

# The NEACUHO Navigator

June 8-10, 2005

Special 50th Anniversary Edition!

Boston College, Boston, MA

## In 1955 when NEACUHO was born...

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### Topping the Charts

*Marty*, Oscar for Best Picture  
*Rock Around the Clock*, by Bill Haley and the Comets  
*Lady and the Tramp*, top grossing movie at 93.6 million  
*The \$64,000 Question*, top television show  
*Marjorie Morningstar*, by Herman Wouk, fiction bestseller  
*Gift from the Sea*, by Anne Morrow Lindbergh, non-fiction bestseller  
*The Pajama Game*, Tony award for best musical  
*The Desperate Hours* by Joseph Hayes, Tony Award for best play

### Born 50 Years Ago

Kevin Costner, actor  
John Grisham, writer  
Kelsey Grammer, actor  
Dana Carvey, actor  
Jimmy Smits, actor  
Iman, model, actress  
Elvis Costello, musician  
Bill Gates, Microsoft founder  
Whoopi Goldberg, comedian, actress  
Billy Bob Thorton, actor  
Bruce Willis, actor  
Tony Esposito, NEACUHO Past-President (1999-2000)

### Died 50 Years Ago

James Dean, actor  
Jackson Pollack, artist  
Albert Einstein, scientist  
Alexander Fleming, scientist  
Thomas Mann, writer  
Charlie Parker, musician  
Cy Young, athlete  
Carmen Miranda, singer, actress

### And, 50 Years Ago...

Hitler was defeated  
First open heart surgery performed  
World's population was 2.78 billion  
Tennessee William's *Cat on a Hot Tin Roof* won the Pulitzer Prize  
Rosa Parks refused to sit in the back of the bus  
Dwight D. Eisenhower was president  
Brooklyn Dodgers defeated the Yankees (4-3) in the World Series  
Syracuse won the NBA championship

### More facts from 1955...

*Guns n' Smokes* debuted  
Fiber optics was developed  
*Honeymooners* debuted  
The Cleveland Browns won the Superbowl  
*Scrabble* debuted  
Elvis made his television debut  
The first fax was sent  
Congress ordered all US coins to bear motto "In God We Trust"  
The US Supreme Court ordered that states must end racial segregation "with all deliberate speed"  
Pres. Eisenhower became the 1st president to appear on color TV  
*The Johnny Carson Show* debuted  
Martin Luther King stepped forward with an impromptu speech that marked him as the "acknowledged leader of a major mass protest"  
*Dear Abby* was introduced  
*Mickey Mouse Club* debuted  
Barbara Streisand recorded *You'll Never Know* at the age of thirteen

## A "young" 50

By Tony Esposito  
Past President, 1999-2000

NEACUHO and I both turn 50 years old this year. You might think that NEACUHO is a much older organization given its diversity and strength and that I am a much younger guy given my energy and youthful appearance. However we are what we are, and we are proud of it. I have worked with college and university housing for 30 years and there is much that has changed and much that has stayed the same.

NEACUHO has seen changes as well during its existence and yet some things remain the same. I do not know specifically how the organization started, but most professional organizations began when a group of professionals from the same region with similar jobs opted to come together to share knowledge and experiences. I assume it grew out of the realization of two opposite views. One view was that as university and college housing officers we are similar enough in our missions, structure,

and operations to understand one another's problems, and the view that we are different enough that we can share our unique perspective and response to the similar situations.

What I have found during my time with professional organizations such as NEACUHO is that I have much to gain from my colleagues as well as much to offer them. College and university housing has always been an exciting and rewarding profession for me. The excitement comes from the vast diversity of the job responsibilities. There are so many skills and experiences that come into play in managing a residence life and housing operations. NEACUHO has attempted to capitalize on this diversity by bringing people together from various job functions within our operations to share knowledge and experiences and should continue and expand this effort.

The rewarding aspects of the profession for me have been the ability to be involved with providing meaningful experiences for our



students and staff (in other words, being an educator), and being involved with good people. The rewarding aspects of NEACUHO are the same: being involved in providing meaningful experiences with good people. With all the changes in this profession, the rewards seem to remain the same. It is my hope that both NEACUHO and I continue to be rewarded through the opportunities our profession provides as we start our second fifty years.

## Thoughts from the NEACUHO President

Greetings, NEACUHO! Welcome to the Annual Conference at Boston College! I am glad that you are here and I am confident that you will enjoy a great conference. The staff at Boston College has worked diligently over the last twenty months to be sure that this conference will be one to remember! I am sure that we will all benefit from their hard work. If you are not here and reading this on your computer, you are missed, but I look forward to seeing you at upcoming events in the coming months.

I hope that you will take the time to meet new people while at the conference. In the spirit of our 50th Anniversary, I hope that you will also take the time to get to know some of the folks who have been here before...and are a part of our history. Maybe a person has been here for 2 years or 20 years. Each of us contributes to NEACUHO in our own way to make this organization what it is. Meet someone. Contribute.

As you can see in this newsletter, we have many past presidents who have taken time to offer their perspectives on NEACUHO. Please read their 'pearls of wis-

doms'. I am sure you will be enlightened!

I am honored to have served you over this last year. I have been blessed with an outstanding executive board that has made things go pretty smoothly! This is a group of volunteers that take time away from the jobs and families to travel, e-mail until they can't type anymore, etc. This executive board has served me well. *More importantly, they have served you well.*

A BIG thank you for everything to: Jon Conlogue, Kathi Bradford, Sabrina Tanbara, Zack Newswanger, Jennifer Hapgood, Sam Johnson, Paul Posener, Kate Baier, MJ Bossart, Valerie Randall-Lee, PJ Cappadona, Rene Corderre, Beth Hill, Jana Jacobson, Lenny Zeiger, Lyn Krueger, Jessica Taylor, Kristin Calegari, Anne Colacarro, Terri Panepento, Jeff Spain, Henry Humphreys and Paula 'Raz' Randazza.

In addition to the 'e-board', the number of volunteers who have organized, promoted and implemented conferences and workshops and done countless other things, is amazing. From stuffing packets, to driving great distances for meet-



ings, to putting the newsletter together, so many volunteers have contributed to NEACUHO this year. Volunteers have real lives and real jobs, complete with joys and tragedies, good days and bad days. We are all volunteers and we can't ever forget that.

Have a wonderful conference and restful summer!

*Maureen O. Wark*

Maureen O. Wark  
President, NEACUHO

### Look at Who Else is Celebrating Their 50<sup>th</sup> Anniversary

Disney Theme Parks  
Gumby  
Waffle House  
Topps Football Trading Cards  
McDonald's ®  
Earth Day  
Brown vs. Board of Education  
The Four Tops

Bomb Pop  
(Red, White, and Blue Popsicles)  
LEGO Group  
Namco (Video Gaming Company)  
The Ford Thunderbird  
*The Guinness Book of World Records*  
H & R Block  
Yamaha Motor Co., Ltd.

Compiled by Lenny Zeiger,  
Media & Publications chair

# Staying Motivated

By Carol T. Boucher  
Past-President, 1990-91

I have been in the same field at the same institution for 26 years!!! That's longer than many of you who will read this have been alive. That's longer than many of you who read this can imagine staying in "the field!" The amazing thing about it is that: I'm still learning new things; I'm still facing new challenges, I'm still making mistakes and **I STILL LOVE IT!**

As I think about it, I think that the secret to "Motivation Longevity" has more to do with who you are than it does with your supervisor, your job description, the politics or your "fit" at your current institution. I think it's about the following, in this order:

The level of passion you have for *touching a life*. Many who know me won't believe that I placed this at the top of the list, but it's the truth. If you don't have a natural, honest concern for young people and a true passion for helping someone else grow, you should get out now.

The need you have to keep grow-

ing as a human being and as a Student Affairs professional. Your own growth can be exciting, wondrous and often painful, but without an openness to reaching your own potential and acceptance of the pain and frustrations that come along for the ride, you become stagnant and unable to help anyone, especially yourself.

The level of self-esteem you have and reflect to others. Being givers and "life touchers" doesn't have to make us doormats for others. I have found that many educators are not very good at confronting situations; nor are they very good at being change-agents and taking risks. The stronger your self-esteem, the better you will be at initiating change and taking risks. The stronger your self-esteem, the less threatened you will be by the actions of others and their reactions to your ideas. The stronger your self esteem, the better you will be at communicating with others and earning their trust because you will be more interested in other people than you will be in your own agenda. Finally, the stronger your self esteem, the quicker you will

become the decision-maker and the leader.

The degree to which you continue to find wonder in other people and in the opportunities of our profession. If you remove the assumptions, the reliance on how we have always done something and get beyond the literal translations of the policies, there is a whole new world out there. Every day presents opportunities to learn something, try something new, take a chance on someone or dig deeper into yourself.

The extent to which you know what matters and aren't afraid to choose it.

These are a few of the things I have learned over so many years. My career didn't follow the path in any traditional sense. I was older than many of you and had many more personal responsibilities when I began my career in Residential Life. Though much of what has happened in my life was unintentional, I loved what I was learning and I loved having the opportunity to do, was the opportunity to mentor so many young professionals. That was the best surprise of all! to



impact the students' environment as well as them as individuals. What I loved most, though, and still

My life's work has truly been a blessing!!! And that continues to be true. I have new responsibilities now, but gifts I was given in Residential Life for all of those years have made me tougher, softer, smarter, better at making decisions and taking risks and being able to handle pretty much whatever happens. Most important...I think I know what matters and I'm not afraid to choose it.

(Special thanks to Sue Monk Kidd and *The Secret life of Bees.*)

# NEACUHO is about the people

By Kathi Bradford  
Past-President, 2003-2004

From the very first NEACUHO I attended in Buffalo, NY in 1987 through this year, this organization and it's PEOPLE has impacted me both personally and professionally. As a first timer, Brian McAree was there to lead me through the maze of NEACUHO, signing up for committees, attending sessions and, most importantly, sharing the foundation of our organization—introducing me to the PEOPLE. He was so busy with all of his responsibilities but he taught me that taking five minutes to connect makes all the difference in the world. He didn't just introduce me to "the important people" but took the time to introduce me to everyone he knew.

In later years, Chuck Lamb showed me over and over again the importance of making our first timers and new professionals welcome. His intense style of listening and connecting with each and every person is a treasured skill that showed through-

out his tenure on the board and with the two annuals he hosted in Vermont and New York.

Still later, Tom Wozniak and I worked together on the Program Committee, and we forged a friendship that has lasted through many personal obstacles and successes. His open and loving style that he so readily shares has changed the lives of so many people. The heartfelt words he writes in a quick note or card have remained part of my office decor over time, and the passion that he retains for this organization shows as he remains active year after year.

Rich Bova, the most loving and giving man I know, shared his presidency with me on such a core level and has become one of my most cherished "heart friends" both in and out of NEACUHO. Who cannot remember his opening speech about "big love" and the impact we can all have on each other? Who does not have a memory of meeting Rich out on a patio, in a courtyard or lounge?

While many of these people, have risen to the ranks of NEACUHO

President, there are so many more who have impacted my life and the history of this organization. Paula Randazza, my NEACUHO roomie and friend, who has been honored by this organization for both outstanding and distinguished service, has been a true role model of a woman of strength, commitment and passion for this organization and the importance of relationship building over time. Another "heart friend" for life. Cathy Raynis, a visionary, team builder and initiator of the Women's Issues Committee and the annual Women's Winter Renewal Retreat. Shawn Hartman and Linda Hendrickson, new professionals at the time of their involvement but both creative, passionate people who worked long hours to impact our organization and it's PEOPLE.

This list only represents a handful of the members in our organization who have reminded me over and over again that NEACUHO truly is the PEOPLE. As your President in 2003-2004, I was truly honored to have had the opportunity to serve this



organization that has been a part of my life for so long. Thank you again, for that opportunity. While you are here in Boston in 2005, as we celebrate 50 years of an amazing organization and embark on the next 50, take time to connect with someone new, someone from last year and someone you admire. Take some time to chat for a few moments with YOUR particular NEACUHO mentor. Nowhere else will you find people so willing to "bring you into the NEACUHO fold." Enjoy! Happy Anniversary, NEACUHO!

## Looking Back....

By Kevin Hill  
Housing Assistant/Consultant, UMass Dartmouth  
NEACUHO Dead Presidents Society Member, class of 1983

In 1958 our family moved into an apartment owned by Brown University, where my father, Robert E. Hill, worked...in the Housing Office. I do not know what his title was then, but over the years he was, among other things, Brown University's Director of Housing, Dean of Students, and an Associate V.P. My first involvement at Brown was as a youngster playing with the two sons of a English professor sledding down the local hills, collecting candy and coins for UNICEF in the West Quad during Halloween, and

getting caught in the middle of a snowball fight between two fraternities. We also attended many of Brown's athletic events, which except for the Hockey team, were often losing affairs. Later, I found employment at Brown during holidays and summers when I was not in High School or was home from the University of Maine, as a janitor's helper, dining hall worker, conference aid, and Housing Office worker. I knew, of course, that once I got a real job that I would certainly not end up in the same profession as my father! The summer after I graduated from the University of Maine found me working for Maine's Housing Office, and I soon took a position at UMO as the Assistant to the Manager of Men's Housing, meaning only to do that as I worked towards my Master's degree, and then to strike out into the business field. The rest, as they say, is history.

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# Recognizing the Educational Potential of Resident Communities

By Jerold L. Stein  
Past President, 1986-1987

If residence hall programs are to contribute to the intellectual development of residents, there must be an overlap in the realm of influence from the residence hall staff and that of the academic curriculum (Armino, J. 1994). Once clear means of this overlap to occur is through the creation of Living Learning Centers where both residence education and formal curriculum become more meaningful and relevant to students (Decoster & Mable 1980).

In their recent book entitled *Realizing the Educational Potential of Residence Halls*, Charles Schroeder and Phyllis Mable discuss initiatives to make residence halls an integral part of the student's educational experience. They offer many suggestions ranging from informal approaches to more formal ones, such as living learning centers and other programs which connect the residential experience with the academic curriculum. The Division of Campus Residences and the Office of Undergraduate Studies at the University of Stony Brook bridge the gap between academics and residential living learning centers.

Students in these programs live together in a residential college and take credit and non-credit courses with the other residents who share similar academic interests. In most cases, they can earn a minor in the center's academic theme. Living learning centers also promote interaction with faculty on a more informal level than may be possible in a traditional classroom setting.

Other benefits of participating in a living learning center include the opportunity to meet a diverse group of fellow students; an exciting social atmosphere in a residence with convenient classrooms, study areas, multimedia rooms, computer rooms, and social/recreational facilities; and the opportunity to experience the diversity of a large university in a small, close-knit environment. Each center is staffed by a faculty director and a full-time residence hall director who work with students to develop a course of study. We currently offer five living learning centers, and two more, centered around the themes of "Health and Society" and "The Arts," are being planned for fall 1995.

The Human Sexual and Gender Development Program focuses on the theme of sexual and gender development throughout the life cycle. Internship opportunities are available in the areas of sexual assault prevention and eating disorders. Social Science majors find this minor complimentary to their other courses in psychology, anthropology, and women's studies, while premedical students discover the social and psychological dimensions of birth and death. Students are encouraged to incorporate current issues into their curriculum by participating in an AIDS peer education training course,

an internship in date rape and sexual assault education, and an undergraduate teaching practicum.

Students with majors in the Division of Biological Sciences, the Division of Physical Sciences and Mathematics, or the College of Engineering and Applied Sciences are invited to apply to the Science and Engineering Residential Program. Approximately 60 applicants with good academic records are invited to participate in this program. These students live together and, as a supplement to their regular courses, enroll in a special seminar program designed to prepare them for the studies in science and engineering. Special seminars and courses, along with study groups, complement their regular coursework.

The International Studies Program is an academic minor requiring 24 credits. It enhances any academic major directing the students' attention to the international dimensions of the modern life. This program also sponsors a language hall for students interested in speaking French, Italian, Spanish, German and Russian with their peers on a daily basis. Foreign language teaching assistants organize related cultural activities for the participants of the program. The combination of academic and extracurricular activities within a living learning center, where residents come from many different countries, gives the International College a lively atmosphere of cooperative activity.

The Wellness Living Learning Center incorporates the Wellness Model (by Hettler, Stevens Point, WI) into a living experience that focuses on living well, making healthy decisions, and developing positive behaviors. Wellness is an active, integrative life-style based on the positive behavioral choices of the individual, and emphasizes the whole person. The model of the six dimensions of wellness explains the overlapping effects of emotional, intellectual, physical, social, occupational, and ethical development of the individual in an ever changing environment. The academic components of wellness are reinforced with activities relating to Wellness Model for students (e.g. Alcohol Awareness Week; forums on alternative forms of medicine and nutrition, fitness, and or career development; and workshops on date rape and safer sex).

The newest living learning center at Stony Brook is the Environmental Studies Program. Academic and extracurricular activities in this program are geared toward giving students an understanding and appreciation of the science of our planet, as well as the social and economic factors that go into environmental decision making. Students can earn a minor in environmental studies and choose from a variety of courses including Weather and Climate, Planet Earth, Ecology, Oceanography, and Ecosystems. In addition to the classroom experience, students participate in seminars and projects in which they collaborate with faculty and staff as they re-

spond to environmental concerns on our campus and in the surrounding communities.

Other academic programs with a residential component are the Honors College, which houses many of our honors program participants, and WISE, a program designed to provide support to women interested in science and engineering. Both of these residential areas feature many of the benefits that our living learning centers offer, including direct interaction with faculty.

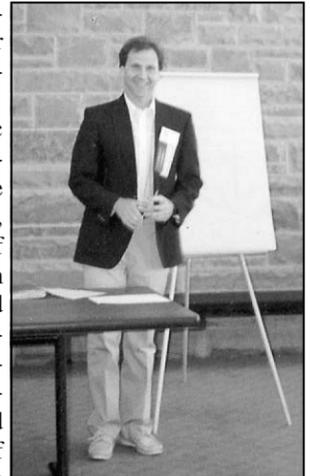
This past year, 51 credit bearing courses were offered in our residence halls, most of which were conducted in the living learning centers. These courses, many of which were co-instructed by professional staff and faculty members, accommodated nearly 850 students and generated almost 1,400 credit hours. Programming efforts led by staff and residents were also connected to the academic themes of the living learning centers, and the students enrolled in the formal curriculum often were encouraged and expected to participate in these activities.

Evidence shows that students who participate in living learning centers are better prepared for their studies and for the rigors of university life in general. One natural byproduct of such programs is that students form study based on shared academic goals and experiences. The University of Stony Brook is committed to promoting success among its student population, and living learning centers have proven to be an especially effective means to this end.

## References

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*This article was originally published in ACUHO-I Talking Stick, April 1995. At the time, Jerold L. Stein was the Director of Residential Programs at the University at Stony Brook (NY).*



## Looking Back... (Continued from page 2)

My father relates that back when he was involved in NEACUHO, it was a much more informal affair, with its Presidency often just rotating to the next person in line. (He was its President in 1968.) The membership, both in total schools and people, was quite a bit smaller than it is now, but that is to be expected. Housing was very much an "operations" activity, and the concept of there being professionals in the areas of "Student Personnel" and "Residential Life" had not yet solidified. NEACUHO conferences offered sessions on housing operations topics, as well as many dining ones. (NACUFS was just getting started, and many of the NEACUHO attendees had dining program responsibilities.) The challenges facing Housing Officers back then included many of the same ones as today, as I recall stories of roommate problems, fires, renovations and construction, out of hand student "gatherings", and so forth. All of these, and more, were discussed during presentations and roundtables at the annual conference. He found the meetings with his NEACUHO colleagues quite enjoyable and helpful, and professes to this day that he learned more during evening "nickel" poker games at NEACUHO meetings than from any other source!

As I indicated earlier, as much as I admired my Dad, I had no intention of having a career as a professional in the field of University Housing and Residential Life. Then again, I suspect that most of us did not foresee ourselves in

the positions we now hold! Once in the profession, I became involved with NEACUHO, first at UMO, and then at Southeastern Massachusetts University, now UMass Dartmouth. I retired from UMD in 2002, ending my tenure as its Director of Housing and Residential Life. NEACUHO was for me what it was for my Dad, though perhaps even more so as our profession has matured and become more complex. It has provided me with precious information, "best practices" ideas, colleagues to turn to for support, a venue for personal growth, and an organization that has given me many a friend.

As is said, with anything worth doing, one gets out of an activity basically what one wishes to put into it. However, I believe that I have received even more out of NEACUHO than I put into the organization, and encourage all current Housing professionals to remain, or to become, involved with NEACUHO on some level, and you will be well rewarded! Lastly, using the phrase coined by the great philosopher Hawkeye Pierce, NEACUHO is truly "the finest kind!" Thank you!



# Advancing Professionally

## Do things really change?

By Valerie Randall-Lee  
Past-President, 1995-1996

A number of years ago, I remember Past-President Kevin Hill gave a wonderful keynote address at a Fall Drive-In entitled something like "The More Things Change, the More They Stay The Same." In that keynote, he spoke about incidents and issues affecting students in the early 70s I believe, and then comparing them to things his students were doing in the early 90s; there was little difference. The things we dealt with as administrators continued to be very similar.

But how about professional development? Surely that has changed? Surely, the road to that midlevel position, or the frustrations of being at midlevel, or getting to that CHO spot has become more frustrating or more difficult. The skill base needed to advance must be different, the work harder, our lives more difficult?

As I reviewed past presentations I had done, I came across research I had done for a program presented in 1989. Some of the research came from "Career Perspective in Student Affairs"; the Monograph Series vol. 1, January 1984, published by NASPA. The expectations for professional development, the frustrations, and the needed tools to advance have changed little over the years.

### On the ability to advance

In 1984, the recommendation for skills needed to advance professionally were:

- Application of computer technology
- Evaluation, student and institutional needs assessment, and research.
- Accountability. The ability to demonstrate the worth of a pro-

gram, service, or function long before the question is asked.

- Consumer orientation, public relations, skills in communication relating to constituencies within the institution as well as with the public.
- Budgeting and cost management skills.
- An understanding of the broader issues.

Chapter 1 of the book, notes on pages 6 and 7: "Entry level and mid-management experience frustration at the inability to advance as rapidly as they may have in the 50s and 60s.

Those in administrative positions may tire out from the pressures, and feel that there are few other career options available for them."

*Not much has changed.*

### On Being a Good Middle Manager

In 1984, the skills identified as needing to be mastered to be an mid-manager working at an *acceptable* level were:

1. Solid writing skills
2. Ability to gather data and organize it in a concise, understandable framework.
3. Ability to motivate staff to reach its collective potential
4. Ability to attend to individual motivational problems.
5. Good analytical skills in gathering data, making sense of it, and reaching sound conclusions.
6. Sensitive to new trends and awareness of likely demands from the senior administrative level.
7. Ability to organize, set goals, delegate duties, and follow through on personal tasks.

In 1984, the definition of an outstanding middle manager would have been those "who are good in their own

areas, but reach out beyond their units and help provide needed management in the department and division overall. They are able to enter the circle of administrative planners at the institutional level.

Excellent mid level managers can shift mental and emotional gears quickly. They are able to think in the manner of institutional management, and conceptualize and articulate on broader issues. Additionally, they might develop an area of expertise apart from their narrowly defined area of responsibility.

Outside of their campuses, outstanding people reach out to professional associations for professional enrichment to assist them in further understanding higher education. Attend conferences and actively pursue reading material that is not solely reflective of student affairs issues but address broad national issues pertinent to other areas of higher education."

*Not much has changed.*

### On Career Advancement

In 1984, Edward Birch of UC-Santa Barbara made comments about the importance of balancing your personal life with professional needs. He stated that one needs to be willing to pay the price associated with upward mobility. He said, "the only way to understand the price is to understand the people who are currently paying it."

Edward Birch went on to observe that you needed to "be careful in jumping up the ladder of success," and should not advance just because it is the next natural level of progression. You may be better prepared or your temperament better suited to positions at an entirely different level, or different focus than that next natural progression might lead you to. "Don't



jump too quickly and easily to the next career opportunity without first knowing whether such a jump is in keeping with one's understanding of personal strength and weaknesses, and of professional happiness."

*Not much has changed.*

### Closing Observations

We talk about how things were slower paced, easier, less complicated twenty years ago. Maybe it is the perspective we get with history. We do not remember the negatives; we relish the positive memories we have, and that is how it should be. Have the "core competency" needs changed? I don't believe that their essential core has changed.

As my good friend Kevin Hill has stated, "The more we change, the more we stay the same." What we all need is the same, and we can be there to support one another in their professional and personal journey, no matter the age, as we are all linked. We are all continuing to strive to be the best we can be.



Past-presidents



NEACUHO Executive Board, circa 1987