

INSIDE THIS ISSUE

My Journey to the United States	4
9 Steps to a Successful Mid-Year Opening	6
Coaching Our Current Populations	7
The Sophomore Slump	10
Snow Sports News NEACUHO Conference Schedule	12
Fall Drive-In Review	13
Social Issues Committee Update	14
Financial Update & 2005-2006 Audit	15
Technology Abuses Drive Me CRAZY	17
ACUHO-I Update	18
Spring Drive In News & Program Proposal	20
Host an Annual Conference	22
2006-2007 Executive Board	23

**Spelling out Success?
Will the recommendations in the Spellings Report really lead to better performance?**

By Tina Tormey, Cazenovia College
On behalf of the Media & Publications Committee

In 2005, Education Secretary Margaret Spellings, also the mother of a college student, convened a commission to assess the state of higher education and consider ways to hold institutions of higher education more accountable and make the system easier to navigate for students and parents. When her daughter started the college search process, Spellings was astounded by how complex and inefficient the system seemed, so she convened a commission to investigate the state of higher education and how's it's evolved over time. There are three key themes to the report which resulted from this Commission: accountability, access and preparation. The commission's key findings weren't surprising for those of us who work as administrators and educators and have spent years lobbying in support of higher education: state funding continues to shrink while tuition and fees increase, employers increasingly express concerns about how prepared college students are for a career and the continuing professional development necessary to succeed in a field and public trust in the higher education system has suffered because of the complexity of navigating the system and the lack of information (perceived and real) available on a school's ability to adequately prepare students for life after college.

Spellings is one of the principle authors of the much-maligned "No Child Left Behind Act" which places increasing pressures on K-12 public schools to prepare students for standardized tests in math, English and, in the future, sciences in order to determine school worthiness. (see "No Child Left Behind" by Stephanie Ketterl on page 3). So, it's no wonder that some higher education administrators are quaking in their boots to see what impact the report will have on our practices and policies.

Since drafts of this report began to be released, critics have attacked the report for being too vague, redundant and naïve. Only time will tell what kind of impact the report has on current practice, but higher education leaders, including David Ward, president of the American Council on Education, who worked on the commission but refused to sign the final report who opposed the report's tendency to propose "one size fits all" solutions and minimize the financial challenges facing higher education (Lederman, 2006), say colleges and universities need to be proactive and responsive, presumably to head off any legislation that would force changes in what and how we practice ("Q&A," 2006).

Those who look to the Spellings report in hopes of finding some clear directions for growth will be disappointed—for the most part, the report reads more like phase one of an institution's strategic plan: broad, overarching goals without many strategies, implementation steps, timeline or performance indicators. It brings to light

Continued on following page

THE SPELLINGS REPORT

Continued from previous page

challenges—such as increasing need-based financial aid and creating a more effective, efficient process for transfer students—that don't have easy answers. In some ways, this is frustrating, especially when Commission members, including Spellings said this report was designed to hold colleges and universities accountable and would lead the way for a federal accrediting agency (Kelly, 2006 ; Bollag, 2006)). Higher education leaders and accreditors criticized this goal, commenting that there are already regional accrediting agencies in place. (The final report was released in September 2006 without those recommendations in place.) In many ways, the report's ambiguity is a benefit that will give college and university leaders the opportunity to develop innovative practices that would better serve the field—and our constituents—in the future. The following highlights some of the recommendations included in the Spellings report, which is available in its entirety on the U.S. Department of Education's web site (www.ed.gov/about/bdscomm/list/hiedfuture/index.html):

More seamless integration and collaboration between K-12 and college with early intervention strategies that will help prepare students and parents for college, academically and financially. Suggestions include college leaders working more closely with k-12 administrators and teachers to develop curricula that will fully prepare students for college and collaborating with parents to promote the benefits of college, provide more extensive career exploration opportunities and start explaining the financial aid process earlier (as early as eighth grade) so parents can start planning earlier.

Increase opportunities for need-based financial aid. This includes recommendations to consolidate federal grant programs to increase the Pell Grant resources, allowing the program to increase aid to students from 48% to 70% of expenses covered.

Simplify the financial aid process by restructuring the FAFSA and the process required to get student aid.

Colleges and universities should measure and report student learning outcomes in a manner that's "consumer friendly." Parents, students, policymakers and the general public should be able to easily access pertinent information such as graduation rates, test scores, and licensure, certification and accreditation status. Schools should also report on how students' skills evolve during their college experience, which can be done by publishing results of assessments such as the National Study of Student Engagement or the Collegiate Learning Assessment. The report also suggests that performance outcomes should have priority over processes during the accreditation assessment.

Develop ways to be more efficient and financially sustainable to reduce the rapidly inflating costs of postsecondary education. Schools need to look at new ways to control costs and improve productivity. Some of this is facilities-related—for example, restructuring offices and services or upgrading buildings to heat and cool more efficiently—however, this also includes making sure students can easily complete their degree requirements within four

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THE SPELLINGS REPORT

Continued from previous page

years, accepting more credits from transfer students, and offering and/or accepting college courses while students are still in high school.

Schools should embrace new curricula, technology and pedagogies, especially in the fields of science, technology and math to better prepare students to enter those fields and to provide continuing education to those already in the work force. This requires consistent upgrades in technology and awareness of new pedagogies, practices and science. Schools can efficiently manage costs by sharing resources with other institutions and by taking advantage of distance learning opportunities to share new information with adult learners, students in rural communities or workplace training programs.

What the Spellings Report does is remind us not to become complacent or apathetic in our practice. College and university leaders need to convene with policymakers, federal loan agencies and other key constituents to make a long range plan for the future, but they can also start doing work in their own back yards by setting up mentoring opportunities with local schools and school leaders and developing visionary programs that address the needs and findings in the Spellings Report.

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No Child Left Behind

The "No Child Left Behind" (NCLB) Act was introduced by George W. Bush in January 2002 with the intent of addressing the gap in achievement across American students. In its efforts, NCLB has neglected to take into account how the lack of resources, effects of poverty and school culture effect learning. Many higher education institutions have made efforts to bridge the gap with the help of scholarships, tutoring and structured learning communities. Despite these efforts, the NCLB approach to education differs vastly from that of most liberal arts institutions:

Secondary Education with "No Child Left Behind" Act:

- Emphasis on testing
- Emphasis on standards
- Increased use of exit exams
- Focus on science and math
- Uses external pressure to motivate students

Post Secondary Education with a Liberal Arts Focus:

- Emphasis on learning and hands on experience
- Emphasis on shaping academic pursuits to fit individual needs and personal interests
- Increased use of writing, collaboration, and presentations to determine academic success
- Emphasis on a broad knowledge base, focusing on a variety of subjects including: art, history and the social sciences
- Parents, professors and peers serve as motivators

This fall, students entering first year residence halls will be coming from an educational structure which focuses on standards and testing whereas the knowledge they have acquired has strictly been used to "pass the test." This anticipated linear mindset of incoming freshmen should prove to be a challenge within residential living learning communities where creativity, exploration, and extra-curricular involvement are encouraged and embraced. In addition to what may be provided to these students via First Year Experience programs etc, residence life professionals should always be seeking new ways to encourage students.

-Stephanie Ketterl, St. John Fisher College
On behalf of the Media & Publications Committee

Resources:

www.publicagenda.org/research/pdfs/rc0603.pdf
www.aei.org/publications/filter/all,pubID.2456/pub_detail.asp

My Journey to the United States

By Amjad O. Abdo, SUNY Purchase

Many people ask me, when they learn that I am from a different country, “How you end up here?” I always say: “It’s a long story!” This story is full with challenges, difficulties and determination. However, I always enjoyed and appreciated all of these obstacles because it made me the person I am today. In addition, I was able to complete my higher education and stay in the United States.

My story started when I was at home preparing to finish high school. I attended a small Catholic high school in Amman, Jordan. I started thinking about coming to the U.S. when my English teacher, Mr. Aziz, spoke about his experiences in the United States. Mr. Aziz had a dual citizenship (*American and Jordanian*). He lived in the U.S. for a long time, but after while, he decided to come back and teach in Jordan. American education has been always well recognized and limited to few people in my country because of the financial cost. It’s been like a dream for me to be able to come and study in the U.S.

As many of the international students did before coming to the U.S., I took a year off after graduating from high school to start working on improving my language through taking ESL courses. I signed up for a 6 month intensive ESL course and started to prepare for the TOFEL exam (*Test of English as a Foreign Language*). American colleges along with the immigration service require all students to complete this test before they are eligible to apply for a student visa. It was a difficult test to prepare for because had only studied English until I was in sixth grade. In addition, we only learned the basic English skills based on the British system, which is completely different from the American system - a fact I discovered quickly.

After few months of preparing, I took the TOFEL exam and I did not get the right score that was required. So, I needed to re-take the exam again. My father was not really happy because the fee for the TOFEL exam was extremely high, and we also had to pay for the ESL courses which were very expensive as well. But, I told my father that I would like to try again and I was able to convince him to let me do it. Eventually, I was able to get the right score, which was accepted by Le Moyne College (My undergraduate school) and they issued me the I-20 (the document need for obtaining the visa).

However, this was not the end of my story! I still

needed to obtain my student visa from the American embassy in Amman, Jordan. International students consider this as the most difficult step in their journey in coming to the U.S. In fact, many of the international students are not able to come to the U.S. because of the delay in issuing their visas or because the immigration officer had turned down their applications. I was reading a recent survey

conducted in Canada to measure the satisfaction of the international students and the results were astonishing. Many of these students had indicated that they decided to come to Canada instead of the United States because of the way they were treated at the American embassies overseas.

I applied for my student visa during the summer of 1998. I was extremely excited because I just finished with my ESL intensive course (the 6 months course) and I had completed my TOFEL exam. I was even very proud of my new English skills and I was looking forward to try speaking my new improved language with the immigration officer. At that time, the

American embassy in Amman was not only serving Jordanian citizens, but also other individuals from Syria and Lebanon. So, you could imagine the long lines of people waiting outside the embassy and hoping that they will be able to get inside.

I still remember my first visit to the embassy. I woke up at 5:00 am and left my home at 5:30am. I arrived at the embassy at 6:00 am and there were 250 people waiting outside the consulate doors. After waiting for 8 hours, I did not make it and they closed their doors. I approached the Jordanian officer outside the embassy, and asked him what time I should come to be able to enter the embassy. He looked at me and laughed when I told him I had arrived at 5:00 am. In return, he told me that I needed to be there as early as 2:00 am in order to get inside the consulate. So, I tried again. This time I was able to get inside, but I did not make it through the other line inside the consulate so I had to try on a different day.

Finally, I was able to speak to an immigration officer at a window. I was extremely excited and ready to speak my new improved English. I still remember the expression on this officer’s face. He was not smiling, and he did



Continued on page 5

Continued from page 4

not respond to my greetings. He asked for my papers and I gave him all of my documents. He looked at my paperwork for 2 minutes and then stamped my passport indicating that my application was rejected. Then, he handed me a paper and told me to make sure that I had all of the documents listed- which were the documents I already had in my hand! I tried to inform him that I had the correct paperwork, but he did not listen to me. So, that, unfortunately, was my first interaction with an immigration officer!

However, this did not stop me. So, after few days of waiting on the lines outside and inside the embassy, I was able to get in. Of course, it was my luck because I end up with the same immigration officer. This time, he was not friendly at all. He rejected my application in 1 minute! In the end, he did not even tell me why. So, I had one more opportunity to go back and get my visa (they usually give you up to three times to apply). My father had already told me to give up and not waste more time, but I was ex-

tremely determined. I was able to get inside again and this time I spoke with another officer. She was extremely nice and she gave me the visa (after two months of trying). I came back to pick up my visa after two days and I was extremely excited.

For the next few hours, I kept checking my passport just to make sure that my visa was there. I just could not believe it! In the following two weeks, I took the time to say goodbye to my family and friends. It was a very hard decision for me to leave my family and come to the U.S. because I did not know anyone here. But, I felt

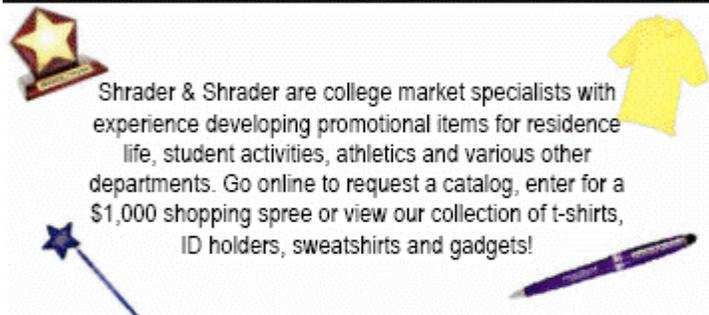
very fortunate because I was given an opportunity that none of my family members had before, and that's why I decided to come.

Currently I work at SUNY Purchase as a Residence Coordinator. I also work with the International Student office to help the international students with their new transition to the U.S. I always enjoy the opportunity to educate my colleagues about the international students because I know that these students worked hard to come to the U.S. because I was one of them!



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Nine Tips to a Successful Mid-Year Opening

By Beth Moriarty, Bridgewater State College

On behalf of the Residential Operations Committee

In the Fall, opening can be such an exciting time – the start of a new year that is full of promise and all of last year’s challenges are a thing of the past. The weather is still warm and there are lots of starry-eyed staff members breathing new life into the atmosphere. Somehow, mid-year openings just doesn’t seem to have the same spark – staff are tired, there’s leftover baggage from the fall, and it’s cold and dreary out.

When it comes to mid-year openings, it often feels like everyone is just going through the motions. We shouldn’t do this! Mid-year brings new students to our campus and, with room and hall changes, new students to our various residence halls communities. We owe it to those new students to give them a great welcome and introduction to the residence halls. Way back in the late ‘80’s, I had the experience of being a new transfer student at a school that I will leave nameless (and let me tell you, I would not describe the situation as welcoming).

So here’s a New Year’s resolution for you – make this the year that you and your staff are going to have the best mid-year opening. Here are nine tips to assist you (Why nine you may ask? Everyone does ten tips so I thought I’d be different.)

1. Start with an attitude adjustment—This is the MOST important tip. As a department, you need to make a conscious decision that you are going to have a great January opening. Plan like you do in the summer. Have an opening committee. Commit money for programming. Focus on good customer service. Choose to be upbeat about opening.

2. Get your buildings ready—Make sure your residence hall staff update their bulletin boards and take down all outdated flyers from the fall. Have RAs create new door tags in an effort to re-establish community.

3. Make contact with new residents—Communication is key to a successful opening. Send letters to new housing students over winter break. Let them know that you are excited that they are joining your residence hall community. Include lists of what to bring, like you do in the summer. Give them contact information for their new roommates so they can call or email them ahead of time. Tell them where to report on opening day and what to expect when they arrive. If there is a chance that their space may not be cleaned due to a tight turn around time from a previous occupant moving out, tell them ahead of time and give them the option of coming a day later if it means having a clean room. COMMUNICATE!

4. Make opening a part of RA Training—Devote

some time in your Winter Training schedule to opening. Explain to RAs who is moving in and give them tools to create a welcoming environment for their new residents.

5. Clean empty spaces—Too often new students are assigned to recently vacated spaces and those spaces are not cleaned. New residents deserve a clean and well maintained space. In December, as students move out (both those who are leaving your institution or moving to a new room), have the RDs maintain close communication with cleaning staff so those rooms can be cleaned as soon as they are empty.

6. Have a “Room Change Day” the day before you officially open—One of the biggest frustrations of January opening is all the moving around of students. Maybe you had temporary triples in the fall and are now moving students into permanent spaces. Perhaps you are honoring a few room change requests before you assign new Spring semester students. Instead of the domino effect (i.e. a new student arriving before a student changing rooms has vacated), have all students who are changing rooms report a day early to complete those moves.

7. Stay on top of paperwork—There is a lot of moving around at semester break: new freshmen and transfers arriving on campus, students being assigned from your waitlist, students who are being de-tripled or moved out of swing space, and students who are moving from building to building or room to room. The key forms and room condition reports can become overwhelming. Make sure you create systems to deal with the onslaught of moves. Do paperwork as the move occurs and turn it in as it’s completed. It will help both with billing and keeping accurate room rosters.

8. Create a welcoming environment on Opening Day—In September, opening comes with “bells and whistles”—great signage, welcome banners on buildings, and people outside directing traffic. Remember: you may only have a handful of new students moving in, but they don’t know your campus and they don’t know what the check-in process is. Plan your opening with the “new” student in mind.

9. Host a New Student Social—In each residence hall community, have the RD and RAs host a social for all new students (include both brand new students as well as students moving from other buildings). If you have a new RA in the area, perhaps assign them the task of hosting the social.

Hope you have a great Opening!

Coaching Our Current Populations

By Luke LaCroix, New York University

Student Affairs professionals may wonder ‘*What is coaching?*’ Most associate the term with athletics, but the coaching profession has evolved over the past two decades into much, much more. Coaching has predominately evolved in the private sector. Some variations of the coaching field include executive coaching, career coaching, internal coaching, external-consultant coaching, and the coaching-manager. Although all coaching variations are unique and fascinating, this piece will discuss how supervisors can use the coaching-manager model during supervision when a staff member is having difficulty or a problem.

Some may wonder how the coaching-manager from the corporate world relates to the educational mission on our campuses. Interestingly, coaching is actually very developmental and informed by many of the same research and concepts. Coaching in good practice is defined as assisting staff in sustaining cognitive, behavioral or emotional changes so that the individual staff member can achieve his/her desired goals or improve performance as a professional (Douglas & McCauley, 1999). Based on definition, it is evident that the coaching-manager technique for supervision will assist supervisors in developing staff through learning, improve our departments by sharing what is learned, improve communication between supervisors and staff, and potentially retain staff within our departments and the field at-large.

James Hunt and Joseph Weintraub describe the coaching-manager as a simple model in [The Coaching Manager: Developing Top Talent in Business](#) (2002). The model is designed simply because the coaching-manager can spend time developing the staff member through supervision, which will be successful in the long-run and will afford more time toward serving other needs later like students, institutional priorities, etc. The model begins with the two involved in the coaching relationship (the supervisor and the staff member). The manager must establish a coaching-friendly environment and enter the relationship with a coaching-mindset. The coaching-manager would stay-away from the take-charge style of leadership and learn to engage with staff members through dialogue and developmental discourse. Supervisees will be welcomed to discuss work-related concerns or problems without the conversations appearing in an appraisal or evaluation. Similarly, in order for the coaching manager to be successful the supervisee would need to be a coachable learner, willing to participate in the dialogue.

Hunt and Weintraub direct coaching-managers to “stop the action and start the coaching dialogue (2002).”

This portion of the coaching-manager model plays into the strengths of Student Affairs professionals, but similar to the private sector this may be a challenge due to hectic schedules and demanding workloads. Hunt and Weintraub suggest the coaching-manager use situations when a staff member has a problem as the learning moment. The coaching-manager will use open ended-questions to help the staff member connect the dissonance for themselves and probe the staff member to search deeper for the answer from within. The coaching dialogue is the most significant segment of the coaching-manager model. The subsequent pieces naturally follow the relationship developed in the relationship.

The subsequent pieces of Hunt and Weintraub’s coaching-manager model include serving as a mirror to keep the staff member on-track, but without interfering and without informing the staff member what is right and wrong. The coaching-manager should provide balanced and helpful feedback, which is meant to inform the staff member. The coaching-manager and the staff member work together, with the coach assisting the coachee in understanding the problem; once the source of the issue is determined the coach will work with the coachee to set goals to change whatever needs to be changed. It is also important to note that all of the pieces of the coaching-manager model are cyclical and are meant to repeat over and over with every problem. Relationships and rapport are built through the reoccurring cycles.

I believe the coaching-manager approach will be particularly successful in supervising professional or graduate staff members. Similarly, Millennial students are starting to graduate and enroll in higher education programs or apply to work in positions on our campuses. Much has been written about Millennial students, but the coaching-manager approach to supervision may also prove very productive in supervising the new graduate and professional staff. Establishing a strong relationship between the coaching-manager and the Millennial is vital to the success of coaching, and I believe Millennials will respond well to a coaching-manager based on characteristics of the Millennial Generation.

The Millennial Generation is defined as children of Baby Boomers born between 1980 and 2000. Neil Howe and William Strauss, authors of “Millennials Rising: The Next Great Generation,” describe “Millennials” as members of a unique generation inappropriately labeled “Generation Y.” Generation Y makes it sound like the

Continued on page 8

Continued from page 7

Millennials (or Y) are a progression from Generation X (b. 1965-1979). Strauss claims that Millennials are characteristically different than Generation X-ers, who are subsequently defined as cynical and distrusting of authority. Howe and Strauss define Millennials as eager to succeed, competitive, more likely to be friends with their parents and, significantly, more reliant on parents. Howe and Strauss state that Millennials value intelligence as “cool,” strive for athleticism, are accustomed to winning with rewards, proficient with technology, possess a higher aptitude to multi-task, were ‘raised on the Internet,’ and are subsequently are more impatient. Millennials also have higher expectations for customer service in multiple dimensions of life, like education, work, etc. (Howe and Strauss, 2000).

A fundamental element in a productive coach-coachee rapport is to develop a healthy relationship of mutual respect and collaborative spirit. Similarly, Hunt and Weintraub’s strategy for the coaching-manager shows the progression from establishing a coaching friendly context with staff members willing to be coached. In establishing trust between the coach and coachee, the coaching-manager is described as using coaching dialogue to stop action and start reflection in supervision, provide feedback through open-ended dialogue, establish collaborative responsibility between the coaching manager and staff member, and set appropriate goals (14-32). The relationship piece will be especially important to Millennial-employees as they are accustomed to much attention from their elders, and the relationship piece will prove itself important throughout the other areas of Hunt and Weintraub’s strategy. The strong relationship between coach and coachee has the potential to evoke the Millennials’ strengths based on the description of the Millennial Generation.

The Millennial Generation is characterized as having strong relationships with their parents and looking to their parents for guidance and approval. I believe this is where the coaching-manager can make some inroads and begin to build a successful professional relationship. Developing rapport early during the on-boarding process, orientation, and pre-service training may gain the trust of the Millennial-employee. Coaching-managers cannot expect to replace the Millennial-employees’ parents (nor should they want to), but the time invested in the Millennial employee during the on-boarding process, new-staff orientation, and pre-service training will provide a foundation to the relationship the two can rely on as the aca-

demically progresses. In addition, the on-boarding process, orientation, and pre-service training will provide many opportunities for the coaching-manager to initiate coaching dialogue. The coaching-manager can use phases like, “What components of training were most meaningful for you?” or “How do the institutions values match your professional goals?” This type of reflective, open-ended questioning will help the Millennial-employee feel that the relationship is just as much about them as it is about the position and institution. Reflective questioning will also make the Millennial reflect and process their new environment. In addition, the dialogue will assist the Millennial-employee in learning more about his/her position, the organization, and the institution.

The coaching-manager has the opportunity to develop a relationship with the Millennial-employee by providing structure in the workplace. The Millennial Generation is described as being more reliant on parents than previous generations. According to Susan Heatherfield, Millennials seek structure provided by an authority for security in lieu of their parents, and they subsequently thrive in it. The on-boarding process, new-staff orientation, and pre-service training is designed to provide the new staff member with the nuts and bolts for their new position, and it can double as a time where the coaching-manager can assert structure. The Millennial-employee has the opportunity to develop a sense of comfort and potentially begin to trust his/her supervisor.

Millennials are described as eager to succeed and place high expectations on customer service. I suggest the coaching-manager and the Millennial-employee sit down and discuss their mutual expectations. I believe this will be mutually beneficial because the Millennial-employee will be able to express what s/he expects explicitly, and is an opportunity for the Millennial to be heard. The coaching-manager must listen to what the Millennial-employee says, while reiterating structure and establishing him/herself as the knowledgeable authority. I believe this will work well in establishing the coaching-manager and the Millennial-employee relationship, and it will suit the Millennial-employee’s desire to succeed. The structure will help the Millennial-employee succeed.

After setting expectations, the coaching-manager and the Millennial-employee should establish a regular schedule for individual, one-on-one meetings. The one-on-one meeting will provide a venue for discussion of job related topics and other interrelated goals. Traditional coaching

Continued on page 9

Continued from page 8

could take place at this time. The coaching-manager can use the one-on-one time to ask reflective questions and really congratulate the Millennial-employee in his/her accomplishments and make meaning of their experience in the position. One-on-one meetings will also allow opportunities for the coaching-manager and the Millennial-employee to build a sense of connection, trust, and better sense for the relationship.

Millennial-employees value structure through supervision and attention through quality service from managers. The Millennial-employee will enjoy the one-on-one sessions, but will also require more attention intermittently. The Millennial Generation is proficient with technology (Oblinger). I believe using technology in supervision will speak to the Millennials' strengths, while assisting with quick service upon the employee's request. For example, I think using modern tools like Blackberries for email, mobile phones, and on-line blogs for reflection will comfort the Millennial in their new position. The attention the Millennial receives will help him/her feel supported, confident that his/her concerns are being addressed, and it will meet the employee in their "technological comfort-zone."

Millennials will respond well to goal setting. Millennials are accustomed to success, enjoy competition, and welcome challenges. If the relationship is built on trust, the Millennial will succeed with the structure and support provided by the coaching-manager. Goal setting could occur during one-on-one sessions or through reflective thinking (journals, blogs, etc). It is important that the coaching-manager respond to the Millennial-employee's thoughts and ask clarifying questions. This will create an opportunity for the Millennial-employee to make corrections when necessary. The coaching-manager may also propose goals based on his/her experience with the Millennial-employee. This will help the coaching-manager establish him/herself as a knowledgeable person, and

Millennials traditionally enjoy challenges when it is followed by with support and affirmation.

In any supervisory situation it is important to provide the supervisee with balanced feedback. Susan Heatherfield suggests a 360-degree report to inform the employee of their performance and what others think of them. She also states that providing constructive feedback to Millennials will be a challenging aspect of supervision (Heatherfield). My organization uses a 360-degree model. I suggest that the coaching-manager using reflective questions and active listening when processing the report with the Millennial-employee. Millennials do not respond well to negative feedback, and I suggest the information be phrased in a pragmatic and direct manner so that the employee can make meaning of the information. The employee may be distracted by the syntax of the provided feedback and neglect the content.

The coaching-manager has many opportunities to make a "teachable moment" when working with Millennial-employees. The characteristics of the Millennial Generation provide suggestions on how to reach the employee intellectually and personally. The relationship between the manager and Millennial-employee is vital to the success of the coaching-manager approach to supervision. Developing relationships may be challenging and time consuming, but the investment will prove itself worthwhile with happy employees progressing through their own professional development.

Luke LaCroix works as a Community Development Educator within the Department of Residential Education at New York University. Luke earned a B.A. in Communications and Peace & Justice Studies at Fordham University, a M.A. in Higher Education and Student Affairs Administration at The Ohio State University, and is currently enrolled part-time in the M.S. in Human Resource Management and Development program at NYU with a focus in management and coaching. You can reach Luke at LL56@nyu.edu or 212.995.3936.

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The Sophomore Slump

Meeting the needs of our second-year students

By Amanda J. Dubois, New York University

No longer the new kids on the block, sophomore students experience a major transition from their first to second year at an institution; often feeling as though they have been dropped or forgotten once they have completed their freshman year.

Colleges and universities nationwide provide first-year experience programs to meet the needs of their freshman population. These programs often involve increased academic support, opportunities to explore diverse cultures and events, and activities to help foster a sense of community among members. Many freshmen live together in first-year residence halls. There is focused programming and intentional faculty involvement with residents. As these residents move on to their second year, some experience a sense of unease with the concerns and issues that present themselves to upperclassmen.

At New York University, sophomore students began to voice their dissatisfaction with their second year experience. Many second-year residents were in a different setting, living in apartment-style residence halls as far south as lower Manhattan and as far as twenty two blocks north of Greenwich Village. The Village is in essence, our main campus. Residents felt as though they were being pushed to the outskirts of campus without any thought of their development. Adding to that frustration, residents could pick their roommates after freshman year. Now that they were living with friends, the need for them to open doors to the hallway and meet new people was no longer there. They commented that the neighborly connection was missing in the community.

Recognizing that the in-hall experience is something of importance to our students, Residential Education at

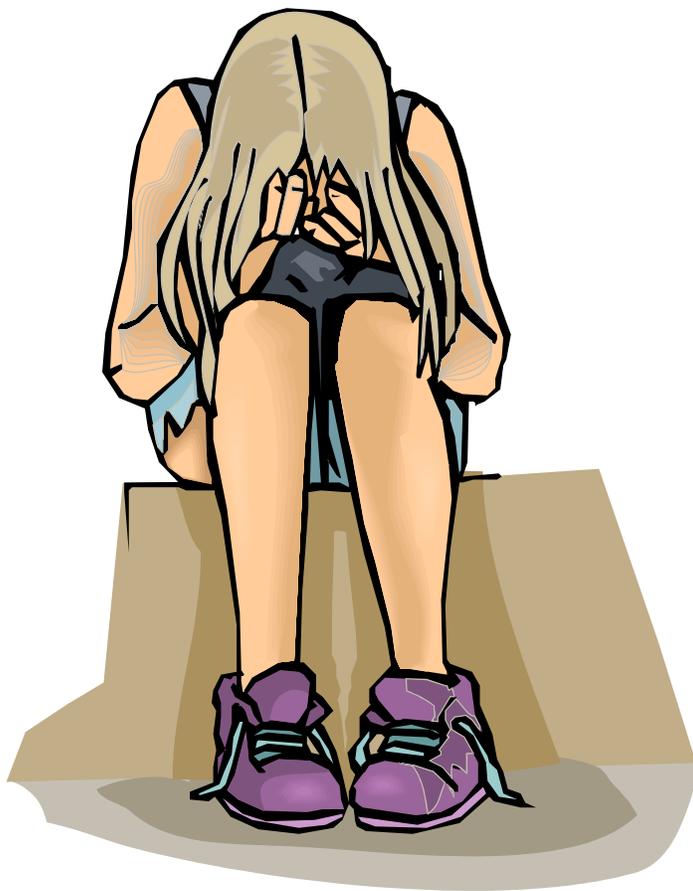
NYU created a sophomore experience. In order to do so, Resident Assistants that work with sophomores were asked to brainstorm some relevant topics that addressed the concerns of sophomore students. NYU also addressed freshman student feedback to see what they hoped to get out of their second year. Members of the Department of Residential Education attended the Sophomore Summit at

Colgate University in June of 2006. Faculty and administrators from across the nation who have implemented programs on their campus shared information.

Through the information collected during informal assessment, NYU noted three overarching areas for which special attention to sophomores must be paid. In speaking with many sophomores, it turns out that many are still looking for that sense of family or identity within their hall. In their second year many are still undecided in terms of choosing a major. Some that have already chosen a major may now become conflicted with that choice. These issues can lead to stress, unhealthy eating and even roommate conflicts. It is important that residence hall staff members encourage a sense of citizenship and independence so that residents can make healthy decisions and have the responsibility of taking

care of their own problems as they arise. The areas identified now serve as the guiding themes behind *'MORE, The Sophomore Residential Experience at NYU.*

Developing a sense of Community within our halls is a theme that all residential colleges and universities strive towards. In their article, *"The Second-Year Experience; Turning Attention to the Academy's Middle Children,"*



What about us? The attention spent on first year students sometimes deeply contrasts programs available for second-year students.

Continued on page 11

Continued from page 10

Jimmy Gahagan and Mary Stuart Hunter describe this lack of community as being part of the Sophomore Slump in which students experience a lack of motivation, feel disconnected and flounder academically. It is our responsibility as residence life professionals to help support our residents in a way that makes them feel as though they are a part of something greater than just their small apartment. When students feel supported, they may attend more programs, even ones that focus on academic success. They may meet others in the hall that have a similar situation as they are and build an academic connection. Faculty fellows in residence are also a presence in many of our halls. Faculty in the residence halls, in a sense, humanizes the faculty approach and allows students to feel as though they are part of a community that supports their overall experience as a student.

Another theme which emerged from conversations with students and staff members is that Community building can be even more beneficial when focusing on *Enhancing the educational experience beyond the classroom*. It is essential for our students' development to have an environment that encourages living and learning. At NYU, Explorations living-learning communities have proven to be a successful way for students to interact with faculty outside of the classroom, especially in buildings that do not have a faculty fellow in residence. By providing educational programs that support the mission of the institution, the students' interests and the learning outcomes identified in the 'MORE model, we are able to encourage learning and instill a sense of commitment to the academic experience.

Finally, *fostering a sense of independence* within our residents is important as they move in to halls that are primarily sophomore. NYU changed the housing lottery system to allow sophomore students priority in the room selection process. While this helps in terms of developing community, sophomore students are now living together in the same halls with friends that they made during their freshman year. Judicial incidents may increase with this new living arrangement as well as roommate conflicts. NYU encourages all residents to fill out apartment agreements regardless of their year to avoid potential problems in the future. However if problems arise, we hope to equip our students with the ability to solve them on their own. In addition sophomore students are asked to have an understanding of community and global citizenship by participating in programming and theme weeks surrounding a variety of topics. This will help to educate and pro-

vide resources for sophomores to remain active and contribute to the campus and global community.

In her article titled "*Wandering and Wondering, Transversing the Uneven Terrain of the Second College Year*" Molly Schaller discovered that sophomore students move through four stages in relation to how they viewed "themselves, their relationships and their academic experiences". As sophomores move through the stages of Random Exploration, Focused Exploration, Tentative Choices and Commitment, they can experience a range of situations such as lack of reflection in random exploration all the way to making confident choices about their future. By providing programming and focusing efforts on building community, enhancing the academic experience and fostering independence, NYU can support the four stages that our sophomore students are moving through.

Residential Education identified programs that could be implemented or continued on our campus such as Union Square Olympics, NYU Rocks the Vote, and a sophomore to-do list. Much of what Beloit College does through it's Sophomore Year Initiatives program has encouraged us to send letters to parents and families over the summer, look at organizing a sophomore retreat, and collaborate even more with other departments across campus. Emory and Colorado College have successfully branded their programs and so it seemed fitting to brand "MORE, The Sophomore Year Residential Experience at NYU", which has become a visible part of the community in Residential Education.

For anyone looking to start a program to support the second-year population on their campus, The National Center for The First-Year Experience and Students in Transition has a host of resources to help you learn about what works at other institutions. My advice to you, start small and utilize the resources that are already available to you within your university and department, especially those that can be grown upon from first-year experience programs already in place. Develop learning outcomes for your program for future assessment purposes. This will often help to gain institutional support for future enhancements to the program. Of course, there are benefits and challenges to each program, including the ones mentioned here. Research individual programs, reach out to administrators and colleagues, and adapt the ideas that will help to create the experience to fit your campus community.

Amanda Dubois is a community development educator at New York University and the Eastern NY District Representative for NEACUHO.

Snow Sports Team Announcements

By Chuck Lamb, Rochester Institute of Technology

The NEACUHO Snow Sports Team will be meeting on Wednesday February 14th and 15th, 2007 at Gore Mountain, NY. These are the days immediately preceding the NEACUHO Spring Conference on Friday, February 16th to be held at Utica College. The conference location is approximately 1½ hours from Gore Mountain ~ the perfect opportunity to mix business and pleasure! Why not burn off a few of those left over vacation/comp days by piggy-backing on a great professional development opportunity? And what better way to celebrate Valentine's Day than sliding down the slopes?

Is Gore Mountain any good? Gore is actually managed by the State of NY and is the 2nd largest ski mountain in NY. There are approximately 74 trails accommodating all levels of ability and ample snow mak-

ing if Mother Nature isn't busy someplace else this year. (But if you believe in the wooly caterpillar theory, there will be plenty of snow this year!) Lift lines? There are



none during mid week! Hey, this is a good hill!

For your budget planners, the lift ticket cost per day is \$38 for a group rate; slightly higher if there are not enough participants to hit the group rate number. Lodging can be secured if needed, and final details will be pursued once numbers of participants is determined. Housing could be either in condo's or hotel rooms.

So wax up the skis & snow boards and make your plans! If you plan to attend

or if you have questions, please send an email to Chuck Lamb, "Coach of the Snow Sports Team" at chlrla@rit.edu.

Get Out There!

NEACUHO Professional Development & Networking Opportunities

Get your calendars and pens ready! The following is a listing of some of the NEACUHO events already planned for the 2006-2007 academic year. We welcome & encourage all members to take full advantage of these opportunities by attending conferences and presenting programs.

Women's Winter Renewal Retreat

January 10

St. Joseph's College (Hartford, CT)

Spring RD2B Conference

Saturday, January 27

*Merrimack College (North Andover, MA)
Western Connecticut State University (Danbury, CT)*

Spring Drive-In Conference & Mid-Level Training Institute

Friday, February 16

Utica College (Utica, NY)

2006 Annual Conference

June 6-9

Castleton State College (Castleton, VT)

New Professional Conference Review

By Dave Stender, School
On behalf of the Media & Publications Committee



More than 125 people attended the New Professional Conference held on October 20, 2006 hosted by the College of Saint Rose in Albany, New York. "Envisioning the Future" was the theme of the 18 learning sessions and 6 roundtable discussions that were held throughout the day-long event. A special thanks to the some 35 people who helped present and lead discussions on topics ranging from supervision to public speaking, facilities to technology and motivation to diversity. Take a look at the pictures.



**The College of Saint Rose
Albany, NY
October 20, 2006**



COMMITTEE UPDATES

Social Issues Committee

Jodi Bailey, Chair

Greetings from the Social Issues Committee! I am excited to tell you about some of the great things that we have going on through our committee. This year's group has been working very hard on a variety of topics from assessment to our annual retreat.

To start we will be hosting the 7th Annual Women's Winter Renewal Retreat at St. Joseph College in Hartford, CT on January 10, 2007. This year's theme is *All that Matters: Re-Energize and Replenish*. The purpose of the retreat is to provide female housing professionals in the northeast an opportunity to gather, share ideas, and reflect on ways to develop personally and professionally. This retreat serves as an opportunity to start the New Year with enhanced focus, energy, hope and connections!

We are also planning ahead for the new semester and talking about programs for both the Spring Drive-In and the Annual Conference. During the Spring Drive-In we will be planning information on GLBT issues and hosting a people of color session. Those are still in the planning stages but we are really looking forward to those sessions! There will also be programs presented by members of the committee that are still to be decided!

For the Annual Conference the Social Issues Committee is teaming up with the Professional Development Committee to hold a book reading session. In the past we have hosted a breakfast at the Annual Conference for the book group but the groups have gotten so large that we are going to be a conference session this year. The book that we have chosen is called Trans-Sister Radio by Chris Bohjalian. We will be raffling off copies of the book at the Spring Drive-In and will also be providing information on how to purchase the book in the weeks to come. Below is a description of the book through the publishers at Random House:

*Set in the village of Bartlett, Vermont, **Trans-Sister Radio** tells the story of four people who are drawn into a complicated tangle of relationships--relationships that will profoundly change each of them. When Allison, grade-school teacher and divorced mother of a teenage daughter, meets Dana, she feels she's at the beginning of an intense, ideal romance. But Dana reveals that he's always felt himself to be a woman and plans to have the surgery that will make that feeling a reality, and soon Allison's love for Dana and her perception of herself is severely tested. She grapples with the fact that she might not be*

able to love Dana in a woman's body. She worries whether her teaching career will survive the scandal that living with a transsexual in a small New England town is sure to cause. She wonders what effect the situation will have on her relationship with her daughter, Carly, and how her ex-husband, Will, is going to view the situation.

Allison stands by Dana through the surgery and recovery period, enduring the opprobrium of the local community and a growing unease about her own sexual identity. Threatening notes left in her school mailbox, obscene graffiti scrawled on her front door, pressure from the school board to take a leave of absence, and a local petition about teacher morality all contribute to making Allison and Dana's relationship both a public issue and a private ordeal. Even Will and Carly become increasingly involved in Allison and Dana's predicament, and when they decide to air a program on trans-sexualism for Vermont Public Radio, they bring both clarity to the issue and a new set of changes for everyone involved.

Lastly, we are always looking to hear back from you on what you would like to see our committee doing and what information we can be providing for you. We are continuing an assessment from last year on this topic and are looking forward to presenting the results of our various surveys at the Annual Conference.

Each time I close my updates I try very hard to encourage each of us to take a moment to think about something that is not only affecting our students but what is going on in our world. With the holidays approaching we have numerous lunches and dinners coming up. During these meals it is a good time to reflect on those who might not be able to enjoy a warm meal and the company of loved ones. Perhaps when you are celebrating you can take the opportunity to talk about local families in need, find out information on your local shelters and food kitchens or volunteer for a day.

Happy spring semester!



jb2676@nyu.edu

2005-2006 NEACUHO AUDIT

The Financial Task Force and myself had been working diligently in keeping the NEACUHO Financial process organized and balanced. They had presented a budget and it was approved by the Executive Board. You will see the budget and our current actual spending at this time. Please note the members of the Task Force are as follows:

Chuck Lamb
Ann Marie Pryzwara
Tina Tormey
Jodi Bailey
Shelly Keniston
Tom Wozniak
Trixy Palencia



Jeff Horowitz
Treasurer
jhorowitz@binghamton.edu

They are a wonderful and hard working group.

Also, as part of the constitution, my books need to get audited on a yearly basis to continue the credibility and consistency based on financial guidelines. If you are interested read the audit report. This year, we chose an auditor who was not part of our NEACUHO region and also is not a college administrator, but someone who works with the financial world and received a degree in financial auditing.

NEACUHO Audit 09/01/05 to 08/17/06

As requested by Jeff Horowitz, I conducted an audit of the 2005-2006 NEACUHO accounting records. A financial audit is designed to verify that there are sufficient controls over the financial transactions of the organization and that the organization's policies and procedures are properly followed in the management of the financial accounts. It is not designed to express opinions on the proper use of the funds for one purpose or another, or the efficient use of available funds.

In examining the books, I reviewed the following:

- Reviewed check requests to verify that receipts are complete and match the amount requested.
- Verified that proper signatures are on check requests
- Verified that bank statements reflect check requests and other expenses
- Verified that the bank statements reflect all deposits
- Verified that the Treasurer's accounting statement accurately matches the bank statement for both the checking and the savings account

Findings

The accounts are in great condition. The controls appear to be working in that the transactions are being handled properly. For the most part, all established policies and procedures have been followed and the accounting spreadsheets matched the bank accounts. Minor discrepancies and items of note are listed below:

Bank of America Account

The information presented was in great condition. The only item that was lacking in documentation was for the deposit of \$2,000 in June. There was, however, a check written from the checking account to this account in the Citizens Bank documentation.

Continued on following page

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Citizens Bank Checking Account

Lack of Proper Documentation

- 09/23/05 Need documentation for deposit of \$11378.16 –fiscal year 04/05
- 09/30/05 Deposit of \$413.00 to bank does not match back up (\$395.00)
- Check #1623 Need documentation to support expense –fiscal year 04/05
- Check #1628 Need documentation to support expense –fiscal year 04/05
- 10/24 ATM Need complete documentation to support charges
- 01/30/06 Need documentation for deposit of \$16412.59 put into file –fiscal year 04/05
- 02/21 ATM Need complete documentation to support charges
- 03/03 ATM Need complete documentation to support charges
- Check #1711 Need documentation to support expense –fiscal year 06/07

Account 1001 Exec Board Travel & Lodging did not balance due to credit card missing itemized receipts.

Conclusion

The items noted above do not represent any major errors or problems in the financial systems of NEACUHO. I would only recommend that you continue to pay close attention to the back up and assure that it has been filed. The use of the ATM card appears to provide the most confusion in obtaining proper documentation.

Aside from the above mention of account 1001, the Treasurer’s budget worksheets and accounting spreadsheets accurately match the bank statement and all other paperwork. It appears that the treasurer has done a good job in maintaining the books and keeping accurate records.

Respectfully submitted,
Renee Schofield

Remember

Monday, January 15 is Martin Luther King Day, commemorating MLK’s life & legacy.

Dr. Martin Luther King, Jr. encouraged Americans to come together to alleviate poverty and inequality in an effort to strengthen communities.

Please take time to recognize this day and the values MLK taught us.



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Technology Abuses Drive Me CRAZY

By Stuart Brown, Student Affairs.com

When it comes to the use and misuse of technology, I sympathize with Howard Beale from the 1976 film *Network*. A consumed and disgraced television anchorman, his ever-deepening madness culminates in one of the great cinematic rants: "I'M AS MAD AS HELL, AND I'M NOT GOING TO TAKE THIS ANYMORE!"

I feel Beale's pain and periodically experience my own irrational meltdown due to technology malfeasance. What exactly propels my hysteria? Below are ten widely disparate technology practices that drive me C-R-A-Z-Y.

Deficient Email Headers – Like everyone that utilizes email, I am blitzed by spam on a daily basis. Filters help sort through the online turmoil. Taking the few extra seconds to construct a proper Subject Header gives the recipient an inkling of the content of email correspondence and prevents avoidable deletions.

PowerPoint No-No's – PowerPoint is a wonderful tool, too often abused and mishandled.

- Cramming as much verbage as possible on a slide—NO!
- Simply reading aloud long passages from a slide—NO!
- Unreadable type—NO!
- Overuse of the formatting palette—NO!
- Succinct quotes—YES!
- Bullet points—YES!
- Brevity—YES!
- Readability of Information—YES!

Website Overhaul – Fix the broken links! Nothing is more frustrating than clicking on a link to have a "Page Not Found" error appear on the screen. Perhaps only outdated information on a website is more exacerbating.

Back-up Before "The Crash" – When do most individuals think about backing up their data? After a system failure or hardware crash. There's no excuse not to routinely save documents and files, especially with the availability of low cost flash drives. So, take a break from reading this column and BACK-UP NOW!

Set Up The Tech – Whether it's a public address system, a projection unit, or a live Internet connection, have

the equipment set-up and tested BEFORE a program's designated start time. No one wants to sit around while a tardy technician scrambles to assemble the system in front of a hostile and irritable crowd.

Proper Microphone Usage – I have worked in college radio for over 30 years. I feel comfortable extemporizing into a microphone and understand the proper technique required to communicate into the instrument. Most people, however, have no clue. Therefore, event organizers need to properly brief presenters on correct microphone usage AND monitor for technical breakdowns during a program. Think "roadie."

Lack of Web Directories – Simple request: provide directory information on an institution's home page. What's the need for all the secrecy? I have spent countless hours fruitlessly searching for something as simple as a person's phone number or email address.

Attack of the Social Networks – They're here! Facebook. MySpace. Student affairs professionals can't put their head in the sand and hope they go away. Learn about them! Your students are certainly logging on.

Text Messaging – I don't understand the attraction. Don't understand the need. Just don't understand. Maybe it's my uncoordinated thumb action or maybe...I'm just too old.

Cell Phone Misuse – Forget about undergraduates here. I'm [ring ring] talking about staff [ring ring] that should have [ring ring] better sense [ring ring] about cell phone usage and etiquette. You know who you are.

To paraphrase one of the songs from Stephen Sondheim's musical *Company*, technology can indeed "drive a person crazy."

ACUHO-I EASTERN DISTRICT REPRESENTATIVE UPDATE

Here are some updates on what ACUHO-I has been working on and some of the events we have lined up for 2007.

Internationalization – a number of initiatives and events have gotten off of the ground in this area:

- **Internationalization Task Force** – a group of professionals from around the world have agreed to serve on this Task Force. The group's charge is to study and make recommendations regarding ways in which the association needs to expand its membership and member services to better meet the needs of our diverse constituency. In particular, this group will recommend what countries AUCHO-I should expand to and the sequence that is most likely to allow us to be successful. The Task Force is expected to report back to the Executive Board in July 2007.
- **South Africa** – the association has been working with a group of housing colleagues in South Africa to assist them in establishing a regional housing association. There are approximately 21 universities which could become affiliated with ACUHO-I as these efforts progress. Connie Carson, the ACUHO-I President, will travel with some other ACUHO-I members to South Africa in May 2007 to assist with the kick off of the first official South African Housing Conference.



*Peter Galloway
ACUHO-I Eastern District
Representative
pgalloway@wcupa.edu*

Study Tours – ACUHO-I is co-sponsoring, along with NASPA, ACPA and ACUI, a South African Study in May 2007. Past study tours have booked up quickly, but information about the tour can be found on the ACUHO-I web site under *Current Events*. Also, ASRA (the ACUHO-I affiliate in the United Kingdom) is hosting a study tour in their region in March 2007. Information about this can also be found in the *Current Events* section.

Member Needs Assessment – in the fall, all ACUHO-I members were given the opportunity to complete an on-line Member Needs Assessment. The raw data was compiled just before our Executive Board Meeting in October. The results will be analyzed by the Board, staff, and other key constituencies, with the intent of having an in depth discussion of the major findings at our next Board Meeting in February. Look for more details about this as the year progresses.

Governance Task Force Update – this Task Force was formed in 2005 to review the governance structure of ACUHO-I and propose changes as they felt appropriate to position the association for the future. Chaired by Jill Eckardt, the group met multiple times and discussed many issues and possible constructs. The final report of the Task Force was received by the Executive Board at the October 2006 Meeting. The Board is now reviewing the recommendations and will provide updates to the association membership during the 2007 calendar year.

Upcoming Events – a number of opportunities for education, networking and fun are coming up during 2007. You are encouraged to check out the ACUHO-I website for more details about each of these events:

- James C. Grimm National Housing Training Institute – June 12-16, University of Maryland College Park
- Annual Conference and Exposition – July 7-10, Seattle, Washington
- Standards Institute – July 6-7, Seattle, Washington
- Learning Communities
 - o Apartments – October 3-5, St. Augustine, Florida
 - o Housing Facilities – October 13-15, St. Louis, Missouri
 - o Living Learning Programs – October 15-17, St. Louis, Missouri

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- o Conference Services – October 20-23, Virginia Beach, Virginia
- o Information Technology – October 29-31, St. Louis, Missouri
- o Housing Marketing Strategies – October 29-31, St. Louis, Missouri

It is never too late to become an ACUHO-I member if you are not currently one – just go to the web page and you will be taken step by step through the process.

As I head toward finishing my first year as Eastern District Representative, I continue to appreciate the opportunities I have had to meet people from the region and to learn more about what NEACUHO provides for those in the housing and residence life profession. If I can provide any information about the items I mentioned above or on any ACUHO-I related issue, please feel free to contact me at 610-436-3307 or at pgalloway@wcupa.edu.

Pete Galloway

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NEACUHO is moving from the hustle and bustle of the big city to the peaceful tranquility of the mountains!

Join us in the **Green Mountain State** for the 2007 Annual Conference at Castleton State College, June 6 through 9.

Stay tuned for more information in upcoming editions of the Navigator!



Professional Development Committee
Presents



CALL FOR PROGRAMS

Greetings NEACUHO from the Professional Development Committee! The committee and the staff at Utica College are hard at work planning for the 2007 Spring Drive-In: PROJECT NEACUHO! As professionals, we are always working on gaining new insights about our students, learning about new programs that we can implement that might make a difference, or we are working on our own skills and knowledge to become better professionals. Now is a great time to share your experiences and innovative ideas with your colleagues at the 2007 Spring Drive-In Conference.

We hope you will consider submitting a program proposal. The success of the day depends on your participation. A few topics to consider are:

- Parent management
- FERPA issues
- Liability issues
- Mental health issues
- Disability issues
- Civic Engagement
- Sophomore transitions
- Sustainability
- Technology – friend or foe
- PhD, EdD or none at all
- Preparing for future surges in housing occupancy

Completed program proposals are due by Friday, January 12, 2007. Due to the winter holiday break, the PD Committee is beginning the program selection process now. Notification of program status will be in mid January. The Call for Programs form is available on the NEACUHO website, www.neacuho.org and will be mailed out to the NEACUHO listserv. Please share this with your co-workers and NEACUHO colleagues who have not received this mailing. Please e-mail (preferable) or mail proposals to:

Lindy Wagner
Syracuse University
The Office of Residence Life
111 Waverly Ave., Suite 200
Syracuse, NY 13244
Lmwagn01@syr.edu

Questions? Please contact one of the following:

Pam Peter, Committee Chair, (314) 443-3893, papeter@syr.edu

Lindy Wagner, Conference Coordinator, (315) 443-3167, lmwagn01@syr.edu

Trixy Palencia, Conference Coordinator, (603) 314-7700, t.palencia@snhu.edu Professional Development Committee

The Professional Development Committee Presents:

Project NEACUHO
2007 Spring Drive-In Conference
Friday, February 16, 2007
Utica College, Utica, NY

**PROGRAM PROPOSAL SUBMISSION
GUIDELINES**

Please provide all requested information on a separate document and email it as an attachment to Lindy Wagner, lmwagn01@syr.edu. Program proposals are due by **Friday, January 12, 2007**. Coordinating presenters will be notified of the program status in mid January. All accepted presenters will be expected to register for the conference. Registration information will be available in early January.

PROGRAM TITLE:

Please list the complete title of the program as you wanted it printed in the conference program booklet.

BRIEF PROGRAM DESCRIPTION:

This description will be printed in the conference program booklet. Descriptions should not be longer than 200 words.

PROGRAM CONTENT: *Programs are scheduled to be 60 minutes long.* Please describe your program for the Professional Development Committee. Please include the following information:

1. Format and content of the program
2. Goals of the program
3. Target audience
4. Audio/visual equipment needs

PRESENTER INFORMATION:

Please list the name, title, institution, address, email and phone number of all presenters. Please indicate who will be the coordinating presenter for this program submission.

QUESTIONS:

Please contact one of the following:

- Pam Peter, Committee Chair, (314) 443-1773, pa-peter@syr.edu
- Lindy Wagner, Conference Coordinator, (315) 443-3167, lmwagn01@syr.edu
- Trixy Palencia, Conference Coordinator, (603) 314-7700, t.palencia@snhu.edu



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Is your staff hardworking and motivated?

Are you free in June of 2008?

If you answered yes to all of these questions, then you may be ready to bid for the 2008 NEACUHO Annual Conference!

Timing of our Annual Conference:

In our most recent survey, the majority of respondents preferred "early June on a Wednesday-Friday" as the Annual Conference time frame. Additionally, ACUHO-I will be holding its annual conference in Orlando, FL from June 21-24, 2008.

The Conference Bid:

The purpose of the bid is to give the committee an idea of how our organization's members would experience a conference held at your institution. **To be given first consideration, your bid to host the annual conference is due by February 1, 2007.** Complete bid packets will be mailed out to member institutions' contact persons by mid-November. Contact Sabrina Tanbara, NEACUHO President-Elect, by emailing stanbara@juilliard.edu or calling (212) 799-5000, x7220 for an early bid packet.

After you submit the bid:

Bids from ALL schools will be reviewed and, as necessary, a committee will conduct site visits in mid-spring. A recommendation for the 2008 conference will be made to the Executive Board and all applicants will receive notification in late spring. The site selection committee may also make a recommendation for the 2009 conference, if applicable. The host school selected will be expected to register and send a delegation to the 2007 Annual Conference (June 6-9) at Castleton State College. The purpose of this requirement is to provide the 2008 host an opportunity to 'shadow' the 2007 host committee, to staff a host site table to supply information about the 2008 Annual Conference and to make a presentation at the closing banquet inviting members to attend the conference hosted by your institution.

If you have any questions about bidding for NEACUHO 2008, please contact Sabrina Tanbara, NEACUHO President-Elect, at stanbara@juilliard.edu or 212-799-5000, x7220.

If you are unable to bid at this time:

There are many opportunities to host other NEACUHO events on your campus and we are always looking to visit new institutions. If you are interested in hosting a one-day conference or workshop during the 2007-2008 year, please let us know. These opportunities include the New Professionals Drive-In, the Spring Drive-In, the Residential Operations Drive-In, e-board meetings, etc. Additionally, if you are interested in the 2009 Annual Conference, contact Sabrina Tanbara to ensure that your institution is contacted during the bid process for the 2009 Annual Conference.

NEACUHO 2006-2007 EXECUTIVE BOARD

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NEACUHO Mission Statement

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

Got ideas?

Consider submitting an article for the NEACUHO Navigator

Newsletter Edition	Submission Deadline	Publication Date
FALL	9/15	October
WINTER	12/15	January
SPRING	3/15	April

Submissions should be e-mailed to Tina Tormey, at neacuho_navigator@hotmail.com

Annual Conference, June 6-9



Castleton State College, Castleton VT

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