaporizers, bag type, whip type, and digital vaporizers.

*Can a student buy a marijuana vaporizer?*

Yes! There are a number of websites that sell such devices at a cost ranging from \$89-\$249. Most of these websites also provide instructions on how to make a vaporizer with basic items such as a

glass jar, a light bulb, scissors, tape, two straws, wooden dowels and more. *So, how might this impact each of us?*

To begin with, a vaporizer provides students with a means of “getting high” without producing a smoke or an odor which we might normally detect otherwise. Therefore, as professionals in the field it is important for your staff to be able to recognize what one looks like.

*What now?*

It is important to train your staff (Hall Directors, RAs and Campus Security/Police) about this device and what it might look like. Due to the varying shapes and products used to construct the vaporizer, one might view this object and believe it to be décor. Additionally, depending upon your institution's views on this apparatus, policies in the Student Handbook may need to be revised to include marijuana vaporizers as a prohibited item and/or drug paraphernalia.

Though smoking pot has been around much longer than Facebook, vaporizing seems to be a new trend for professionals to confront.



## Suggested websites

The following websites might prove to be of some use to find out more about marijuana vaporizers and all the buzz.

[www.marijuanavaporizer.org](http://www.marijuanavaporizer.org): Provides readers with the most up to date information about marijuana and herbal vaporizers and medical marijuana.

<http://www.canorml.org/healthfacts/vaporizers.html>: Provides readers with the why behind vaporizers and additional sites to purchase vaporizers.

<http://www.vaporinfo.com>: Provides readers with information about vaporizers, the various types of vaporizers and reviews of vaporizers on the market.

<http://www.onlinepot.org>: Provides readers with information about medical marijuana and marijuana vaporizers.

# Enhancing Opportunities for Student Leaders

By Jordan Peterson, Cornell University, NEACURH RCC for New York & Debra Swersky, Binghamton University, NEACURH RCC for Publications

The North East Affiliate of College and University Residence Halls (NEACURH) is NEACUHO's sister organization for student leaders. Logistically speaking, NEACURH is comprised of 45 local colleges and universities that are an affiliation of student governance/leadership organizations within the residence halls. Through the vision of NEACURH's leaders (*see outbox*), it has become one of the most successful regional affiliates in the nation and its history reflects its achievements, receiving national recognition for its leadership, programs and schools. What is naturally already fantastic advising can only be made better with better prepared and more knowledgeable advisors about more ways to get involved within the region.

From a student's perspective, we as student leaders are looking for RHA/NEACURH advisors who will support, challenge, and appreciate us. From the start, we're hoping that our advisors will let us know (through words and actions) that they are there through the stress of school, the challenges of being a leader, and the successes along the way. Yet we also want advisors who are not content to just let the status quo reign. An advisor should have the confidence to give us a little push every now and then, challenging us to think in new ways, consider alternative options, or just do something that hasn't been done before. It's also good for us to know that whether we succeed or fail, you'll be there to appreciate the hard work we've done.

So what are some ways that you can put these into practice as an advisor, while working with NEACURH? One of NEACURH's key resources for our member schools are our conferences and meetings. Each semester your student leaders have the chance to represent your school and gain valuable information from the programming sessions. As an advisor you can begin by encouraging your students to get excited and attend the conference. Even if your school is not affiliated with NEACURH, conferences provide an opportunity for your students to learn from other schools and even to present information about the work they have done at your school.

Another development opportunity is the bidding process. Bidding is a way for schools or resident students to receive recognition for outstanding achievements. Awards include First-Year Experience, Program of the Year, Commitment to Diversity and many others. Unfortunately for many student leaders the thrill of being recognized overshadows the learning experience that they obtain by bidding. As an advisor it is important to stress the value of bidding while also challenging your advisee to take on the leadership experience of the bid process. Whether students

desire to receive recognition for their work and efforts over the past year want to create a bid team to represent your institution, their motives should be challenged, supported and appreciated.

If you and your student leaders are ready for another challenge, consider bringing NEACURH to your campus. Hosting a conference or meeting is a great for your student leaders to take on a challenge and see the benefits first-hand. If you host a conference, you'll be bringing about 300 student leaders and other advisors to your campus. If you're not ready for that, consider encouraging your students to host a sub-regional meeting. This smaller, 24-hour meeting brings about 30-40 key student leaders and is much more manageable for those schools that have never hosted anything before.

No matter what challenge you and your student leaders decide to take on – even if it's just growing your RHA on campus – NEACURH can be there to as a partner to support you. We, as leaders of NEACURH, are here to help your students, but also you as an advisor. If you're interested in learning more or about getting your students involved in NEACURH, feel free to contact us, and we'll be happy to answer any questions you may have.

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*Jordan Peterson (ilovenysubs@gmail.com) is a junior at Cornell University and the Regional Communications Coordinator (New York) for NEACURH.*

*Debra Swersky (rccwritenow@gmail.com) is a junior at Binghamton University and the NEACURH Regional Communications Coordinator for Publications.*

## NEACURH Vision & Mission Statement

*NEACURH is committed to educating, challenging, and developing college student leaders. Through positive motivation, communication, and cooperation, NEACURH will inspire infectious enthusiasm, instilling a sense of pride, unity, and belonging in all of its constituents within a fun and exciting environment free of hate and discrimination. Therefore, NEACURH will aspire to be an organization that sets the standard for successful leadership and growth where students leave not only with recognition, newfound knowledge, and a sense of accomplishment, but also with new friends and family.*

# A Journey in Advising

By Jason Mastrogiovanni, Central Connecticut State University

**ad·vi·ser** (ăd-vīzər) *n.* Also **ad·vi·sor**. **1.** A person who offers advice, especially in an official or professional capacity. **2.** A teacher who advises students in academic and personal matters. - *The American Heritage Dictionary*

There is often confusion about the two spellings: “adviser” and “advisor.” Most literary journals reject the spelling “advisor.” This is mainly due to simplification and not wanting conflicting spellings of a word in the same publication. Most dictionaries include both spellings and state that both are acceptable. While “adviser” is derived from the word “advise,” “advisor” is believed to come incorrectly from the adjective “advisory.” While this might seem like a semantics debate more relevant for an introductory journalism class, how we understand our role as advisers has a significant impact on the leadership and guidance we provide our students. Investigating further, I found two slightly different meanings of advising in addition to the two spellings. “Adviser” means someone who guides (is often more analogous to a coach: they know what motivates their mentees) and an “advisor” is someone who directs (may or may not know what motivates their advisees).

Our field seems to prefer “adviser” over “advisor”—at least in practice. The two words are used for actual titles about equally. In *Advice for Advisers* (an ACUHO-I Publication), “adviser” is used. One of the recurring themes in the book is advisers are not meant to tell the organization what to do unless the situation involves legal issues. In which case, the adviser is expected to become authoritative. Another important theme is that advisers do not share the

spotlight with the organization. The Residence Hall Association (RHA) or hall council exists to serve the students and student leaders, not the adviser. How would a new adviser receive the knowledge and training to guide student leaders while allowing them the freedom to make their own decisions? Ideally, new advisers should be trained by their supervisors who have advising experience. The training could exist in the form of formalized professional staff training or mentoring throughout the year. Many residence life departments have a primary (often a veteran) and a secondary RHA adviser or, in the case of hall councils, a Residence Director and an Assistant Residence Director. These scenarios help new advisers to transition smoothly into their new role.

There is also additional, more formalized, training for advisers in our field. Norbert Dunkel and J. Diane Porter produced a national survey administered to all the NACURH (National Association of College and University Residence Halls) member institutions to determine what advisers needed to know. From this study Adviser Recognition and Training (ART) was born. ART began presenting programs at the 1997 SAACURH Conference at Georgia Tech.

Originally, ART was directed primarily toward RHA advisers. However, my experience and training in ART at the University of Florida taught me that many of the concepts of ART can be applied in all aspects of advising. Since then, I have employed these concepts at Central

*Continued on following page*

## Resources:

- Dunkel, N.W., & Porter, J.D. (1998). Responsibilities of being a residence hall association adviser. *Journal of College and University Student Housing*, 27 (2), 15-19.
- Dunkel, N. W., Spencer C. L., et al. (1998). *Advice for Advisers*. (1<sup>st</sup> ed.) The Association of College and University Housing Officers-International, Columbus, OH.
- McMahon, J. (2002, August). Adviser Recognition and Training Institute. *Motivation; Working with an Exec Board*. Presentation at graduate hall director training, Gainesville, FL.
- McMahon, J. (2003, April). Adviser Recognition and Training Institute. *Advisor as an Informational Resource; Student Development Theory; Recruitment and Retention; Meetings and Activities; Legal Issues*. Presentation at Adviser Recognition and Training Institute workshop, Gainesville, FL.

## Additional Resources:

<http://www.housing.purdue.edu/ARC/>  
<http://www.nacurh.org/NEACURH/>  
<http://www.nacurh.org/>

# Participant Perspective

By **briana R. Sevigny**, Eastern Connecticut State University  
On behalf of the Social Issues Committee

Whenever I am in a room with other housing professionals, the sense that I am on a career path that contributes and meaningfully impacts peoples lives is overwhelming. My first time at the Women's Winter Renewal Retreat in January 2004, the feeling of camaraderie, purpose and connection to women in the field brought me to an even deeper level of commitment in my work, thus linking me to this conference in an undeniable way. When I left Westfield State in 2004, I knew I had to be a part of the phenomenal group of women who created this retreat.

Since this years' theme embodied balancing the many roles that women play in life, a major goal of the day was providing a forum for women to renew, improve and refocus our lives in a way that would allow us to achieve our own definition of success. The Culinary Institute provided an idyllic setting for the conference, allowing us to begin our day with a sense of energized calm. Our morning began with breakfast and yoga with Juliana Machado from the CIA, followed by "recipes" for balance from Jeanne Liu of Quinnipiac. Jeanne put together a sharp, well-crafted presentation allowing participants to see how she discovered various types of balance at different stages in her life. Stephanie DeRose, a Jill-of-all-trades at the CIA, ensured that we had an incredible lunch at St. Andrews Café, an intimate and picturesque dining experience during which we had a chance to discuss our work, our lives and our goals. Denise Lewis, Life Coach and owner of New You Coaching, spoke to the group after the meal, inviting us introduce healthy habits into our lives that promote success and balance. Denise's presentation inspired me to change how I look at my day and my life, so much so that I have started eating better, exercising more, sleeping well (and I still work in ResLife!) and finding more time in my day to do things that matter to me!

Suzanne Anderson-McNeil from the University of Hartford spent time talking about her progression in the field, providing us with suggestions and tips on how we

might consider advancing and if advancement is right for us. A money management session came next, presented by Melany Smith and Derek Zuckerman from Iona College. Here we were challenged to examine how much we really know about our own financial planning and given information on how to find a balance in our financial lives according to our needs and goals. A day at the CIA wouldn't be complete without cooking, so two students (who were also fittingly CIA RAs) were gracious enough to demonstrate how to prepare Bananas Foster. I would be hard pressed to say whether the taste or the demonstration was more impressive.

Our time together ended with parting gifts, conversations around the media table and plans to connect with each other during the semester. The energy I left the retreat with made me feel ready to go back to work and take on a new semester. I learned from motivating, knowledgeable women (and motivating, knowledgeable Derek!) and connected with aspiring, creative women who came to the retreat with the same need I had: renewal. Having the opportunity to work on the retreat for the past two years alone provides a context of women from which to draw experience, energy and wisdom. Additionally, getting to meet the other participants creates a connective force in NEA-CUHO, allowing for comfort and thoughtful support through the other conferences and the year. I continue to be amazed by the women who come together to plan the retreat each year, as well as the individuals who elect to attend. I have been fortunate enough to be a part of their lives, even if only as an acquaintance, and I know that I am more effective, motivated and thoughtful because of them. The Women's Retreat was the first NEACUHO event that I attended. I came to the day as an individual and I left as a part of something much greater than any one of us could be alone: community. I hope you'll consider joining our community next year!

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Connecticut State University with my hall council. This year, I took on the responsibility of advising our Inter-Residence Council (IRC). The knowledge and skills I utilized resulted in an IRC who attended their first and second NEACURH conferences this past year. They have grown to take a greater ownership of their organization and are already looking to future involvement not only on their

campus, but also in the region.

Advising is a crucial skill for all residence life professionals. We need to continue to develop our student leaders. Additionally, we need to continue encouraging the development of our new advisers through mentoring and training provided by seasoned advisers as well as through programs such as Adviser Recognition and Training.

# Behind the Scenes at the Women's Winter Renewal Retreat

By Jennifer Scaia, University of Hartford  
On behalf of the Social Issues Committee

I approached this year's retreat with a sense of excitement, optimism, and a bit of trepidation! I volunteered to be the chair of the Women's Initiatives Sub-Committee, knowing that this would be my first experience in a conference chair position. Inevitably, that meant a tremendous amount of learning, asking a lot of questions, and making some mistakes along the way. However, the retreat was truly a team effort. Without the commitment of Stephanie DeRose (Residence Director at The Culinary Institute of America), Jodi Bailey (Social Issues Committee Chair and Assistant Director at New York University), the dedicated members of the Social Issues Committee, and the support of NEACUHO, the event would not have been a success.

The theme for this year's retreat, "Breadwinner, Breadmaker, and Everything in Between," grew from the desire of the Social Issues Committee to acknowledge and appreciate the women in residential life who successfully balance a number of demanding commitments. The goal was to create a forum for those women to share their tips for success and lessons learned while preserving the intimate feeling of the retreat as a place to meet and connect with colleagues.

I could write about our fantastic keynote speaker (Jeanne Liu, Assistant Dean of Student Affairs at Quinnipiac University), the delectable, gourmet feast that was served by The Culinary Institute of America, or the amazing presenters who taught us about money management, advancing within organizations, and holistic health. Rather, for the purpose of this article, I will briefly share my reflection on the experience of serving as conference chair.

The hour or so before registration was a busy time of ensuring adequate signage, preparing registrant folders,

checking on breakfast, and giving last minute driving directions to participants via cell phone. I was so impressed and grateful to everyone present and those who arrived early for helping with last minute details. Many colleagues offered a smile, friendly gesture, and words of encouragement. It must have shown on my face that I was nervous to see how the day would unfold, and I appreciated everyone's support.

The anxiety I felt lessened as the day began and was replaced with excitement as the retreat took on a life of its own. It was not about me, or the Committee, or all of the work that had been done beforehand. The day was about celebrating each other, supporting our profession, and learning from our colleagues. It was a time to refocus, center ourselves, and prepare for the inevitable challenges of the upcoming semester.

Even with all of the careful planning, the details aren't what I remember most. I remember listening to the banter between the participants and the speakers. I remember wearing yoga pants, tasting bananas foster for the first time, and feeling grateful for the day. I remember pulling the NEACUHO directional signs out of the ground, which had been placed hours before, with a sense of relief and satisfaction. Most of all, I remember thinking that all of the hard work had paid off and the retreat had served its intended purpose. I also recall driving home and thinking "What can we do better next year?" I invite you to attend the 2007 retreat to find out!

*I would like to express my appreciation to everyone who collaborated to make the 2006 Winter Women's Renewal Retreat a success. A special thanks to Jodi Bailey and Stephanie DeRose for their motivation, enthusiasm, and sense of sense of humor!*

## The Most Unlikely Call for Help

By Lenny Zeiger, University of Bridgeport

Being in the housing profession, I always suspected that one day I may be involved in a suicide case. However, I always thought I would be there in person, in my role as a professional. On Wednesday, November 2, 2005, I found myself involved in a possible suicidal victim in the most unlikely of places, the Internet.

I've always strived to keep up with the youth, stay hip, and know what it is that makes them tick. The Internet, instant messaging, and texting are the latest forms of com-

munication. In the past few years, we have seen the emergence of Facebook and Myspace. Myspace reportedly receives more visits than any other website. Facebook, which ranks in the top ten, relies almost exclusively on college students, with the exception of a small audience of alumni, faculty, and staff members. I have multiple accounts, used for different purposes, on each of these sites.

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Included in this is my personal Myspace account which I spend quite a bit of time on. Yes, I too am a little addicted to the latest craze that has consumed our youth.

The newest Myspace offering that has grabbed my attention is the groups, which cover a massive array of topics, such as romance, religion, music, movies, and cars. I visit a few groups on a regular basis and join in on the discussions taking place. Often these topics veer off the purpose of the group, but are intriguing enough for no one to mind. While in an interracial interest group, I came across a topic titled “What do you embody?” The responses were mainly positive and reflected certain traits of various Myspace members. However, a fourteen year girl wrote, “I am nobody.”

I felt compelled to respond to the girl who shared a distressed answer to the question. I quoted her post and shared the following message, “Everybody is somebody, including you.” Then, instead of responding in the group, she wrote me a personal message. She apologized for writing to me and said she was nobody because people treat her like she is not someone. The ending of her note was concerning and placed a lot of question marks in my head. She wrote, “. . . forever will be starting tomorrow.” What did this mean? I thought. Right about that time, my phone rang.

My friend, who happens also to be in the group, was on the other line. She shares with me that she is very concerned about this girl and has been trying to write her, but because her profile is set to private, which we later realized, she cannot send her a message. I share with her the private message which makes her even more concerned. Then, I see red flag number two. Her user name reads, “I Pop Pills for Fun.”

Now, my friend is really worried, as am I. My crisis mode training goes into effect. My friend I know is real. However, I know very little about the person behind the profile of the 14 year-old girl. At that point, it strikes me that I can send the girl a message as a response to the one she sent me. To ease my friend’s concerns, and because I think it’s the right thing to do, I collaborate with her and write a message to the 14 year old girl. I share with her that I am concerned and recommend that she speak to a counselor at school or call one of two “1-800” numbers that I provide for her.

Afterwards, my friend and I discuss some of our thoughts for about ten minutes. I share with her that I do not think the girl is suicidal, but probably is depressed about something and just needs someone to counsel her. I tell her that suicidal people are not likely to make their

plan public. This eases her a bit, but we agree that we’re better off taking precaution. I periodically check to see if the girl has responded to my message. She never responds to that message.

Twenty minutes later, my friend calls back and has the Orlando police on the other line. In addition to her age, we were able to see that her profile says she is in Orlando. We can also see that her belt buckle reads what might be her name, which I will keep out of here to protect her. Everything else on her profile is hidden since it is set to private.

I share with the police everything that I know. The officer asks me if I can write the girl, suggesting that I have friends in Orlando and ask her what part of Orlando she lives in. I compose this message with the officer on the phone. In addition, I request to add her as a buddy, knowing that if she accepts me I will be able to view her entire profile. For ten minutes I answer more questions to the officer and continue to check for a reply to my message and to see if she has accepted my buddy request. I get off the phone and promise to call the officer if I get any more information. Shortly after, I got a response and was accepted as a buddy, which gave me access to more information about this teen. I immediately called back the officer.

I was now able to determine a specific location within Orlando and the high school that she attends. I read around the page and share with the officer that she generally has positive information on it. She does mention, however, that sometimes she is depressed and wants to cry. Also on this page are all the things she likes, what makes her happy, and her strong love for her mother. Our conversation is brief, and the officer says that I will probably receive a call from someone else who works in the girl’s neighborhood.

Shortly after we got off the phone, I received another call from a different officer. He asks a lot of questions and I share with him much of the same information I had previously shared with the other officer. The two additional pieces of information that I share which helps in finding the girl are her birth date and a student organization that she participates in. Again, I am told this will be passed off to an officer that handles these kinds of situations.

Several hours later, I receive a call in the middle of the night. After a brief conversation with yet another officer, he realizes there is nothing new that I can share with him that is not already in his notes. I quickly fall back asleep.

The following morning as I am about to leave my apartment for work, the phone rings. It is another officer who asks me a lot of questions, and I share with him the same information that I had previously shared with the other officers. I tell him my feeling that she is probably not

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# No Day But Today

By Virginia Doxsey, Central Connecticut State University  
On behalf of the NEACUHO Programming Committee

*“Food Of Love, Emotion, Mathematics, Isolation, Rhythm, Feeling, Power, Harmony, And Heavy Competition. Anarchy! Revolution, Justice, Screaming For Solutions, Forcing Changes, Risk, And Danger Making Noise And Making Pleas.”-La Vie Boheme, RENT*

This may sound like a day in the residence halls but unfortunately it is not. The above line is from the award winning Broadway musical and recent movie, RENT. Loosely based on Puccini’s opera, La Boheme, RENT tackles many issues relevant to today’s world-AIDS, drug addiction and sexual orientation. At this year’s annual NEACUHO conference, one of the original Broadway cast members as well as reprising his role in the movie version will be the keynote speaker.

Anthony Rapp is a stage and screen actor and most recently an author of his memoirs, *Without You: A Memoir of Love, Loss and the Musical RENT*. He has been in a variety of movies like *Adventures in Babysitting*, *A Beautiful Mind* and *Six Degrees of Separation*. He is best known for his role as Mark, a struggling filmmaker living in New York City and dealing with the issues of the late

80’s and early 90’s. RENT catapulted the Broadway Theater as well as many issues that were not being discussed in America. Anthony has had the opportunity throughout his career to affect many people.

Anthony is very dedicated to the communities he is involved with. Being a member of a community is important. Taking an active role in a community gives one a sense of belonging. Making a connection to a community helps individuals feel like they belong and that there is something in common with its members. As Residence Life professionals, this is something that we provide everyday for the thousands of students we affect. In our profession we are constantly trying to ensure the security and safety of students.

There is nothing better than being in New York City and listening to Anthony Rapp as the keynote speaker. If you have the opportunity to read Anthony’s book, read it! If you get the chance to see the Broadway show (or the movie) RENT, watch it! Come to NYC for the NEACUHO Annual conference at NYU. There will be great programs to enlighten and develop people both personally and professionally.

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suicidal, but probably needs some counseling. He responds, “Actually, she tried to commit suicide and is here with us now.” I was silent at first. He continued, “You may have saved a life today.” I could hardly believe my ears. I ask, “How is she?” He responds, “She is fine and will be alright now.”

For most of the day, I walked around semi-shocked. It dawned on me how much we take the Internet for granted. I’ve been involved in many conversations about how we need to be cautious of what we read on the Internet; about how easily people can create false information and images on the Internet; about how people will say anything on the Internet because they don’t feel there is a level of accountability. These conversations all suggest that the Internet was the source of a lot of evil. But on this particular fall day, it was a place where this 14 year-old girl chose to call for help. My friend and I were not the only ones in the group who read her call for help. However, we were the only ones who responded and showed concern.

A couple of days later, I received a message from the 14 year-old girl. It read:

*I just got home from the hospital from doing the*

*stupidest thing and I'm so happy that I didn't die from it. I took 18 pills and tried to overdose on it. That is a very serious thing and when I was at school the officer was talking about the name I had, "I pop pills for fun" or whatever. I don't know if it was you or god that just got me lucky from not dying but thanks anyways.*

I also noticed she changed her screen name to: “A Very Lucky Girl.” For me and my friend who I shared this with, this was the closure we needed. Not only was she safe, but she also learned a valuable lesson. I hope the sharing of this story inspires others to think about the calls for help that may come across on the Internet, as it perhaps is the most comfortable place for a scared and depressed person to express his or her misery.

Many consider the Internet a safe haven. They actually are more honest on the Internet than anywhere else. They say what they really mean and feel. This counters the message and tone of many of my previous conversations about the Internet, especially about how youth treat it. No matter how much doubt there is, it is always best to take precaution when someone is calling for help. Had my friend and I treated this as a false alarm, this could have been a very different story.

# The Mid-Level Training Institute

By Mark Godleski, LeMoyne College

Thirty-four residence life and housing professionals made the trek to Albertus Magnus College for the inaugural Mid-Level Institute on February 17. The Institute coincided with the annual Spring Drive-In Conference. The MLTI was a unique experience meant to enhance professional development opportunities for those who have four to seven years of experience.

“We received feedback from the members that we offered a lot of programs for new professionals and didn’t address the mid-level professionals” said Sabrina Tanbara, Director of Student Affairs at the Juilliard School and Chair of the NEACUHO Professional Development Committee. “The executive board guided by President Jon Conlogue decided to create this event.”

The schedule included sessions entitled “Supervision and Organizational Management” and “Managing Up: Navigating New or Changing Political Systems.” Tanbara, along with Mid-Level Institute Co-Coordinator Pam Peter (Syracuse University) and Derek Zuckerman (Iona College) were responsible for selecting the presenters for the Institute after receiving general feedback from the Professional Development Committee. The committee looked for senior level staff and individuals who were not always presenting at other conferences.

David Zamojski, who has enjoyed a 24-year tenure as a student affairs professional at Boston University was brought in to share his insight on supervision and management. Zamojski acknowledged the importance for mid-level professional workshops claiming that the group is the ‘largest, yet, most misrepresented’ in the student affairs field. During the morning session, Zamojski shared his list of top questions that mid-level professionals should keep in mind as they discuss their careers with colleagues and supervisors. Zamojski suggested that professionals ponder the importance of a terminal degree, budget experience, mentors and professional affiliations. After a small group exercise on ‘the qualities of effective management’ in which communication and listening were deemed as the most important tools, Zamojski concluded with some lessons that he learned while rising up in the field. He encouraged the group to ‘focus on what they could change within their area, have a vision because it’s what inspires others to follow and not to communicate when feeling emotional.’



David Zamojski of Boston University



Participants at the 2006 Mid-Level Training Institute in New Haven.

During the afternoon session Bob Jose filled in for an ailing Maribeth Griffin who was originally selected to discuss her career at Western Connecticut State University and all of the personnel and organizational changes she has experienced. Jose was able to offer his expertise on department and institutional politics by facilitating two interactive case study activities. Volunteers had the opportunity to represent various leaders at the fictitious Jose University and sort through the details of a sexual assault incident and a Judicial Board which suspended a student. During each scenario, Jose emphasized the need to gather the appropriate facts, involve the primary decision makers, and define the primary issues. Jose also suggested that the most important principal in any case is honesty. In addition to the informative sessions, mid-level institute participants had the opportunity to join small group mentor discussions during lunch with NEACUHO Past Presidents.

After reviewing the evaluations, Tambara appeared pleased with the overall feedback. “It appears that participants were happy with the experience and received useful information” commented Tambara. The Professional Development Committee will continue to seek feedback on the program format, new topics, and future host sites. Tambara added, “the goal is that this becomes a regular event on our professional development calendar for NEACUHO.”

# Making the Connection as a New Professional

By Joshua D. Lawrie, Syracuse University

On behalf of the New Professional Development Committee

As a new professional you are probably sitting behind your desk, eating lunch trying to catch up on email and other administrative tasks, waiting for summer to arrive so you can take some time for yourself. Taking down time is very important as a new professional, it is just as valuable to “*make the connection*” with other colleagues in the NEACUHO Region.

On June 5, 6, & 7, New York University is opening their doors for the Annual NEACUHO Conference. As a new professional you should be saving these dates, as this is a phenomenal way for you to recharge your batteries and “*make the connection*” to the NEACUHO Region. This conference will as provide a myriad of ways for you to get involved in the region.

Now you may be sitting at your desk finishing that salad thinking, I do not know about this conference. This is my first year as a Hall Director and I am still just trying to learn about my building. Is this really a place for me? The answer to this question is quite simple, YES! Did you know that there are over 150 institutions who are a member of NEACUHO Organization? Just think about all the great people will be able to meet by simply going to the Annual Conference.

Now to easy your mind and give you a framework to get ready for the conference, here are 5 steps that will help you be successful:

**1. Bring Business Cards** – This conference is about learning, but it is also about networking with other

professionals across the region.

**2. Sign Up for the Case Study** – This is a great way for New Professionals to get involved and meet new people.

**3. Join a Committee** – This is the best way for you to stay involved once you leave the conference.

**4. Take Advantage of the CHOs** – There will be a number of chief housing officers at this conference, introduce yourself and begin a conversation. They are great people to know on your journey in this field.

**5. Engage, Ask Questions and Challenge** – These are a few thoughts you should keep in mind when you are attending the sessions. You are only going to get out of the sessions what you put into them.

After exploring these five ideas, you can see how easy and beneficial this conference will be for a new professional like yourself. If you are still thinking, I don’t know, I should also let you know that there will be an Orientation for New Professionals on the first day of the conference.

Now that you are excited about attending the conference go to [www.neacuho2006.org](http://www.neacuho2006.org) and sign up for what is going to be an amazing professional development for you! See you in New York!

*Joshua D. Lawrie is a residence director at Syracuse University and member of the New Professional Development Committee.*

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## Did you like what you read?

Come be a part of the 2006-2007 Media & Publications Committee!  
Join us at the annual conference committee meeting (refer to your conference registration itinerary) or e-mail us at [Neacuho\\_Navigator@hotmail.com](mailto:Neacuho_Navigator@hotmail.com).

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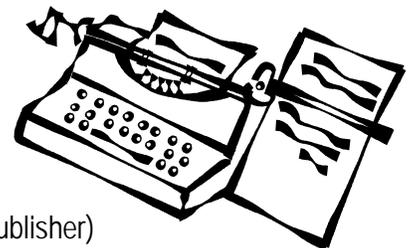
Writers

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You don’t need experience. Everyone is welcome—whether you’re a grad student or CHO.



# Moving Toward an Online Housing Selection Process

By Daniel Doerr & Maureen Armstrong, University of Connecticut

At the University of Connecticut we have successfully implemented an on-line selection process for more than 8,000 students. The experience was challenging, but the end results have been well worth the efforts. Here are our top five recommendations for professionals considering moving to an on-line selection process.

**Make intentional decisions about whether to design your program in-house or to use a pre-packaged software:** Designing and developing your on-line selection module in-house gives you the maximum amount of flexibility to match the on-line selection to your desires and student expectations. However, this option requires a great deal of expertise and staff resources. If you do not have access to these resources you may want to consider purchasing a pre-designed selection application. Using such an option can save in tech resources, provide a pre-tested system, and allow for tighter integration that can lessen difficulties associated with data management. Purchasing pre-packaged software may require significant changes to your institution's selection process, in order to conform to the new program. We developed an in-house selection program, prior to purchasing a new housing software package. We are considering implementing the on-line selection application that is part of the new software.

**Develop a logical selection structure:** Institutions have a wide variety of business rules designed to maximize student selection options and support programmatic needs. While these may function well for an in-person, or paper-based selection they can constitute a complex web of conflicting housing restrictions and priorities for an on-line system. When switching to an on-line process these "layers" of complexity need to be carefully reviewed and weighed against the technological capabilities that they may demand. Depending on the software being used such multiple layers and overlapping business rules may necessitate implementing multiple selections within the on-line system or adding authentication processes that may overwhelm the system. It is important to come up with clear business rules and a logical selection structure that will provide options to students while minimizing technological complexity. Our experience led us to implement a "flat" system in which eligible students have two options: they can select to return to their same room, or they can select from any available option during campus wide selection. This was a significant change in how students selected rooms at UConn.

**Have a generous time-table for development, testing and implementation:** Unless you have a fully developed tech staff within your residential life or housing unit, you will likely be reliant on divisional or institutional resources for your development needs. Remember that it always takes longer to develop and test the application than one might think. We recommend at least 6 months to a year for development and testing. It is very important to be able to view the product as it is developing. Development can easily depart from the intended product even with great communication between you and your tech staff. Being able to view and test the developing product increases the likelihood that the selection module will meet the needs of your campus community.

**Develop a targeted communication plan:** An on-line process can have an insulating effect in which students are removed from direct contact with staff. We recommend communicating in multiple ways and through as many media outlets as possible. We also recommend that the communication be targeted and guided by the motto: Only communicate what, when and with whom necessary. Communication pieces should be as short as possible. Different processes should be addressed in individual communications, clearly separating process and policy information.

**Develop a clear plan for managing the process once it begins:** The selection process is very transparent and our students seemed to experience an increased sense of anxiety moving to the on-line system. Our experience tells us to expect increased parental involvement. Students tended to quickly call their parents when something went "wrong" in selection; and it was not long before the parents called residential life. It is our belief that the in person process prevented some of the parent calls because housing staff could immediately address and/or alleviate student concerns. During the on-line process we operated in a triage mode with a policy of not making any assignment changes during selection. Any changes that needed to be made or any appointments to address dissatisfaction were delayed until after the close of the on-line process.

We now prepare to embark on our second on-line selection. Based on last year's success, we have made very few modifications. We hope you find this information helpful as you move towards an on-line selection process. Feel free to contact us (Daniel.doerr@uconn.edu or Maureen.armstrong@uconn.edu) for more information.

# COMMITTEE UPDATES

## Social Issues Committee

Jodi Bailey, Chair

Greetings from the Social Issues Committee! This past week I was reminded that this is the final Social Issues newsletter for the 2005-2006 year. With that in mind I would like to take the opportunity to thank the members of the Social Issues Committee: Jenn Scaia, Tremayne Robertson, Trina Nocerino, J.T. Cunic, Brian Amero, Vanessa Strickley, Briana Sevigny, Ryan Butler, Stephanie DeRose, Liz Anton, Unity Watts, Sarah Lecius and Robin Hershkowitz. Each and every person has added something special to the committee and really helped to shape our year. Thanks to each of them for their hard work and dedication!

The Social Issues Committee has taken on a different shape this year. As a group we were looking to find out what the members of NEACUHO wanted from the Social Issues Committee and how it is that people actually define social issues in general. So far the results have ranged from people not knowing that a Social Issues Committee exists at all to people offering words of wisdom and requesting topics to discuss at the conferences. Once we finish compiling all of our information it is our hope to share it with the NEACUHO membership and create even better programming for the year to come.

This year has been one where I have learned how to navigate the role of a committee chair, understand that it is necessary and important to empower those around you, be organized and flexible in what you expect of others and last but certainly not least to laugh at what you can not control! I have truly enjoyed my year with the members of the committee, the Executive Board as well as the individual conversations and connections that were made.

As the end of the semester approaches and we each take a moment to reflect on the year it would be my hope that we do not simply reflect on the year that has happened to each of us but also reflect on the year at a global level as well. As educators we speak about community building and confronting issues all of the time. This year I challenge myself as well as each of you to speak up when you see someone being marginalized, berated etc. Who knows, in the end some may need to speak out for you.



Jodi.bailey@nyu.edu

### First They Came for the Jews

First they came for the Jews  
and I did not speak out  
because I was not a Jew.  
Then they came for the Communists  
and I did not speak out  
because I was not a Communist.  
Then they came for the trade unionists  
and I did not speak out  
because I was not a trade unionist.  
Then they came for me  
and there was no one

~ Pastor Martin Niemöller

# COMMITTEE UPDATES

## **Professional Development Committee** **Sabrina Tanbara, Chair**

Hello NEACUHO! The Professional Development Committee has been busy this semester. Approximately 175 NEACUHO members traveled to Albertus Magnus College in New Haven, Connecticut on February 17 to attend the Spring Drive-In Conference and Mid-Level Institute. The Spring Drive-In Conference offered 16 programs and 3 roundtable sessions. We have received great feedback regarding the programs and presentations from conference participants! Thanks go out to University Loft Co. for sponsoring the afternoon Grab & Go Social!

Incorporated into the day was a fundraising effort for the New Orleans Area Habitat for Humanity. Approximately \$280 was raised for this organization at the conference! Of note, \$18 of this money was loose change! It just goes to show you that every little bit adds up to a significant amount!

The Mid-Level Institute, a new initiative, was a great success its inaugural year! Approximately 32 mid-level professionals attended two 2-hour workshops presented by David Zamojski, Boston University and Bob Jose, Northeastern University. Maribeth Griffin, Western Connecticut State University was slated as one of the presenters but got very ill. Bob Jose graciously filled in for her. We thank both Maribeth & Bob!

The participants also had lunch and “mentoring” time with six NEACUHO Past President and the current President. The Professional Development Committee will continue to plan more mid-level professional development opportunities next year.

Work is just beginning for the ACUHO-I summer intern retreat, Nexus NEACUHO. ACUHO-I interns in our region will receive invitations to attend a one-day retreat held in conjunction with the NEACUHO committee meeting day held in July. More information will become available on Nexus NEACUHO in late May or early June. We also have senior level initiatives on our radar, and we are hoping to plan a senior level/CHO retreat or workshop next fall.

In the meantime, the committee is co-hosting a book discussion with the Social Issues Committee at the Annual Conference at New York University. We will discuss “Roads Taken: Women in Student Affairs at Mid Career.” This book is a compilation of essays about careers, choices made, lessons learned, paths taken and family written by professional women who have worked in student affairs. We hope you will pick up this book and join us for an insightful, reflective discussion. We will also try to host an online discussion for those that cannot be at the conference. The book can be



stanbara@juilliard.edu

ordered from [www.bn.com](http://www.bn.com), [www.amazon.com](http://www.amazon.com) or directly from the publisher, [www.styluspub.com](http://www.styluspub.com). Speaking of books, I encourage you to read the book review on page 13 by committee member, Monica Parchesky, on “Binge: What College Students Won’t Tell You.”

On behalf of the Professional Development Committee, I would like to thank all the presenters and NEACUHO Past Presidents at the Drive-In Conference and the Mid-Level Institute and Albertus Magnus College for hosting. On behalf of NEACUHO, I would like to thank all the members of the Professional Development Committee for their work on the Conference and Institute. Nothing would have been possible without these groups—just see the following page to understand how many dedicated professionals it takes to do this.

THANK YOU!

## Spring Drive-In Presenters

Anna Schmidt, Assistant Director for Academic Development, New York University  
Laurel Christy, Community Development Educator for Judicial Affairs, New York University  
Sandi Hall, Residence Director, University of Massachusetts Amherst  
Laura Giles, Assistant Director of Residence Life, University of Massachusetts Amherst  
Chris McKenzie Willenbrock, Residence Director, University of Massachusetts Amherst  
Derek Zuckerman, Director of Residence Life, Iona College  
Dr. Ingrid Grieger, Director of the Counseling Center, Iona College  
Christopher Hill, AIA, Childs Bertman Tseckares Inc.  
Kristine Goodwin, Associate Dean for Student Life, College of the Holy Cross  
Mary Roberts, Founder of Room-Chi™, Feng Shui for College Students  
Anne Colacarro, Assistant Director of Residential Life, Westfield State College  
Robert Jose, Director of Residence Life, Northeastern University  
Lisa Shell, Assistant Community Development Educator, New York University  
Trixy Palencia, Residence Director, Southern New Hampshire University  
Rachel Alldis, Assistant Director of Community Development, New York University  
Daniel Doerr, Housing Assignments Specialist, University of Connecticut  
Maureen Armstrong, Coordinator of Housing Assignments, University of Connecticut  
Jennifer Scaia, Assistant Director of Residential Life, University of Hartford

Brian Amero, Residence Director, Quinnipiac University  
Kate Baier, Director of Academic Development, New York University  
David Oestreicher, Director of Residential Life and Judicial Affairs, University of Bridgeport  
briana Sevigny, Assistant Area Coordinator, Eastern Connecticut State University  
Bryan W. Ames, Residence Director, Massachusetts College of Liberal Arts  
Chuck Lamb, Director for Residence Life, Rochester Institute of Technology  
Carol Boucher, Associate Dean of Student Affairs, Quinnipiac University  
Richard Bova, Senior Assoc. Dean for Student Life/Director of Residential Life, Brown University  
Jodi Bailey, Assistant Director, New York University  
Hsiao-Wai Chen, Resident Assistant, New York University  
Donna Rogalski, Resident Director, Bridgewater State College  
Shawn Edie, Resident Director, Bridgewater State College  
Becca Kitchell, Assistant Director of Residential Life, University of New Haven  
Mario Pierce, Resident Director, University of New Haven  
Beth Moriarty, Director of Residence Life and Housing, Bridgewater State College  
Shelly Keniston, Assistant Director of Residence Life and Housing, Bridgewater State College

## Mid-Level Institute Presenters and Mentors

David Zamojski, Director of Residence Life, Boston University  
Maribeth Griffin, Director of Residential Life, Western Connecticut State University

Robert Jose, Director of Residence Life, Northeastern University  
Chuck Lamb, Director for Residence Life, Rochester Institute of Technology  
Carol Boucher, Associate Dean of Student Affairs, Quinnipiac University  
Richard Bova, Senior Assoc. Dean for Student Life/Director of Residential Life, Brown University  
Beth Moriarty, Director of Residence Life and Housing, Bridgewater State College  
Jon Conlogue, Director of Residential Life, Westfield State College (current President)  
Maureen O. Wark, Director of Residential Life & Summer Programs, Suffolk University

## Professional Development Committee

Ed Asselin, SUNY Cobleskill  
Kathi Bradford, Westfield State College  
Laura Cantrell, Fairfield University  
Georgiana Chevy, Trinity College  
Darese Doskal Scaffido, Ithaca College  
Tara Loomis, St. Lawrence University  
Jean A. MacKimmie, University of Massachusetts Amherst  
Jason Mastrogiovanni, Central Connecticut State University  
Monica Parchesky, Fordham University  
Pam Peter, Syracuse University  
Paula Randazza, Rivier College  
Elin Riggs, Bridgewater State College  
Clark Rodman, Cornell University  
Melany Smith, Iona College  
Rachel Sokoll, Stony Brook University  
Maureen Wark, Suffolk University  
Christine Zacher, St. John Fisher College  
Lenny Zeiger, University of Bridgeport  
Derek Zuckerman, Iona College

# COMMITTEE UPDATES

## **New Professional Development Committee**

**Jana Jacobson, Chair**

Hello NEACUHO! As this is the last navigator of this academic year, I would like to reflect on the successes of the New Professional Development Committee and look toward what we still have ahead of us. First, we moved the New Professionals Conference to the fall, which provided a new challenge for the committee. However each member worked to help facilitate the largest NP Conference NEACUHO has ever had. Special recognition must go to the conference chair Josh Lawrie from Syracuse University, our site coordinator from Southern New Hampshire University, Trixy Pallencia, and Lisa Shell from NYU for coordinating the program submissions. The conference was a huge success and the organization will always be able to remember it, as Brandy Sales from Fitchburg State captured the essence of the day on DVD, now in the NEACUHO archives.

Another accomplishment was the development opportunities we offered for paraprofessional staff. After the huge successes of our regional RD2B conferences in November at Central Connecticut State University and Massachusetts College of Liberal Arts, we were able to offer two additional RD2B conferences at Bridgewater State College and Binghamton

University. Beth Moriarty from Bridgewater State and Jen Hapgood from Binghamton chaired all four conferences. Thanks to the hard work the Chairs, with the assistance from their amazing subcommittees and site hosts, we were able to mentor over 150 undergraduates considering a career in Housing and Residence Life.

Hopefully at this point, all NPs have also had the opportunity to attend a New Professionals Regional Social. Members of the committee arranged meeting locations and times for new professionals to get together and have some fun within their local area. This was a new charge for the committee this year, and we hope to continue offering local experiences for new professionals to get to know one another and share their experiences. If you haven't heard of one in your area, keep an eye on your inbox in the coming weeks.

Our final event of the year is the New Professional Orientation at the annual conference. The committee is looking forward to joining the host committee at NYU in welcoming new professionals to the conference and the organization. Are you a new professional who has been to an annual conference before? This orientation is for you too. We are



Jana\_Jacobson@emerson.edu

looking for all new professionals to join us at the orientation to meet some new people and have an excellent time. Hopefully we will see you all at our annual conference.

Lastly, I want to thank NEACUHO and the executive board for giving me the opportunity to serve our region for the past two years. It has been an incredibly rewarding experience. However, all of the conferences, socials, roundtables, articles and events could not have been possible without the hard work of the most dedicated committee I have ever had the privilege of working with. I want to recognize their commitment, creativity, and willingness to go above and beyond. From what I saw this year, I believe that NEACUHO has a very bright future. See you at NYU!

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*If you have knowledge, let others light their candles at it.*

*~Margaret Fuller, 1810-1850, American writer*

# Notes from the NEACUHO Secretary

Greetings everyone,

I hope this finds all of you doing well as we welcome in the spring weather and all the activity that it brings to our campuses, whether it be from activities in and around our residence halls to all the work your office may be doing to recruit and place new members in your departments for the 2006-2007 year. Yes, can you believe it? We are already planning for 2006-2007! Where does the time go? Well, as the snow melts, the weather warms, and the trees and flowers bloom, I hope everyone was able to feel recharged as we head into the home stretch of the academic year.

As I come to the close of my term as Secretary of NEACUHO, I continue to strive to meet the main charge of this position, which is to take the minutes at the NEACUHO Executive Board Meetings, Record and distribute the minutes of all meetings for Executive Board approval within 30 days after the meeting, and subsequently, communicate approved minutes to the overall membership. At this time, you can find the minutes from September 26, 2005, and the October 20, 2005 meeting minutes on the [www.neacuho.org](http://www.neacuho.org) site. On the way shortly will be the minutes from the February 16, 2005 Executive Board Meeting, along with a full review of the motions and votes from the board during the past year.



*Zach Newswanger  
NEACUHO Secretary*

## **Executive Board Meeting – February 16, 2006 Update**

During our February meeting the Executive Board was busy working on the following items. Jeff Horowitz our current Treasurer updated us on the status of our budget, along with informing us that we had passed our bi-annual audit. Also, we heard from Annual Conference Committee, caught us all up on their readiness for the Annual conference this Year at NYU! Jen Hapgood, Membership Coordinator, then provided an overview of our membership numbers and the work she has been doing to ensure our membership is strong and growing. At this time we also received updates from our committee chairs, New Professional Development, updating us on the success of the New Professionals Conference and the 4 RD2B's that were hosted this year, the Professional Development Committee, updating us on what we could expect from the Spring Drive in and Mid-Level Institute, both of which proved to be a success. During the continuation of the meeting we continued to work through NEACUHO Business, working to ensure you, our membership, the best possible experience for your membership in our organization. More detail on the meeting can be found at the NEACUHO website in the meeting minutes.

More detail on these topics and other items addressed at the NEACUHO Executive Board meetings are available in the actual meeting minutes located at [www.neacuho.org](http://www.neacuho.org) under the documents section. If you have any questions or concerns please feel free to contact me at [znewswanger@ithaca.edu](mailto:znewswanger@ithaca.edu) or 607-274-3141. Also, if you currently have any items that you feel should be in the NEACUHO Archives, please contact me at the above given information, so we can make arrangements to collect these important pieces of history.

I wish all of you “Light and Springy ” days ahead, and I look forward to running into all of you soon, hopefully at our Annual Conference at NYU!

A handwritten signature in black ink that reads "Zach Newswanger". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Zach Newswanger  
Secretary, NEACUHO

# NEACUHO 2005-2006 EXECUTIVE BOARD

## ELECTED OFFICERS

### President

**Jon Conlogue**

Westfield State College  
jconlogue@wsc.ma.edu

### President-Elect

**Terri Panepento**

St. John Fisher College  
tpanepento@sjfc.edu

### Past President

**Maureen Owen Wark**

Suffolk University  
mwark@suffolk.edu

### Treasurer

**Jeff Horowitz**

Binghamton University  
jhorowi@binghamton.edu

### Secretary

**Zachariah R. Newswanger**

Ithaca College  
znewswanger@ithaca.edu

### Marketing Plan

**Kathi Bradford**

Westfield State College  
kbradford@wsc.ma.edu

## ACUHO-I EASTERN DISTRICT REPRESENTATIVE

**Robert Jose**

Northeastern University  
r.jose@neu.edu

## DISTRICT COORDINATORS

### Connecticut and Rhode Island District

**Michelle Eichengreen**

Roger Williams University  
meichengreen@rwu.edu

### Eastern New York District

**Kate Baier**

New York University  
kb52@nyu.edu

### Maine, New Hampshire and Vermont District

**Audrey Place**

Castleton State College  
audrey.place@castleton.edu

### Massachusetts District

**Joshua Hettrick**

Springfield College  
Joshua\_H\_Hettrick@spfldcol.edu

### Western New York District

**Chuck Lamb**

Rochester Institute of Technology  
chlrla@rit.edu

### Membership Coordinator

**Jen Hapgood**

Binghamton University  
jhapgood@binghamton.edu

### Technology Coordinator

**Eric Bross**

New York University  
eric.bross@nyu.edu

## APPOINTED COMMITTEE CHAIRS

### Annual Conference

**Rachel Alldis**

New York University  
ra71@nyu.edu

### Corporate Relations

**Anne Colacarro**

Westfield State University  
acolacarro@wsc.ma.edu

### Media and Publications

**Tina Tormey**

Cazenovia College  
cvtormey@cazenovia.edu

### New Professional Development

**Jana Jacobson**

Emerson College  
jana\_jacobson@emerson.edu

### Professional Development

**Sabrina Tanbara**

The Juilliard School  
stanbara@juilliard.edu

### Program

**Carol Sacchetti**

Roger Williams University  
csacchetti@rwu.edu

### Residential Operations

**Renè J. Coderre**

Binghamton University  
rcoderre@binghamton.edu

### Risk Management and Judicial

**Jessica Lang**

Bridgewater State College  
jlang@bridgew.edu

### Social Issues

**Jodi Bailey**

New York University  
jb2676@nyu.edu

### Parliamentarian

**Paula Randazza**

Rivier College  
prandazza@rivier.edu



## 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

**1**  
month

New York University, June 6-8

*Keep an eye out for the Summer edition of the Navigator for your annual conference review, including great photos of NEACUHO taking over the Big Apple!*

*Coming in July...*

*Thank you to the following corporate affiliates.*

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