

# THE NAVIGATOR

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## Facilitating a Successful Conference Session: Theory and Practical Application

Stephanie Ketterl, St. John Fisher College

On behalf of the NEACUHO Program Committee, I am reaching out to those of you who may have made the professional commitment (or New Year's resolution) to actively participate in the development of other residence life professionals. Aside from strongly encouraging as many of you as possible to submit program proposals for the NEACUHO 2010 Annual Conference, I would also like to: provide a brief introduction of Adult Learning Theory, explain how (and why) Adult Learning Theory is relevant to residence life professionals, and lastly, provide concrete examples of how to facilitate a successful conference session.

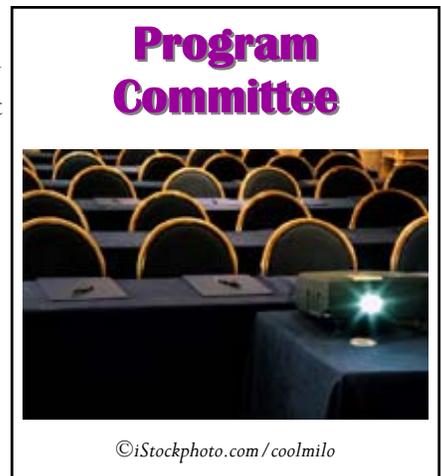
***“Personal experience is important. Residence life professionals should not come secondary to the subjects they learn and the instructors that teach them.”***

Although the book was originally written in 1926, many of the themes taken from Lindeman's book, *The Meaning of Adult Education*, are relevant to adult learners today. Lindeman focused on the benefits of individuals having control over their learning and emphasizes the importance of personal experience over education as the means to an end. He also argued that individuals who are overspecialized in completing a particular task tend to have a strong dependency on others.

Lindeman created a clear distinction between traditional education and adult education. In order to do this he makes a few key assumptions about adult education which indicate that learning is experientially based, motivated by personal need and interest, and centered around one's own life. He defined traditional education as having a strict and formalized curriculum with predetermined subject areas. Lindeman also made note that in a traditional education setting the students come secondary to the subjects they learn and the instructors that teach them.

The fluid and ongoing process of adult learning applies to our professional development, as well as learning in our own personal lives. Using what I have learned from Lindeman has allowed me to be more cognizant of my own learning process and has prompted me to be more intentional in the learning opportunities I create for others. Here's some food for thought:

**Lindeman Food for Thought #1-** Personal experience is important. Residence life professionals (adult learners) should not come secondary to the subjects they learn and



the instructors that teach them. **Presenter role:** When presenting at a conference, the session participants should be your number one priority. Structure your session so that at least some amount of time is allotted for participants to share their personal experiences. If participants are not given time to share and reflect, their experience in your session is less likely to have a lasting impact.

**Lindeman Food for Thought #2-**Professional development (adult learning) is experientially based, motivated by personal need and interest, and centered around one's own life. **Presenter role:** When participants are attending your session, as adult learners, we can reasonably assume it is because they have a true interest in your topic/session material. When presenting at a conference, keep in mind the level of experience the people in the room have. Some participants are hearing your information for the first time and may have a lot of questions, while other more seasoned professionals may just need a new twist on an old process. Balancing the two is important.

*“When presenting at a conference, keep in mind the level of experience of the people in the room.”*

**Steph Ketterl Food for Thought #3-** The implementation of new skills after attending a conference takes energy, practice, and support that session participants may not always have. It is easy to fall back into the pre-programmed process (i.e. - This is what we've always done. If it's not broken, don't fix it). **Presenter role:** As a presenter, it is your duty and responsibility to engage your participants in a way that keeps them involved in the session and provides concrete examples of practical application. Get your participants excited about new and relevant ideas; if you chose not to do this, it is less likely that participant's thoughts will translate into action upon returning to their home institutions.

As you prepare your conference session, analyzing your audience will help you to determine what they might “need to know” and what they “want to know” (Vicker, 2009). Analyzing your audience may also help you to anticipate any conflicts that may arise. What opinions do others have about your topic? How will you respond if you are challenged by an audience member during your session?

Using “fair and reasonable evidence” will help you to adapt to potential audience attitudes (Engleberg & Wynn, p 374). It may be helpful to collect this “fair and reasonable evidence” in advance so that you are comfortable (and confident) in sharing it with others.

Appropriately organizing the main ideas in your session will also allow you to have maximum impact. You may want to consider the following options when organizing your thoughts: Topical (most common), chronological, spatial, or according to persuasive pattern (Vicker, 2009). Well-organized ideas will make it easier for your audience to follow along during the session.

Lastly, a well planned introduction will help you to establish credibility. “In oral presentation, your personal credibility depends on how well the audience can identify with you and your message. No matter how much you know about the subject or how sincere you are about your purpose, it is your audience's opinion that determines whether you are perceived as qualified and believable” (Engleberg & Wynn, p 378). Additionally, if you take the time to develop a solid introduction to your session, you will grab the audience's attention and focus them on the topic (Vicker, 2009). Some more experienced presenters use humor to begin their presentations; if you are considering this approach make sure that you practice in advance, and use discretion on the nature of your humor so that you do not offend participants.

Using a little bit of theory, balanced with plenty of practical application techniques, I hope to have inspired you to take an active role in the professional development of our NEACUHO membership. Please consider presenting at the Annual Conference this summer. If you are interested in completing a program proposal they can be found under “Call for Programs” on the NEACUHO Web site:

[www.NEACUHO.org](http://www.NEACUHO.org).

#### References:

- Engleberg, Isa and Dianna Wynn. *Working in Groups*. (pp. 371-393). Boston, MA. Houghton Mifflin
- Lindeman, Eduard. (1989). *The Meaning of adult education*. New York: New Republic.
- Vicker, Lauren. (2009). *Public speaking: 10 steps to success* (PowerPoint). Rochester, NY: St. John Fisher College.

*Stephanie Ketterl is the Assistant Director of Residential Life at St. John Fisher College. She also serves on NEACUHO's Program Committee. To contact her, please e-mail her at [sketterl@sjfc.edu](mailto:sketterl@sjfc.edu).*



## ANNOUNCING THE CALL FOR PROGRAMS

The NEACUHO Program Committee is accepting programs for the Annual Conference being held at Roger Williams University in June. Want to present on hot topics and trends in higher education? Any new research you've done or advice you'd like to share with your peers? This year there is a hard push for Mid-Level and CHO level presentations at the conference to compliment the many New Professional programs we've received in the past.

Visit the NEACUHO Web site at [www.NEACUHO.org](http://www.NEACUHO.org) today to submit your proposal.

For more information please contact Trixy Palencia, Program Committee Chair at [t.palencia@snhu.edu](mailto:t.palencia@snhu.edu)

**Program Proposal Deadline: March 1, 2010 @ 5pm**

**Conference Dates: JUNE 9, 2010—JUNE 12, 2010**

**BACK TO THE FUTURE**

*"Blending the Old with the New"*

**2010 Spring Drive-In**

**Friday, February 26, 2010**

**Wentworth Institute of Technology**

**Boston, Massachusetts**

**Register at:**

[www.NEACUHO.org](http://www.NEACUHO.org)

Registration Opens January 11, 2010

Registration Ends February 19, 2010

**Questions? Please contact one of our Conference Chairs:**

Rebecca Janes, [rjanes@binghamton.edu](mailto:rjanes@binghamton.edu)

Sarah DeEsch, [sdeesch@binghamton.edu](mailto:sdeesch@binghamton.edu)



**ANNUAL CONFERENCE PROGRAM PROPOSALS & SPRING DRIVE-IN**

# A Message from the President

Jeffrey Horowitz, Binghamton University

Photo of, and  
provided by,  
Jeffrey  
Horowitz.



Greetings,

I hope everyone had a great opening and is now starting to work on RA selection, housing sign ups, and preparing for conference season. I know it is hard to believe we are half way through winter and that spring is on its way.

My focus in this article is surrounding involvement in this professional organization. Many people ask how do you get involved in professional organizations. I want to share with you the formula on how you can get more involved in NEACUHO.

At some point you may have seen a call out for elections and running for positions on the Executive Board. This includes president-elect, secretary, and some district coordinator positions. Running an effective campaign is a great way to get involved – first you get your name out there, your resume is publicized to the voting members and people get to learn more about your professional interests. If you win, you also get to be a member of the Executive Board.

Another important way to get involved is to utilize the membership fee that your institution has paid. You can do this by talking with your institutional contact to make sure they vote for the Executive Board positions and give your institution a voice on the issues and decisions that affect NEACUHO. The leaders your institution selects are the people who make impactful decisions for NEACUHO for the year to come. Even if you are not the person voting, you need to connect with your contact to let them know your opinions so that they make the best decision for everyone at your institution.

After elections are completed, the President-Elect will begin his or her application process for choosing appointed board members (i.e. Committee Chair).

If you have been an active committee member, take the next step and apply for these positions. Do not assume that 1) the current chair is returning or that 2) the current chair will be selected. Also, this pool of applicants are the NEACUHO professionals that the President-Elect can choose for other tasks throughout the year.

One of the most effective ways to get experience and get involved in the organization is to join a committee. Committee membership is the foundation of this organization. Our heart and soul lies in the doers of the organization as they are the individuals who host roundtables, chair conferences and retreats, write articles, present at conferences, and contribute in countless other ways.

Finally, the best way to get involved is to attend conferences and be an active participant when attending them. You will soon see a call for programs for the annual conference. Make it your goal to submit a proposal to present to your peers and improve your presentation skills. The conference presenters are people we refer back to when we need people to present at our drive-ins and workshops based on topics you may have presented before.

I look forward to writing my next article on preparing for your transition to the future and preparing for closing. I hope to see many of you at the upcoming NEACUHO Spring Drive In at Wentworth Institute of Technology.

NEACUHO 2010

bridge  
your  
world

newport storm brewery tour?  
murder mystery at the mansions?  
quahogs by the water?

june 9 - 12  
2010

**A MESSAGE FROM THE PRESIDENT**

# Letter from the Editor

Joseph Murphy, Skidmore College

Photo of, and  
provided by,  
Joe Murphy.



Welcome to the new year, 2010! Somewhere in between the craziness of January staff training, residence hall opening, room changes, next years staff selection, the upcoming conference season, and everything else that encapsulates our roles as residence life and student affairs professionals, it is important that we take time to reflect on the previous year, ask ourselves what our wants and needs are, and then develop our goals for the upcoming year. The following are just some of the questions I have asked myself, and I hope they can be of help to you in your professional and personal lives.

- **How is my job:** What do I enjoy most about it? What things can I improve upon? What new aspects of residence life can I learn? Am I ready to take the next step?
- **How will I continue to learn:** What publications will I subscribe to this year? Are there new books that will educate me on today's students? Which conferences will I attend this year? How will I continue to serve and learn from others within NEACUHO?
- **How will I be happy:** What am I going to be involved in in the local community? What will vacations look like this year? Are there life goals I can accomplish?

Sit down and take the time to decide what it is that you want to get out of your job, your life, and 2010. This way when December roles around you can say with confidence, "2010 was a great year!"

## NEACUHO Membership Renewal

NEACUHO's Spring Drive-In Conference is coming up on Friday, February 26. Right around the corner after that is the NEACUHO Annual Conference from June 9-12. Remember, an important benefit of NEACUHO membership is the discounted conference rates!

If you have not renewed your membership yet, please contact Kim Schmidl-Gagne at [kgagne@keene.edu](mailto:kgagne@keene.edu). You may also contact Kim Schmidl-Gagne with any updates to your membership.

### Benefits of Membership:

- ⇒ Subscription to the bi-monthly NEACUHO Navigator
- ⇒ Leadership opportunities
- ⇒ Eligibility for NEACUHO scholarship awards
- ⇒ Access to a network of housing and residence life professionals
- ⇒ Numerous professional development opportunities

### Always Affordable!

Membership dues are based on your institutions designed occupancy:

- ◆ 3,501 or more beds: \$100
- ◆ 1,501-3,500 beds: \$80
- ◆ 1,500 beds or less: \$60
- ◆ Affiliate membership\*: \$30

(\* Affiliate memberships are non-voting and available to individuals at non-member institutions)



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# Constitutional Vote Regarding District Representation—PASSES

*Joseph Murphy, Skidmore College*

On January 11 a motion was announced to the NEACUHO membership about an upcoming constitutional vote regarding changes to district representation. The motion proposed would re-structure our current five NEACUHO regions into six regions, allowing the association to better support, advocate, and provide professional development opportunities to our membership. Voting took place online (with one institution providing a paper vote) between January 18—February 5. The membership voted in favor of the re-districting with a vote of 74-8-2.

NEACUHO's six districts now include Connecticut/Rhode Island, Massachusetts, Maine/New Hampshire, Eastern New York/Vermont, Metro New York, and Western New York. Please note these changes in the upcoming election cycle for open district coordinator positions.

If you have any questions about the constitutional change, voting process, or effects to NEACUHO this vote has created please feel free to contact NEACUHO President, Jeffrey Horowitz ([jhorowi@binghamton.edu](mailto:jhorowi@binghamton.edu)) or NEACUHO Past-President, Gary Bice Jr. ([Gary.Bice@fredonia.edu](mailto:Gary.Bice@fredonia.edu)).

## Elections and Awards: Information & Timeline

*Gary Bice Jr., SUNY Fredonia*

One of my duties as sitting past-president is to coordinate the election process as well as the selection of the annual awards recipients. This quick article is meant to be a teaser in regards to the timelines for the two processes.

This year's election slate will consist of:

- President-elect (3 yr Presidential cycle)
- Secretary (2 yr term)
- District Coordinators (2 yr term)
  - Massachusetts
  - Eastern NY & VT (NY zip codes beginning with 12)
  - Metro NY (NY zip codes beginning with 10 or 11)

The election timeline will be:

- |                          |                     |
|--------------------------|---------------------|
| ◇ February 15 – March 15 | Nominations         |
| ◇ March 8 – March 26     | Voting              |
| ◇ March 29 – April 9     | Runoff if necessary |

The following awards will be open for nominations from February 22 – March 22. These annual awards are an important aspect of our organizational tradition and history. Past recipients can be found in the awards section of the NEACUHO Web site.

**CONSTITUTIONAL VOTE REGARDING & ELECTIONS AND AWARDS...**

**Lifetime Service Award**

The recipient is a NEACUHO member who has made a career in or has maintained business relations with the college/ university setting, and throughout their profession, has made a positive contribution to students, colleagues and NEACUHO.

**Distinguished Service Award**

The recipient is an individual who has been a member of the NEACUHO organization for an extended period of time and has contributed significantly to the direction, administration and governance of the association.

**Outstanding Service Award**

The recipient is an individual who has most significantly contributed to the NEACUHO organization during the past year.

**Elizabeth Sinkewicz Reid New Professional Award**

Named in honor of the late Elizabeth Sinkewicz Reid for her contributions to NEACUHO. Elizabeth worked to promote new professionals' involvement in NEACUHO and on her campus. The recipient is a new professional who has contributed significantly to their home institution and to NEACUHO in the past year.

**Women's Issues Outstanding Achievement Award**

The recipient is an individual who is considered a mentor and role model; is a NEACUHO member; has made significant contributions to the field and/or institution; is respected by peers and colleagues; has spent a minimum of five years in the field of housing, residential life or conference services; has made contributions to the research or distribution of information related to the preservation of women's voice, gender issues and/or issues impacting women; and has assisted in the development of new female professionals.

**"Rising Star" Award**

The recipient is a new professional for the purpose of attending his/her first ACUHO-I annual conference. Funding is intended to defray registration, lodging (double room rate), meals, and travel expense (up to \$1,000). The honor is sponsored by ACUHO-I.

**Professional Development Award**

The recipient is a mid-level or seasoned professional to attend the upcoming ACUHO-I Annual Conference and Exposition. Funding is intended to defray registration, lodging (double room rate), meals, and travel expense (up to \$1,000). Recipients must be active members of NEACUHO and have attended at least four annual NEACUHO conferences.

**James Casey New Professional Award**

Named in honor of the late James Casey for his contributions to NEACUHO, most notably his efforts to empower new professionals in the field. Candidates for the award submit a program proposal for the upcoming annual conference with priority going to a person who has not presented at a NEACUHO Conference and with a topic that is pertinent to new professionals.

**NEACURH Award**

The recipient is a NEACURH participant at a NEACUHO member school to attend the NEACUHO Annual Conference. This award will cover the costs of registration, meals included with the conference, and housing. In addition, travel funds of up to \$100 may be covered by NEACURH, if requested.

Details on how to nominate along with appropriate forms will be forthcoming. Please contact me directly if you have any questions.

Gary Bice, Jr.  
NEACUHO Past-President  
SUNY Fredonia  
[Gary.bice@fredonia.edu](mailto:Gary.bice@fredonia.edu)

### Connecticut & Rhode Island—Megan Houlihan

Greetings CT & RI!

I hope everyone had a great holiday and a successful spring opening!

On Wednesday, January 6, 2010, CT/RI District hosted a fabulous Networking Social Hour at Black Bear Saloon which was part of the NEACUHO Social Issues Retreat Series, hosted by the University of Hartford. Everyone that attended had a fabulous time and many new friendships were made, thank you to all who stayed and attended to make it such a success.

#### Upcoming Events:

- Since the Annual Conference several members of the CT/RI District have been pursuing the idea of a one day RA Conference during summer 2010 training to be hosted at Quinnipiac University. Our first planning meeting will be Friday, February 19 hosted by the University of Hartford from 12:30pm to 4pm in the Gengras Student Union. If your institution would like to participate in this event, please RSVP for logistical purposes & lunch to [houlihan@hartford.edu](mailto:houlihan@hartford.edu) or 860-768-7905.

As always please feel free to contact me with any questions and/or suggestions at [houlihan@hartford.edu](mailto:houlihan@hartford.edu). Hope to see you at the Spring Drive in Boston!

-Megan

To contact Megan, please e-mail her at [Houlihan@hartford.edu](mailto:Houlihan@hartford.edu)

### Eastern New York—Nancy W. Smith

Be on the look out for information on upcoming Eastern New York event information for the Spring. If you have any questions and/or suggestions you can always contact me at [smithn@newschool.edu](mailto:smithn@newschool.edu). Good luck with your Spring semester!

-Nancy

To contact Nancy, please e-mail her at [smithn@newschool.edu](mailto:smithn@newschool.edu)

### Maine, New Hampshire & Vermont—Nate Gordon

Greetings Maine, New Hampshire and Vermont NEACUHO!

Happy New Year and I hope that your spring semester is off to a fantastic start. In February and March I am planning to head to Vermont and Maine to host various round table discussions based off of the interest of the attendees. More information about the locations will be coming out momentarily as I am in the process of confirming host sites. If a school in New Hampshire is interested in hosting a district event, please let me know and I am confident that we will be able to arrange a time.

I hope to hear from and see you all soon!

-Nate

To contact Nate, please e-mail him at [ngordon@keene.edu](mailto:ngordon@keene.edu)

### Massachusetts—Shelly Keniston

Greetings Massachusetts!

Don't forget to register for "All of the Above" taking place at Bridgewater State College on Saturday, February 20. You can find registration and more information about the conference at [www.aotaconference.com](http://www.aotaconference.com).



*Photo from the CT/RI Networking Social Hour on January 6, 2010, provided by Megan Houlihan. (Left-Right) Keith Johnson, Taumi Miller, John Hernandez, Coy Pusey, Winni Paul, Jeff Horowitz, & Megan Houlihan.*

Join NEACUHO for a social on Thursday, February 25 at 8 pm at the Longwood Bar and Grille in Boston which is the night prior to the Spring Drive-In taking place at Wentworth Institute of Technology.

Be on the look out for a diversity roundtable to be held soon along with ACPA in the Worcester area. I am also still looking for host sites for our spring semester roundtables, if you have interest in hosting please feel free to contact me. Any ideas/comments/questions/concerns, as always please contact me directly at [s1keniston@bridgew.edu](mailto:s1keniston@bridgew.edu).

-Shelly

To contact Shelly, please e-mail her at [s1keniston@bridgew.edu](mailto:s1keniston@bridgew.edu)

### **Western New York—Darese Doskal-Scaffido**

Happy New Year Western NY!

While its been a cold, snowy start to the new decade, the promise of spring in just a few short weeks is hopefully enough to keep you warm! And with the upcoming spring, I am hoping to host one more district breakfast. I would love for this one to be a little further north to include folks who have not yet attended a district event. If you are interested in hosting or have a topic you really hope to discuss, please let me know!

Also, please note that RIT will be hosting the upcoming Western New York Placement Exchange. This is a great opportunity to recruit candidates and job search locally. Hope to see some of you there!

-Darese

To contact Darese, please e-mail her at [doskald@tc3.edu](mailto:doskald@tc3.edu)

### **Annual Conference—Carol Sacchetti**

See our ad on page 31. Be on the look out for our Web site and more information in the next issue of *The Navigator*.

To contact Carol, please e-mail her at [csacchetti@rwu.edu](mailto:csacchetti@rwu.edu)

### **Corporate Relations—Jana Jacobson**

To contact Jana, please e-mail her at [jjacobson@keene.edu](mailto:jjacobson@keene.edu)

### **Media and Publications—Joe Murphy**

Thank you again to everyone who had a hand in helping to create our fourth issue of *The Navigator* this year.

Do not forget about NEACUHO's brand new online discussion board! The discussion board was created to allow housing, residential life, and student services professionals and paraprofessionals in the Northeast to have discussions, request information, and share knowledge on topics regarding our field. Postings on the discussion board will appear similar to how the Yahoo! Group E-mail Distribution list is used in requesting information from other member institutions. You can visit the discussion board directly by clicking on the following link, <http://neacuho.websitetoolbox.com/>.

Do you have information you would like to share with New Professionals? Submit an article to be included in the next *Navigator* issue. Submissions are due Monday, March 15.

To contact Joe, please e-mail him at [jmurphy@skidmore.edu](mailto:jmurphy@skidmore.edu)

### **New Professionals Development—Ryan Young**

Welcome back to another Spring semester! I hope everyone successfully survived both closing and the re-opening of your halls.

Though it's a busy time of year on our respective campuses, the NPDC has already been hard at work this semester! We successfully planned and implemented another set of RD2B conferences, "RD Anatomy!" The Quinnipiac University and Skidmore College committees did an excellent job hosting this opportunity for the future professionals in the field. The members of the NPDC, along with veteran residence life staff within the region, spent the day with these students

providing valuable insight and experiences. We hope your students were able to attend. If not, be on the look out for next year's conferences!

The NPDC is still looking for institutions to host our conferences during the 2010-11 academic year. If you are interested in having either the New Professionals Conference or one of our RD2Bs on your campus, contact me for more details. There are also several other NEACUHO events needing host institutions, so if an NPDC event wont work out - never fear one of our other committees may be in need as well.

For all you New Professionals out there, you should really consider looking into the Regional Entry Level Institute (RELI). This is an intensive professional development seminar featuring a range of activities for entry-level professionals who aspire to mid-level positions in residence life and beyond. Over the last 12 years, RELI boasts over 300 graduates between the two sponsoring regions, MACUHO and NEACUHO. Though I am slightly biased as a graduate myself, RELI is an amazing opportunity you should definitely take advantage of! Information can be found on the NEACUHO Web site. Applications are due March 1, so consider applying today.

I hope to see some of you at the Spring Drive-In at Wentworth Institute of Technology on February 26. Of course, if you have any ideas, suggestions, or comments on how we can better serve our New Professionals, you can always contact me at [ryoung@gw.housing.umass.edu](mailto:ryoung@gw.housing.umass.edu).

Best,

Ryan D. Young  
NPDC Chair

*To contact Ryan, please e-mail him at [ryoung@gw.housing.umass.edu](mailto:ryoung@gw.housing.umass.edu)*

### **Professional Development—Jennifer Crane**

The Professional Development Committee would like to thank Patty Birch for her enthusiastic effort and commitment to our profession during the first semester of the year. We could not have done it without her!

We are very excited to present this year's Spring Drive-In at Wentworth Institute of Technology in Boston, Massachusetts on February 26, 2010. This year's theme is "Back to the Future: Blending the Old with the New." The theme encompasses keeping up with student trends while maintaining the essential components of student and community development. Sarah Deesch and Rebecca Janes, Conference Co-Chairs, invite you to participate in sessions on technology, current trends, communication, and new ideas. Please register at [www.NEACUHO.org](http://www.NEACUHO.org). The conference is a great value combining the city of Boston, connecting with old and new friends, and learning valuable information to take back to your campus.

Once you go to the Spring Drive-In, and see how much fun it is to plan, we know you will want to host the conference at your institution. Please contact [Jennifer.Crane@quinnipiac.edu](mailto:Jennifer.Crane@quinnipiac.edu) if you are interested in hosting this conference next year.

Our committee is also looking for all mid-level professionals! We want to know what you think about your job and how NEACUHO can assist you. You will soon be receiving a survey from the Professional Development Committee. Your feedback is crucial to help us to help you. In addition, if you have specific ideas and/or interest in mid-level professional development, please contact me at [Jennifer.Crane@quinnipiac.edu](mailto:Jennifer.Crane@quinnipiac.edu).

*To contact Jennifer, please e-mail her at [Jennifer.Crane@quinnipiac.edu](mailto:Jennifer.Crane@quinnipiac.edu)*

### **Program—Trixy Palencia**

See our article on pages 1-2.

*To contact Trixy, please e-mail her at [t.palencia@snhu.edu](mailto:t.palencia@snhu.edu)*

### **Residential Operations—Julie Hershkowitz**

*To contact Julie, please e-mail her at [j.hershkowitz@neu.edu](mailto:j.hershkowitz@neu.edu)*

**Risk Management and Legal Issues—Donna M. Rogalski**

See our article on pages 12-14.

To contact Donna, please e-mail her at [rogalski@bu.edu](mailto:rogalski@bu.edu)

**Social Issues—Temple Jordan**

The Social Issues Committee would like to send a sincere THANKS to the University of Hartford for hosting the 2009-10 January Retreat Series. The host committee led by Megan Houlihan did a tremendous job with all aspects of the retreat including the morning Welcome each day of the Retreat Series given by J. Lee Peters, Vice President for Student Affairs and Dean of Students.

Additionally, the Retreat Series could not have been successful without the leadership of each Co-Chair, Sonya Alexander, Raquel Corona (Professionals of Color & Allies); Casey Wall, Julie Rothhaar (GLBT & Friends); and the guidance of Cathy Raynis-Meeker (Women’s Winter Renewal) as well as every presenter and each member of the Social Issues Committee. For all others who attended and engaged in difficult conversations, thank you for your continued support. We hope to see you at future NEACUHO events.

See a review of the Women’s Winter Renewal Retreat on pages 26-27.

“Turning Conversation into Action, Social Issues Committee 2009-10”

To contact Temple, please e-mail her at [t.jordan@neu.edu](mailto:t.jordan@neu.edu)

**News—  
Sustainability**

*Jen Golojuch,  
Mount Ida College*

Happy 2010 from the Sustainability Initiatives Task Force!

The task force has a lot of work to do in 2010. We are currently working on creating a sustainability statement and logo to be included on all of our publications. The task force is also researching ride share boards to reduce the amount of cars traveling to and from NEACUHO events. We successfully enlarged our corporate partner’s ads to be displayed at registrations at our future conferences. This initiative was to reduce the amount of paper used for folders at each conference.

We are interested to hear from you about what you are doing on your campus and how much of a part sustainability plays in your day-to-day work. Be on the lookout for programs to be offered at the Spring Drive-in and Annual Conference.



*Photo of, and provided by, Jen Golojuch.*

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# Chipping Away at Privacy and Freedoms

Cindy Serrato, Clark University

*A review of the Department of the Higher Education Clery Act Missing Persons policy.*

Students frequently express frustration that university policies and procedures impinge on their rights and conflict with their values. Yet in the wake of increasing safety concerns occurring across campuses, administrators are reminded of the imperative need to reexamine protocols and existing policies. As we all know, the Family Educational Rights and Privacy Act (FERPA) and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act (Clery Act) standards guide university policies and protocols. Most often, conversations concerning issues of security and safety involve key representatives from different departments around the campus and furthermore a number of factors influence the ways in which policies are interpreted and implemented thus resulting in procedural discrepancies. However, we as university housing administrators are all responsible and must ensure compliance for the safety and wellbeing of our students.

This article reviews and highlights the Department of Education Clery Act specific to the Missing Persons policy, which will affect the ways in which missing student concerns are addressed on campuses across the nation. Please note that I do not present myself as an expert in this topic but rather a concerned colleague.

***“Effective as of July 1, 2010 universities and colleges will be required to follow the Clery Act Missing Persons policy and procedure.”***

Many universities and colleges have an internal policy, guideline or unwritten understanding on the necessary steps to take when a student has not been seen or accounted for in a while. This is very general and is dependent on the individuals within each department and campus

community. Furthermore, although specific guidelines have been implemented the concern here is how often and to what

degree do we ensure that a student has been accounted for when we hear that they have not been seen or heard from. How often do we assume that the student will at some point resurface and resume academic and extracurricular activities? How many times have residents informally noted that a roommate was to return to campus by Monday and has yet to be seen on Wednesday?

Depending on who expresses concern that a student has not been seen or heard from or to who that information is shared with frequently determines how an administrator manages the concern. For example, if a parent calls the housing office it is more likely that multiple attempts will be made to locate the student. The concern is designated as important. If a roommate casually mentions to an RA that their roommate has been away for a while and does not know where they went nor when is expected back, the conversation is less often reported to authorities. The situation is handled differently partially because students in our residential facilities freely come and go, expect privacy and we understand that this behavior is typical of college students.

However, effective as of July 1, 2010 universities and colleges will all be required to follow the Clery Act Missing Persons policy and procedure, which in some cases means existing university missing persons policies and procedures will require revisions. At some universities, this will involve creating, publishing and implementing a missing persons policy. Instituted and updated policies and procedures will ensure consistency and minimum standards are followed. Proactive approaches will activate resources otherwise unavailable that institutions and families may appreciate in the event of their missing student. On the other hand, this also indicates that initiating this protocol

## Risk Management and Legal Issues Committee



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potentially will draw unwanted attention. Regardless of how the institution would have proceeded in the past, this directive now mandates that any information regardless of who initiates the concern and whether or not it is perceived serious will require the initiation of the Missing Persons student notification procedure. I will now provide an overview of the mandated Clery Act Missing Persons policy and procedures and note how some of these changes will affect our roles in housing.

The first section of the Missing Persons act notes institutions that provide on-campus housing must include a statement of policy regarding missing student notification procedures for students who reside in on-campus student housing facilities. The statement must include titles of the persons or organizations that should be notified when a student has been missing for 24 hours. It will now be required that this information be immediately forwarded to university police or in the absence of an institutions security department, the collected information must be forwarded to local authorities. Moreover, the statement will inform students of the option to designate an emergency contact person or persons should they happen to be designated as missing. Students under the age of 18 must be informed that the institution is required to notify a custodial parent or guardian within 24 hours in addition to any person designated as an emergency contact. Lastly, the statement must communicate the institutions outlined procedure once a student has been determined to have been missing for 24 hours.

In terms of the procedure for students living in campus housing information brought forward will immediately need to be communicated to designated administrators. Because of our daily contact with students, this signifies that we will most likely receive this information. It will be our responsibility to ensure that the Missing Persons procedure is immediately initiated. Once the procedure is initiated, notifying the designated person(s) the student has selected within 24 hours that the student is missing is mandatory. Because students can select whom to designate as their emergency contact it is necessary to highlight that the parent(s) or guardian(s) will be notified within 24 hours that the student is missing if they are under 18 and emancipated. Lastly, the procedure requires that local law enforcement agencies be notified that the student is missing regardless of the student's age, emancipated status or whether an emergency contact person has been designated.

As previously mentioned, how information was treated concerning this topic was contingent upon whom, why, when and where. What the revised Clery Act signifies now is that any information brought to our attention must be reported. It will be our responsibility to ensure that a missing student report is recorded. In the past, not every incident was recorded and typically, unless it was perceived to be serious and there was cause or evidence, it was not reported to authorities. An important revision to note is that the 24-hour period begins as soon as any information is received that could lead one to believe a student is missing. Therefore, from the moment the information is brought forward we must ensure that campus police is notified. If the student is found within 24 hours from the protocol initiation the event must still be recorded and reported.

The Missing Person policy and procedure does not have to be presented to students until August however effective immediately we must report and record any student that is thought to be missing. As university and college administrators, we have a responsibility to ensure that our faculty, staff, students and family members are aware of the ways in which the Missing Persons act will be implemented and how it may affect them. For many of us in housing it will be our responsibility to ensure that our student staffs understand the importance of disseminating the information to the appropriate administrators.

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***“What the revised Clery Act signifies now is that any information brought to our attention must be reported. It will be our responsibility to ensure that a missing student report is recorded.”***

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The Department of Education has mandated minimal guidelines of steps that must be taken regarding these situations. Compliance with the Clery act will require that this information be logged and reported on the annual campus crime report. Many campuses already have a Missing Persons protocol but the revisions of this procedure will transpire differentially on each campus, and will affect each of us differently depending on the campus expectations and resources. On some campuses, communication between the campus security department

and housing office will require increased reciprocal communication. Current and new staff members will need to be trained and publications for current and prospective students will need to be updated. Presented above is just a small portion of all the new procedures universities will need to implement should someone report that a student living in residential facilities has been deemed unreachable via personal contact, electronic means or telephone.

***“How students will respond to these changes remains to be seen.”***

As previously noted, most of these changes will not take effect until the fall semester. How students will respond to these changes remains to be seen. Some students will perceive this as the freedom to pack a bag for a long weekend away a thing of the past while others may not notice the change unless it affects them directly and most likely, it will develop into another universities protocol.

#### References:

- ACE Analysis of Higher Education Act Reauthorization, August 2008 [http://www.acenet.edu/e-newsletters/p2p/ACE\\_HEA\\_analysis\\_818.pdf](http://www.acenet.edu/e-newsletters/p2p/ACE_HEA_analysis_818.pdf)
- "Suzanne's Law" Section 3701 (a) of the Crime Control Act of 1990
- Updated 34 CFR 668.46, Reflects Changes Published In October 29, 2009 Federal Register. <http://www.securityoncampus.org/newregs/66846.htm>
- New Campus Security Regulations Published - Jeanne Clery Act 34 CFR 668.46 [http://www.securityoncampus.org/index.php?option=com\\_content&view=article&id=2037:new-campus-security-regulations-published&catid=58:federallegislation](http://www.securityoncampus.org/index.php?option=com_content&view=article&id=2037:new-campus-security-regulations-published&catid=58:federallegislation)

*Cindy Serrato is an Area Coordinator at Clark University. She also serves on NEACUHO's Risk Management and Legal Issues Committee. To contact her, please e-mail her at [cserrato@clarku.edu](mailto:cserrato@clarku.edu).*

## ***Three Isn't Necessarily a Crowd: Living With Your Job, At Your Institution, and With Your Partner***

*Chris Rader, Quinnipiac University*

I can remember getting one of the very best phone calls I have ever received: the one that gave me my first full-time position. I was very excited because I felt like I really fit at the institution, really enjoyed the staff I would be working with, and was looking forward to the adventure of moving 900 miles to my new home.

The word adventure was an understatement because I was not coming alone. I was coming with my new wife, Jillian. She acted excited and said all the right things about our move, but secretly I was very nervous about how things were going to work with my job and my marriage. I work at the school; she doesn't. I had students stopping by our apartment to ask me questions all the time; she waited patiently. I work to handle situations that arise on campus; she puts our social plans on hold.

It's easy in our roles on campus to become as over-involved as our students. We want to help with everything, to answer every question, and we always want to be there for

our students. However, we sometimes forget the partner at home who needs our attention just as much and offers that escape from our positions that we all desperately need every now and then.

#### **Tips to help create a successful living experience with your partner on-campus:**

1. First things first, our apartments should be our homes. Yes, we live on campus; but we each have an office or some designated workspace. Your apartment should not be a place where your partner has to sift through piles of conduct folders and needs to be careful not to spill gravy on your work laptop. Pictures from home, a nice area rug, some comfy couch pillows... anything you need to make it feel like home (hint: I like to watch HGTV for fun and to find "fiscally responsible" ideas to spruce up our apartment). The thing is, your partner did not sign-up to live on a college campus; they want to live with you. Making them feel like it is a home will go a long way in

making them feel more comfortable and happier.

2. When it comes to your job, it shouldn't be a mystery to your partner. Openly communicate the expectations that your institution has for you, as well as any and all after-hours or weekend commitments. It's important to make sure that your partner knows what you'll be involved in so that they can plan accordingly. If you have a long weekend at a conference, maybe that's a weekend that they want to go home and visit family or have friends come for a visit.

***“Making them feel like it is a home will go a long way in making them feel more comfortable and happier.”***

It's also not a bad idea to include your partner in your job whenever possible. Granted, you need to make sure that you don't put them in a position where they are uncomfortable, but by including your partner you will help build a stronger connection for them to the community. You may want to take them to a dinner with other professional staff members you work with, or take them to a program that your RA's are putting on. In my first year at my current institution, I lived on a male floor in a freshman residence hall and I introduced Jillian to the young men to remind them to be mindful of their actions. Needless to say, she became very popular with the freshman men, and often reminisces about the, “nice boys who lived in our hallway.” The point is that if you are able to find ways to connect your partner to the community at your institution, then the happier they will be with living on campus with you.

3. Developing and maintaining boundaries when you have a live-in position are very important. Every time you enter your apartment, you should leave work in your office. Turn off the mail function of your cell phone, don't be bringing stacks of paperwork home with you, and make sure that you are ready to leave the stresses of the day behind you when you walk through that door. If students come to your apartment to ask you questions (use your judgment based on potential emergency situations) it is acceptable to refer them to your email and your office hours. Try to keep your apartment a “work-free” zone.

4. It's also a good idea to set aside time specifically for

your partner. I set aside one night a week for a “date night” when my staff knows that I am away and should not be contacted unless it is a true emergency. This way, there is always a night where Jillian and I can spend time together.

At the end of the day, spending time with your partner is what is most important. Being a live-in professional is challenging enough, but even more so for the partners who live with us. Kudos to them and all that they put up with, and we need to ensure that we are doing our part to support them just like anyone else who lives in our residential areas. As a good friend told me right before my wedding, “a happy wife makes a happy life;” I have done all that I can to make this adventure as positive for her as possible. I can only hope that these tips help you do the same for you and your partner.

*Chris Rader is a Residence Hall Director at Quinnipiac University. He also serves on NEACUHO's New Professional Development Committee. To contact him, please e-mail him at [Christopher.Rader@quinnipiac.edu](mailto:Christopher.Rader@quinnipiac.edu).*



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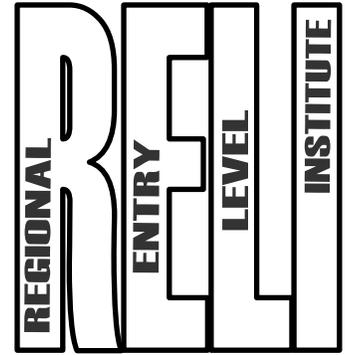
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**THREE ISN'T NECESSARILY A CROWD...**

# Regional Entry Level Institute for Housing and Residence Life Professionals

May 25-27, 2010

University of Maryland, Baltimore County [UMB]



**Sponsored by: NEACUHO; MACUHO; Westfield State College, MA; St. Mary's College of MD**

## WHAT IS RELI?

The Regional Entry Level Institute is an intensive professional development seminar featuring a range of activities for entry-level professionals who aspire to mid-level positions in residence life and beyond. Created by veteran residence life professionals and modeled after the James C. Grimm National Housing Training Institute, RELI will:

- Help you identify and develop skills and perspectives necessary to move to a mid-level position
- Offer personalized guidance in mapping out your short- and long-term career goals
- Connect you with faculty who are veteran professionals in residence life and related fields
- Provide one-on-one and small-group mentoring time
- Create an environment conducive to making connections with other new professionals, providing support and the foundations for lasting collegial relationships.

RELI will be celebrating its 13th anniversary in 2010. Over 300 professionals have attended the institute since its inception.

## AT THE INSTITUTE

RELI participants will:

- Attend sessions facilitated by veteran professionals in housing/residence life and student affairs and faculty members in related academic programs
- Assess current skill levels and devise professional development plans
- Gain valuable, practical information about surviving and thriving at the next level

Activities during the Institute are designed to allow time for informal interactions in addition to the scheduled sessions, including a “night on the town” one evening.

To offer the appropriate mentoring environment, only 28 participants will be accepted. Participants will be placed into small groups and assigned a faculty member who will provide individual advice, support and suggestions for future professional growth, involvements and activities.

## FEATURED RELI TOPICS

- Professional Development
- Managing Multiple Priorities
- Working with Diverse Students
- Managing Change
- Staff Supervision
- Crisis Management
- Campus Politics
- Accountability

## PARTICIPANTS SAY...

- “RELI provides **SOMETHING SPECIAL** a larger conference can’t give you.”
- “I’ve been challenged to think outside of my current role and **SEE NEW PERSPECTIVES.**”
- “It helped me think about my career and gain **PRACTICAL SKILLS TO MOVE FORWARD.**”
- “**I LOOKED FORWARD TO THIS FOR MONTHS** and was NOT disappointed.”
- “RELI was really a **TRANSFORMING EXPERIENCE** personally and professionally.”
- “**CONNECTING** with so many seasoned and new professionals was fantastic.”
- “Faculty were **INSIGHTFUL, INSPIRING, HUMOROUS, CANDID...**”
- “RELI offered a **SUPPORTIVE ENVIRONMENT** that has prepared me for the **NEXT STEP.**”
- “I am **REINVIGORATED AND REFOCUSED.**”
- “The RELI experience was a **ONCE-IN-A-LIFETIME OPPORTUNITY.**”
- “The **BEST “YOUNG PROFESSIONAL” EXPERIENCE** I had other than day-to-day experience was participating in RELI.”

## DETAILS

To apply, complete the application form and attach your current resume and a letter of support for your candidacy from your chief housing officer. Send your completed application packet by **MARCH 1, 2010** to:

Joanne Goldwater, RELI  
St. Mary's College of Maryland  
18952 E. Fisher Road  
St. Mary's City, MD 20686-3001  
FAX: 240-895-2019  
E-mail: jagoldwater@smcm.edu

Application review begins in March and continues on a rolling basis. Selections are made based on applicants’ experiences, personal goals for the Institute, and regional/institutional balance.

Cost for RELI is \$250 per person, which includes 2 nights of lodging, meals and all materials. NOTE – please check with your regional association (NEACUHO or MACUHO) about available RELI scholarships that may further reduce the cost to you and/or your institution.

Upon acceptance to the Institute, send your check or money order payable to ‘*Westfield State College – RELI*’ to: Dr. Jon Conlogue, Executive Director of Residential Services and Campus Life, Westfield State College, Westfield, MA 01086. Payment must be received by **APRIL 15<sup>TH</sup>, 2010.**

**FOR MORE INFORMATION** - Please contact a RELI Coordinator:

Joanne Goldwater	Phone (240) 895-4207	Fax (240) 895-2019	<a href="mailto:jagoldwater@smcm.edu">jagoldwater@smcm.edu</a>
Jon Conlogue	Phone (413) 572-5572	Fax (413) 572-5602	<a href="mailto:jconlogue@wsc.ma.edu">jconlogue@wsc.ma.edu</a>

## APPLICATIONS CAN BE FOUND...

To apply visit [www.NEACUHO.org](http://www.NEACUHO.org). On the right side of the page under “Open Registration” more information can be found about RELI and the application can be downloaded from there.

# ACUHO-I Update

Jacque Bollinger, ACUHO-I Regional Affiliations Director

Happy New Year on behalf of the Association of College and University Housing Officers – International (ACUHO-I)! If you have not yet made your New Year's Resolutions for 2010, I have suggested a few below that you may wish to consider.

**My resolution is to participate in my profession by voting in the upcoming ACUHO-I Elections.** Your Chief Housing Officer (CHO) is the voting delegate and is the only person who can vote for your institution. You can, however, participate by giving them feedback regarding the slate of candidates. Four ACUHO-I Executive Board positions are up for election for 2010-11: Vice President, Globalization Director, Business Practices and Enhancement Director, and Facilities and Physical Environment Director. Visit the ACUHO-I website at [www.acuho-i.org](http://www.acuho-i.org) for more information about these positions and candidate qualifications.

**My resolution is to show my gratitude to a trusted colleague or valued mentor by nominating them for an ACUHO-I Award.** Nominating someone for an award is a wonderful way to give back to the profession while also honoring someone who has made an impact on you or the housing profession. ACUHO-I is now accepting nominations for the following awards:

- Herstory Award
- James C. Grimm Leadership and Service Award
- James A. Hurd Award
- Judy Spain Award
- Outstanding Corporate Friend Award
- Research and Publication Award
- S. Earl Thompson Award
- Global Initiatives Award

To find out more about the criteria for these awards and how to nominate someone, visit the ACUHO-I Website at [www.acuho-i.org](http://www.acuho-i.org). The deadline for nominations is February 26, 2010.

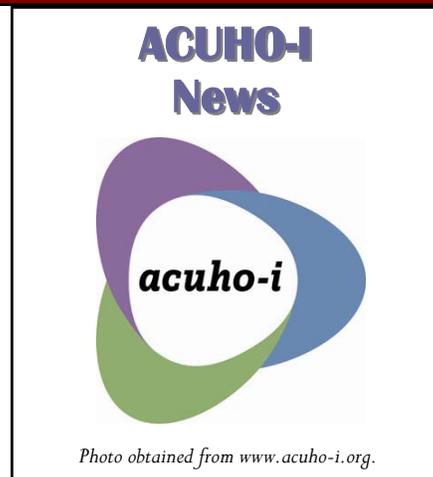
**My resolution is to hire well qualified staff.** The Placement Exchange is a joint venture of ACUHO-I, ASCA, NACA, NASPA, NODA, AFA, and HigherEdJobs.com and is dedicated to making job placement a rewarding and low-stress experience for both candidates and employees. This year The Placement Exchange will be held in Chicago, Illinois from March 3-7, 2010 prior to the NASPA Conference. This will be a great place to make this New Year's resolution a reality. You can find out more by going to [www.acuho-i.org](http://www.acuho-i.org).

**My resolution is to develop myself as a housing professional by attending the 2010 ACUHO-I Annual Conference and Exhibition.** Austin, Texas is your destination if you plan to check this resolution off your list. The Annual Conference and Exhibition will be held June 26-29, 2010 and we hope to see you there. Registration and conference information can be found on the ACUHO-I Website [www.acuho-i.org](http://www.acuho-i.org).

**My resolution is to bookmark the ACUHO-I Website to ensure that I am aware of the resources and programs ACUHO-I offers.**

This letter highlights a few offerings from ACUHO-I. There is so much more. The fact that I have referred to the ACUHO-I website five times in this short letter, demonstrates the wealth of knowledge that can be found there. Aren't these five resolutions so much better than giving up chocolate or losing weight? Not only are they easier, but they also benefit people other than yourself. It's a definite win-win to start the new year! Here's to 2010.

*Jacque Bollinger is the Associate Director of Residence Life at the University of Wisconsin-Oshkosh. He also serves as ACUHO-I's Regional Affiliations Director. To contact him, please e-mail him at [bollinge@mio.uwosh.edu](mailto:bollinge@mio.uwosh.edu).*





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- **Advocating for Assessment & Creating a Comprehensive Plan**
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Those who complete the program will be able to verify, validate, and increase their assessment knowledge and skills and be prepared to apply this valuable skill to their institution.

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- Though you are welcome to take just the online courses, to receive the housing assessment certificate you must complete the in-person capstone experience.
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# Mid-Level Managers and the Lessons of Alternative Transportation

Stacey Phelps, University of New England

University and college campuses are offering a new campus transportation vision for faculty, staff and students. Bike racks, Zip Cars, and extended shuttle bus services are some outcomes of the new vision. Residence life and housing staffs are often tapped to help distribute information related to these options since they are at the pulse of campus activity. Our sustainability savvy students are turning to “Green Report Cards” as much as *US News* and *World Report* ratings to select which institution they will attend. Last month’s Sustainability Task Force article discussed how LEED potentially affects the direction Chief Housing Officers may take with construction projects. This month’s article will address alternative transportation options and how the future of campus planning may affect mid-level managers today and in the future.

***“Carpooling is another popular option for students and staff. Institutions are creating specific carpooling parking spaces to encourage people to carpool.”***

More than two in five schools across the country engage in bicycle-sharing programs and only a select few offer bicycle ownership as a part of their initiatives. The University of New England is one of the select institutions to offer ownership to participants. Barea College offers students the ability to volunteer at the bicycle cooperative for 10 hours. Once you reach the 10 hours, you are allowed to build your own bike from used frames and parts. Faculty, staff, and students at Pierce College are offered monetary incentives if they carpool, walk, bike, or use public transportation. Institutions that offer bike sharing programs are usually free and offer free repair services to students. Many colleges and

universities are reevaluating their master plans due to increased transportation and parking needs as they expand. Institutions include looking at traffic patterns as a part of the reevaluation to increase the number of bike lanes and streets that are closed to vehicular traffic to accommodate alternative transportation initiatives.

Car sharing programs adopted by colleges and universities assist students by providing alternative opportunities to reach internships and to carry out errands such as shopping. Students are afforded the ability to have reliable transportation without worrying about the rising cost of car maintenance and insurance. The adoption of the program also affords institutions to provide free hours to start the students and after the free hours are used, they have to pay for subsequent use of the vehicle. Zipcar is the world’s largest car sharing company and carries more than 100 university and colleges as a part of their program. Zipcar also includes incentives to alumni of participating institutions. Many schools who participate in Zipcar are offered a variety of vehicles to select including sedans and vehicles like the Matrix to move larger items and can handle larger groups of people. The program also teaches participants about respect since students reuse vehicles and expect the student or staff member before them to clean and gas up the vehicle.

Carpooling is another popular option for students and staff. Institutions are creating specific carpooling parking spaces to encourage people to carpool. In addition to specific spaces, institutions including the University of Pittsburgh offer discounted parking passes. Furthermore, at the University of Utah, priority parking passes are made available for those students and staff who decided to carpool.

One of the most popular options for alternative

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transportation is discounted public transportation passes. Institutions that have established public transportation that include bus and railway systems often offer their community members the ability to pay a reduced cost for passes. These passes are subsidized by the university or college and offer discounts that can range from 40 to 70 percent off the average bus or rail pass. In some cases, institutions offer free service between specific campus areas if a campus is divided in a metropolitan setting. Since many communities do not have a rail system, bus and shuttles tend to be the option for students and staff. Shuttles have expanded their service outside the campus community offering students and staff the opportunity to reach off-campus locations for shopping and entertainment. Some institutions are presently working with their local communities to offer free service not only to the college but to members of the town/city to enhance town-gown relationships.

Institutions are also turning to alternative fuels such as biofuel. The Massachusetts Institute of Technology has a student run bio-diesel processor that turns vegetable oil waste into fuel for vehicles. This fuel is used for campus fleet vehicles reducing the costs of fuel for the Institution.

*“Options are increasingly becoming important since students are looking at what their potential institution is willing to provide.”*

#### **The University of New England:**

The University of New England (UNE) is known for having a deep commitment to the environment, in large part due to the institution’s location between the Saco River and Atlantic Ocean. In 2008, the University of New England entered the realm of alternative transportation by engaging in a bike ownership/Zipcar program with increased shuttle service. Incoming first-year students select between receiving an L.L. Bean mountain bike (complete with helmet and bike lock) or 28-hours of Zipcar time in one of two new Honda CRVs (selected due to Maine’s harsh winters). The program is a great success and into its second year at the University. A sea of bike racks and shiny blue bikes greet you as you walk across campus. The Zipcars are never seen in their spots outside the Campus Center. Students are using the options given to them and this has

reduced the number of cars on campus and allowed us to close a parking area for recreational use. These include basketball courts in the warm weather and an ice rink when it is cold. Part of why the program became so popular is due to soaring parking permit prices (\$300 a student) and an aggressive marketing campaign by multiple student affairs offices at admissions/orientation related events.

While the program has had its share of stolen or vandalized bikes, the increase of bike racks and educational measures has reduced the number of incidents. Students are also encouraged to bring the bikes home in the winter and if they live too far to take them home the school offers sheltered storage space. UNE also receives a vehicle refund if they reach a certain financial commitment with Zipcar. In the two years that UNE has participated in the program they have received thousands of dollars in refunds. Another benefit of the bike program is the ability to support a local business, L.L. Bean, and the Mainers who are employed by L.L. Bean.

#### **Vision and Mid-Levels:**

As future campus planners, mid-level managers should pay attention to how their institution is addressing the alternative transportation issue. Alternative transportation options are increasingly becoming important since students are looking at what their potential institution is willing to provide. Eventually, it will greatly affect how their employees will come to work and how they will finance transportation options when parking options are further reduced. My experience at UNE from advertising, implementing, and finding storage options has increased my knowledge and understanding of the importance of such programs. The university is now exploring a water taxi option that many institutions would not be able to provide and will become an important learning experience. Mid-level managers will be asked in the future how to attain and enhance present programs in practice to stay current with technology. Staying current with other institutions and research will create confident future Chief Housing Officers prepared to be adaptable to student and institutional concerns.

*Stacey Phelps is the Assistant Director of Residential Education & Housing at the University of New England. She is also a member of the NEACUHO Sustainability Initiatives Task Force. To contact her, please e-mail her at [SPhelps2@une.edu](mailto:SPhelps2@une.edu).*

# Tips for a Successful RHC!

Heather Kessler, Quinnipiac University

In 2005 a group of students, passionate about programming in their residence halls, worked with their advisor to create the Residence Hall Council (RHC) at Quinnipiac University. The RHC started off small and every year has continued to grow and develop. In the past five years, RHC has won awards on regional levels such as “Building Block” of the year award at the 2008 Mini No Frills. There were bumps along the way but with continued support from the entire residence life staff all the way up to the Vice-President of Student Affairs, RHC has been allowed to make an impact on our campus.

I have advised residence hall councils for two and a half years at Florida International University and at Quinnipiac University. I have learned many tips on strategies that work and those that do not. I hope that these tips are helpful for you and your organization.

**Tip #1:** You must get buy in from the group. You cannot have a successful RHC without the buy in from your students. It can't be “The Advisor Show.” The students need to have the energy and the passion to follow through with an idea all the way to completion. However, students don't always need to come up with the idea but they need to believe in it and be willing to go for it. For example, you may have a wonderful idea for a program or how to get students to come to your RHC meetings, but unless your RHC students understand what the program is, how to accomplish it, or how to recruit, it will fail. Being intentional and strategic is one way to get students' buy in to help the organization grow.

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*“You cannot have a successful RHC without buy in of your students.”*

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**Tip #2:** Setting a strong foundation with your executive board will in turn strengthen the entire organization. Your executive board is the key to your success. If your executive board doesn't operate in a functional, time effective manner then there is no example for the rest of your organization to follow. One item that is essential to having your executive board run well is a strong president.

I believe it is important to meet with your president one-on-one at least bi-monthly and if you can meet more often that's great. Empower your president to feel that they are in charge of the executive board, that they are part of the team. Help the president to learn and understand their role as president both semesters, in the fall to lead their peers and in the spring to help develop and transition new leadership. With your president being successful in their role the executive board has a peer to model after.

**Tip #3:** Networking is important. Conferences are a great way for our students to continue to develop their leadership and feel pride in representing their school and organization. Students come back from conferences fired up with enthusiasm and ideas for the future. Warning for advisors: you must get excited for the conference in order for the energy to transfer from you to your students. The students will model your behavior at the conference. Going to sessions, talking with other advisors about your problem areas or successes, and sharing ideas is critical. If you practice these traits, then so will your students.

**Tip #4:** Transitioning your leadership is vital. Leadership on the executive board as well as the general body needs to be from each class year. This will lead to a successful RHC that continues to progress in a positive way. Imagine making great strides this year with your executive board; they work well together and put on great programs. They have the student body and SGA recognize the powerhouse of the group and then the following year flopping. If you don't have the executive board teach others how to reserve rooms, brainstorm, execute an event, run an effective meeting, or gain acceptance on your campus, then you will be starting from scratch year after year instead of progressing onward with your organization.

These tips are helpful in maintaining and progressing an RHC for the future. Always try to keep in mind what is best for the organization and most importantly, how you can continue the success and improve RHC for the students involved and the residents that are impacted.

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# Binghamton University Makes A Difference

*Peter Nardone, Binghamton University*

The recognition of one's personal and professional accomplishments has been at the forefront of establishing community membership within the field of student affairs and higher education. At the beginning of last year, Binghamton University and the Department of Residential Life implemented an innovative recognition program highlighting the accomplishments of faculty, staff and students who have impacted the lives of others and the campus community. Although the program is new in nature, our department has received a plethora of nominations each month over the past year. In fact, nomination cards are made available in all residential life offices from the RA office to the department's central office for anyone to make their acknowledgment for those who have impacted their lives in some way. This year, a brand new webpage has also been created highlighting our department's achievements as well as giving community members the opportunity to recognize others online.

Those whom are recognized for their achievements, whether it has been helping our students with their housing concerns, reaching out to alumni or servicing our campus through committee work, are announced publicly each month on our campus website with a picture of past and current nominees posted on our departmental bulletin board located directly outside the main office. Additionally, award recipients receive a "gold coin" and a letter from the director recognizing them for their efforts. These coins can be passed along acknowledging others contributions to the campus community.

Here are a few ways in which Binghamton community members have "Made A Difference":

~ **Brianna Riis, Residential Assistant, has Made A Difference by helping her residents through roommate conflicts and providing emotional support. These situations are not easy, but she handled it like a pro! (September 2009)**



*Photo of Brianna Riis; provided by Peter Nardone.*

~ *Jennifer Hapgood, Assistant Director of Apartment Communities, has Made A Difference with her work and wonderful leadership of the Binghamton University Pride Week Committee. (October 2009)*

~ *Darien Sutton, Residential Assistant, has Made A Difference by exhibiting leadership on The Dream Team for Mountainview College to hold a Date Auction for the Make A Wish Foundation. (November 2009)*

***"The Department of Residential Life at Binghamton University will continue its strive in challenging and supporting our student's holistic development."***

Our quality programming and services seek to meet the ever-changing needs of our students in order to develop them as engaged global citizens of tomorrow. From our core values, each month we recognize those who have gone above and beyond our departmental goals and have ultimately "Made a Difference" in our college community. As we enter into a new year, the Department of Residential Life at Binghamton University will continue its strive in challenging and supporting our student's holistic development, and will recognize all those whom have contributed to our student's and campus successes through individual initiative, leadership, and service to the Binghamton community.

Monthly nominations and testimonials can be found at [Reslife.binghamton.edu/make\\_a\\_difference.html](http://Reslife.binghamton.edu/make_a_difference.html). Congratulations to last month's winners!

**December 2009 Make A Difference Nominations:** Gina Juriga, Jennifer Lobodzic, Yeva Aminov, Jonathan Guerrero, Elliot Nasser and Lauren Schmiegel

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# A Personal Experience: Smiling and Speechless

Ryan Nicole Greelish, Sacred Heart University

Just past seven this evening, I stepped out of the elevator onto the fifth floor. As I began to walk down the hallway, I heard the voices of residents coming from the suite to my right. As I turned the corner, I saw 23 freshman residents congregated together, sitting on chairs, couches, the floor, and each other. I slowly walked to the back of the room.

“You came,” said Ivan. “Of course I did, I said I would be here,” I replied. A smile on my face grew with anticipation for what I was about to witness.

“We were waiting for a few more residents that said they would be here, but I guess we will start without them,” Ivan said. Talking between the energetic residents began to cease. As the residents turned their attention towards the front of the room, there stood Ivan and Tom dressed in collared long-sleeve shirts, khaki dress pants, and sneakers.

Ivan continued, “I bet you guys and gals are wondering why we gathered you people here today. Well, if you looked at the posters, the main question that can be seen on the poster is ‘What can alcohol do for you?’ ... and the correct answer is nothing at all.”

He was referencing the flyer that he and Tom had posted on resident doors. It read “A Once in a Lifetime Opportunity...Boy’s Side Floor 5...Starring: Ivan and Tom...What Can Alcohol Do For You???...7pm.”

Laughter emerged from the residents, but Ivan continued. “Hi, my name is Ivan. I’m from Long Island and run track here at Sacred Heart. The track team enforces a no drinking policy. I was abiding by the rules and just ended up in the wrong place at the wrong time. And this could happen to all of you in this room if you aren’t careful in choosing your surroundings. Alcohol is commonly abused by college students. And I hope during this presentation it could change your views on alcohol and just maybe you will think next time before you make a mistake.” Again, there was laughter and big smiles around the room. These residents knew Ivan and Tom personally since they all live together (during a typical afternoon, residents are crowded on the couches playing FIFA video game and joking around). Ivan looked towards Tom as if to silently indicate that it was his turn.

“My name is Tom. I am an eighteen year old male, who grew up in New Jersey, brown-haired, blue-eyed, outgoing, fun-loving, comical, yet a serious kid who would like to succeed as an Athletic Trainer. I enjoy Italian food, Arnold Palmer, moonlit walks, music, sports, movies, and just having fun. I like to think I’m a pretty good student, as well as a neighbor and roommate.” This opportunity allowed me to observe Ivan and Tom interacting positively with their peers. It was liberating to hear Tom’s description of himself. Tom was more reserved than Ivan, so it took more out of him to read his speech in front of his peers. The particular words and tone chosen to describe himself was uplifting. It is rare to have the opportunity to hear a freshman male speak of how he views himself, being completely open without fear of judgment.

Tom continued, “Nowhere in that description does it say: I give into peer pressure or I make bad choices. I let everyone see these negative qualities instead of the positive one’s stated in the introduction. I lacked the guts to just say **no**, clear and simple.” After a short pause, he asked “Why did I make that decision? Because I wanted to be cool and I thought it was harmless at the time. Now my future as a student is somewhat darkened by my choice on Halloween night. My dreams and goals were not something I was thinking about when making this decision.”

Ivan, in his charismatic tone, “Why do college kids drink?” He left no time for anyone to answer. He pointed to a resident and quickly called him out by name, “Dan.” Dan gave his answer. Then Ivan continued to point around the audience, obligating each resident to share their own answers. Many were the same from “we thought it was cool” to “there was nothing else to do.” Then Ivan read his list... “to be more popular, to feel accepted, to be more confident in talking to the opposite sex, to relieve stress, and to have fun. But there is nothing fun about getting in trouble at school because you made a wrong choice.” Tom announced loudly, “suggested activities to partake in to avoid drinking: trick or treating? Whatever happened to that, FIFA, Rock Band, river boat gambling trips, making your own beef jerky, ...” A male resident interrupted, “hey, we never do that!” After the laughter came to a whisper, Tom resumed to his list, “... go to a sporting

event, see a movie, developing a song and dance, dorm coordinated activities, game nights with your suitemates, watching a good game of football, or just saying no.” Of course side conversations brewed about river boat gambling trips and making their own beef jerky. Ivan and Tom reined back in their attention with enthusiastic voices. “Also there are many ways to relieve stress such as exercise, or to scream for an hour into your pillow. You can just be yourself when talking to guys and gals, I heard they love that,” Ivan added.

Ivan and Tom then showed three *You Tube* videos, two of which were “Alcohol Abuse” and “Negative Effects of Alcohol.” These two videos contained alcohol statistics, college scenes, and health concerns and the third video was a short comical cartoon. At the conclusion of the first video “Alcohol Abuse,” Ivan had asked what they had learned. I was completely astonished at the responses! Many were eager to respond as they raised their hands to share facts about the cerebellum and dehydration. Others shouted responses such as “70 percent of your brain is made up of water” or “your brain doesn’t work because your synapses get clogged with shit.” Laughter arose. I was so impressed with answers and how much they paid attention to the videos, absorbing facts about alcohol abuse.

- <http://www.youtube.com/watch?v=xH97OBRwC-A>
- <http://www.youtube.com/watch?v=Ne8hOaUyGsk&feature=fvw>

As a conclusion to Ivan and Tom’s presentation, they announced their newly created song to the beat of *Will Smith’s Fresh Prince of Bel Air*. Ivan started to beat box as Tom read from the paper in his hand, shaking with nervousness:

*“New Jersey born and raised, playing hockey where I spent  
most of my days,  
Now I’m in college at Sacred Heart,  
A fresh school year, a brand new start,  
It was Halloween night, lookin’ for somethin’ to do,  
What’s goin’ on, hey anything poppin’ at SHU?  
We whistled for a cab, it didn’t come here,  
No cool Cab driver, no dice in the mirror,  
So we stayed in and heard let’s go to three,  
Little shindig goin’ on, why not let’s see,  
I’m tryin’ to dance, wasn’t workin’ for me,  
Then I heard a knock, who dat ooohweeee,  
Res Life comin’ in and talking to us,  
We need to get some names, it’s a definite must,  
I made a bad choice yeah that’s my bad,*

*We shoulda played FIFA, now we sad.”*

After reading this segment, you may have an idea about how this floor program came about. This program presented by Ivan and Tom was the result of an educational sanction from their judicial hearing. This sanction was to plan and implement a floor program that included making advertisements, lasting a length of 30 minutes to one hour, be educational and appropriate, benefit their peers, attract a high number of attendees, and have either their Resident Assistant or myself present.

Educational sanctions are an enriching and rewarding experience. This opportunity allowed Ivan and Tom to research alcohol abuse facts, allowing them to find resources. As they prepared their presentation, discussions may have spurred, allowing them to learn and reflect on their own. In addition, Ivan and Tom compiled their ideas with information to create a “cool” presentation that would be educational for their peers.

Ivan and Tom’s efforts made me smile because it provided an opportunity for them to self-reflect in a natural way. They had to discuss what to do, what to say, what key points to discuss, how to add an educational piece, and how to make it entertaining for their peers. They took away from their community, but now they gave back to their community. This outcome is far better than a fine that is paid and forgotten about. This presentation has allowed them to open up with each other, peers, and myself, reflect upon their actions, what other options they had and have, and thinking about how these affect their lives. Moments within this story are funny and casual, not lectured, but it allowed them to incorporate their lesson into their actual daily life. It has created an emotional connection that will allow them to remember this experience. I walked away smiling and speechless.

I hope that you all gain something from my story. As many of us in the field of residential life, it still amazes me just how many opportunities that we have to affect other lives. This is such a precious gift. If you have any questions, comments, or creative sanction ideas, please feel free to e-mail me at [greelishr@sacredheart.edu](mailto:greelishr@sacredheart.edu).

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# Finding Our Focus: Reflections on the Women's Winter Renewal Retreat

Rachel K. Hoff, SUNY Fredonia

Driving in a state-issued van through various snow flurries to get to West Hartford, Connecticut is hardly the idea of a renewal. Yet four women from SUNY Fredonia had eagerly signed up for sixteen hours on the road and eight hours in the Women's Winter Renewal Retreat. Having previously attended the NEACUHO Annual Conference, I knew this would be worth the trip.

Being that our group only attended the third and final day of the **Social Issues One Day Retreats**, we weren't sure what to expect. However, after following a questionable GPS and finding the University of Hartford, we received a warm welcome from complete strangers. There were some familiar faces and many new. The retreat had a relatively small attendance (compared to other, longer conferences) of approximately 20-30 participants. As a result, this became an intimate atmosphere where anxiety about meeting so many new people did not last very long. By the end, these same strangers were embracing.

*“Discussing Women's progress in Student Affairs is certainly not a closed event.”*

A familiar face to everyone was Jeffrey Horowitz, the current president of NEACUHO and the Assistant Director of Residential Life at Binghamton University. While getting ready for a new semester, Mr. Horowitz reflected on his experience at the women's retreat: “I thought it was an amazing experience, being the only male in the group. It was definitely an interesting perspective being asked for my insight on women's issues in the field. I was also impressed by the attentiveness of the audience during the women's panel.” Having a male participant in the retreat was very refreshing for all of us. In fact, I wish more men had attended. Discussing women's progress in Student Affairs is certainly not a closed event.

As the day began after coffee was served with a side of icebreakers, an outsider could quickly note that this would not be an ordinary retreat or conference setting. We

*Photo of, and provided by, Rachel Hoff.*

became part of the process: reviewing research in the field, analytically discussing the role of women in Residence Life, and hearing firsthand the struggles and well-earned achievements of many diverse women.



The morning discussion of the article, *How the “Snow-Woman Effect” Slows Women's Progress* by Mary Ann Mason, provided a solid foundation of scholarship for the rest of the day. We were separated into smaller groups and critically discussed the theories behind female stereotypes in the workplace. In her article, Mason presents surprising statistics on the numbers of women studying for advanced degrees compared to the amount of women who achieve elite positions in academia and higher education in general. “Because the higher they go, the fewer they are, women become ever more exceptional by their mere presence on the academic scene and visible to the point of inviting critical scrutiny” (Mason). Our group focused on how different kinds of women face individual obstacles in the field. Progressing in one's career can be different for a married woman and a single woman. Both face unique expectations and also different, but equal, problems and stressors.

Every woman (and man) at this retreat had faced similar experiences. There was a lively discussion after the individual small groups on how everyone faces prejudices, assumptions, and other people's expectations. No matter how much we try, we just can't escape tribulations; it's a part of life for all of us. In the end, I wouldn't trade adversity for anything; it shapes us into who we are by the decisions we make, and we are better able to help our students. We can feel their pain because those scars can heal, but they never disappear.

I know for myself and many others, the most eye-opening portion was in the first programming session, “Sifting through Stress to Find Joy on the Job.” Everyone took an individual index card and anonymously wrote down how

stress was physically taking a toll on us, and what caused that stress. The room was instantly divided between those who were finished in two minutes, and others who were caught in slow motion. I was one of those who paused because, like many, I did not want to admit weaknesses in a professional setting. Just writing it down was a relief for most of us. When cards were scrambled and passed out again, we all heard everyone's individual problems and their effects. It was simply stunning, to say the least. The exercise immediately takes you out of your own dramatic bubble and forces you to see that everyone who passes by you on a daily basis has their own problems to deal with, which then makes it impossible to judge others. I was amazed at how many people were facing lack of sleep, relationship problems, and physical ailments. There were so many headaches and backaches listed, it is curious that Tylenol has not yet jumped at the opportunity to become a corporate partner for our divisions of residence life. We may be in different boats, but we're all seasick.

Have you ever had a day at the office when you were so frustrated with a colleague or superior, you just couldn't handle that one really peppy resident making an impromptu appointment? Have you ever wondered if you could superglue a smile to your face because you simply did not have the willpower? Understanding why we have these emotions is key in learning how to control them. We will never be rid of frustration and sadness, but we do have a say in how they affect our everyday lives. The second programming session on emotional intelligence, "Exercising Your Emotional Intelligence in the Workplace," analyzed how our emotions can be used as effective tools in interpersonal communication. It's always easier to let emotions decide our next directions, but sometimes it is in our best interest to deal with a situation logically first, thus making it simpler to resolve emotions in a healthy manner later.

One lesson we learned was that experience is inspiration, and nowhere was this more applicable than the panel discussion which concluded the retreat. A colleague of mine at SUNY Fredonia and a new mother, Jennifer Cinque, noted how the panel helped her in her own journey: "It was very informative about the inner workings of daily life and how to advance. As a mom, I enjoyed it, but felt bad for non-moms." Already in the middle of Resident Assistant training week, Mrs. Cinque is working as a Residence Director on campus. Her son, Charlie, has been adopted by all the twelve other hall directors. We are

still working on the finer points of the paperwork.

### *"It was simply stunning..."*

The shortened length of the concluding women's panel discussion was the result of time constraints. Since the retreat was only one day long, a few short cuts had to be made. Not every woman on the panel was able to tell us about her story. But from what we did observe, it was helpful just to see how many diverse women had found their own version of success and happiness. Even though this marked the end of the conference, many of us found ourselves refocused. We had traveled from all over the northeast and had each found someone who understood. There was someone else who, even if we received million dollar job offers, could never replace the satisfaction that only this job provides. It's why we're all here, why we do what we do, and why we rock at it.

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<http://www.shraderandshrader.com/>

# Cathy's Contemplation Corner: To Stay or To Go

Cathy Raynis Meeker, Past President of NEACUHO

These thoughts are from Cathy Raynis Meeker, PhD, a former president of NEACUHO (2008-2009) who has been blessed with unemployment, also known as a "Temporary Woman of Leisure" since August. She has had time to ponder, so we thought we'd let her share here. Perhaps you can find it illuminating or a little entertaining.

## To stay or go...

This is the time of year where we are often asked about our plans for the next academic year. Supervisors and our supervisors' supervisors like to plan ahead and get searches moving if there are going to be openings. I think it is wise that they ask us for our plans now. It is a good habit for us to think about what we want to accomplish at the start of each year after we have taken a healthy break from our work and feel refreshed. This is also the time of year when lots of new possibilities arise: conferences, job postings, openings, applications for grad schools, semester abroad, semester at sea... you get the picture.

*"Life has a way of taking care of our path as long as we listen to our gut (internal voice)."*

I think the question, "How do I know if I am supposed to stay or go?" has weighed very heavy on me throughout my career. As I have matured (ok, and aged), I realized that even though I desperately wanted to build a great cutting-edge residence life and housing program at one institution, other plans were in store for me. I really wanted to develop great practitioners for the field and spawn them off from my department in every direction. Instead, I had a career on several campuses and I have no regrets. I ended up having a lifetime commitment to a professional organization of choice, NEACUHO. Through dedicated investment in NEACUHO, I was able to develop others through my committee and leadership work with the organization. Had I known that I could have had a rewarding career in housing and residence life by moving from great opportunity to great opportunity and investing in NEACUHO, I might

have relaxed a lot more in my late 20s and throughout my 30s!

Really, had I realized that different paths were meant for each of us, I wouldn't have had so many sleepless nights. Hopefully, this little article will help you figure out the direction of your path so I can save you from at least one sleepless night.

Life has a way of taking care of our path as long as we listen to our gut (internal voice). As you think about the new year and what you want to accomplish this year personally, professionally, and academically, the option of staying at your current job and institution or leaving for another job and/or a different institution are often part of the options in front of you. As you consider your options to stay or to go, it is important that you incorporate the facts related to both staying and moving, and also consider your own genuine desires and feelings about your options. As you contemplate your aspirations for your life and determine if now is the time to start preparing for the next opportunity, you often need to determine if you can learn that skill, get the job experience, or accomplish that goal by either staying where you are or by leaving. Sometimes it is clear that you need to stay, take root, and bloom where you are.

Some of the reasons we need to consider staying where we are include the following:

- Child care
- Location of partner's career
- Family
- The work is rewarding
- People in your department and across the campus are a good fit for you
- Institutional values and the leadership are a good fit for you
- Students you work with are a great fit for you



*Photo of Cathy Raynis Meeker, provided by the Media & Publications Committee.*

- There is great professional support for supervisors and others on the campus
- There is great personal support
- There is more for you to learn here
- You are in the middle of a degree or certificate program that you are invested in
- You are happy and appropriately challenged
- You have a good opportunity to help others develop
- You have a good opportunity to impact and fine tune an aspect of the organization
- You have an opportunity and the support to actively participate in/carry out a leadership role in a professional organization of choice
- You have the support and time to participate in an outside interest
- You have the support and time to finish an important goal or project (personal, professional, or academic)
- You are struggling with something personally or professionally and are in the middle of learning, improving, or healing. It may be uncomfortable but when you get through it you will be better professionally and/or personally.

***“Write up your goals for this year with the action plan and timeline in mind. Think of personal, professional, and academic goals...Visualize yourself accomplishing the goals.”***

Sometimes you have very clear reasons to consider leaving:

- You have been asked to leave
- You have been told you do not have your boss's or the institution's support
- Your life partner is being relocated and you both would like to continue the partnership
- You are struggling with the values of bosses or others with power in the institution
- You are ready for something new
- You believe you have given the job/institution your all and are almost too comfortable in your role. You know there are opportunities at a new position on the campus or elsewhere that will be challenging and exciting for you to try
- You are ready for a change in scenery, environment, type of institution, type of life off the campus, academic opportunities, career opportunities, and personal life opportunities
- You are in an environment that is way too stressful and or unhealthy for long term survival
- You have an opportunity that meets your goals and is way too good to pass up

Often, when we are asked what our plans are for the upcoming semester, we may not be able to answer with a clear-cut, definitive, automatic “yes I am staying!” or “no, I’ll be leaving in June.” We often are in more of an ambiguous place represented by the thought, “I honestly do not know if I want to stay or go in June. I am not even sure about my plans for this weekend!” It almost sets off a panic in many of us because we really do not know, nor do we know how we’ll decide by the time the boss wants our response.

Here are some suggestions to consider while pondering the “should I stay or should I go” issue, especially if you are in the “I have no idea” camp.

1. Sit with the question (What should I do next year?) (...even if you don't want to or have no idea what that means!)
2. Write up a timeline of your life moving forward
3. Write up your action plan for each of the major accomplishments in your timeline
4. Write up your goals for this year with the action plan and timeline in mind. Think of personal, professional, and academic goals
5. Do not try to control the things that cannot be controlled. Breathe and let go of issues or other people....
6. Visualize yourself accomplishing the goals. Do you see yourself in your job at your institution accomplishing the goals?
7. Envision the ideal environment for you to accomplish your life vision
8. If you have no goals or life plan and you just want life to happen to you, then cool, make the most of every day and when you want to improve, make a change, build a skill, get a degree, and make some choices, then read this

9. Create a pros and cons list for your current job and for other options
10. Create a pros and cons list for your current environment/institution and for other environments/institutions you are considering. Compare and contemplate
11. Create a collage, a positive image book, or mini-film of how you see your life unfolding. What does it look like? Use words, photos, pictures, clip art, your own art, music, so you can see the life you want. Sometimes envisioning or seeing what we like, desire, want, or are attracted to makes figuring out what we need to do next a little easier. You can put a tile on each page to personalize the journal book to fit your needs. For example, if you crave sunshine; an active, outdoorsy lifestyle; a doctorate; a strong, healthy boss; a staff who respects you; a partner who loves you; eight children or no children; time to do favorite hobbies; time to gather with friends and laugh; and a home near a favorite location; hopefully you will see it in the words and images you select for the collage, image book, or film. Don't think about it too much, just go through favorite magazines, newspapers, websites, You-Tube

films, recordings, and photos and capture the images that attract you or represent the life you want to have. Just capture them. Later look at what you have documented and see if it guides you to where you need to be to have the life you want to have.

***“Some of the reasons we need to consider staying where we are include...There is more for you to learn here.”***

Hopefully some of these ideas will guide you to realize if you should invest and build your career right where you already are for one more year or if you should pull up roots and look for new positions or a place to call home and continue your career. Neither path is better or worse. The trick is finding the path that is yours.

*Cathy Raynis Meeker is a Past President of NEACUHO. She currently serves as NEACUHO's Online Historian. To contact her, please e-mail her at [craynis@yahoo.com](mailto:craynis@yahoo.com).*

## Passionate about Social Justice? Want to Do MORE on Your Campus? Just Love NEACUHO?

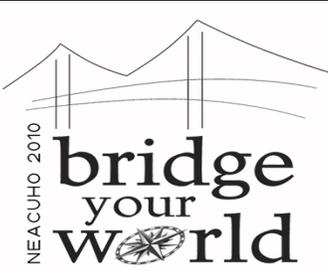
Well I've got just the thing for you and your institution.  
The Social Issues Committee is looking for host sites for the 2010-2011 academic year.  
With four major events, two host sites are needed.

Train the Trainer: Diversity Workshop – October, 2010  
Social Issues January Retreat Series – January, 2011  
Professionals of Color & Allies Retreat  
GLBT & Friends Retreat  
Women's Winter Renewal Retreat

If you would like to bring Social Issues to YOUR campus, please contact Temple Jordan for more information.



Temple Jordan  
Chair, Social Issues  
[t.jordan@neu.edu](mailto:t.jordan@neu.edu)  
617-373-2057



the top ten reasons  
to get excited about  
**NEACUHO 2010**  
at Roger Williams University

**10.** NEACUHO attendees will enjoy the beautiful waterfront and rich sense of tradition captured by the historic town of Bristol, home to our nation's oldest Fourth of July parade.

A merging of academic and residence life, North Campus Residence Hall is RWU's newest residential complex, and is home to more than 15 self-proposed Living/Learning Communities.

**9.**

**8.** Conference attendees and presenters will enjoy state-of-the-art technology and facilities of our newest LEED-certified academic building, Global Heritage Hall.

**7.** Need a break from presentations? Have some fun testing your trivia knowledge by taking a ride on our "Cash Cart," getting your portrait drawn by a caricature artist, or get your picture taken at our "90s Prom."

Downtown Newport is a great getaway for anyone looking for fine dining, a wide variety of boutiques and eateries, and a quaint boardwalk experience. Our "Night on the Town" program will give you the opportunity to enjoy Newport's beauty to its fullest.

**6.**

**5.** NEACUHO 2010 will be a great chance to catch up with colleagues, network, and check out a number of campus and housing vendors.

Mid-level and senior residence life and housing administrators will find a number of conference presentations tailored towards furthering their professional development.

**4.**

**3.** Enjoy our specially selected conference menu, highlighting New England's finest specialty meals, as well as RWU's nationally rated campus dining experience (courtesy of Bon Appétit).

2. Our enthusiastic summer conference staff looks forward to sharing their knowledge of Roger Williams and the local community with you during your stay!

**1.** We finally get to meet you!

join us! **june 9 - 12 2010!**

# Ask Katie

Hello and thank you for reading “Ask Katie.” My name is Katie Orlando—I currently serve as the Assistant Director of Residence Life at the University of Maine at Farmington. I have been in this position for 11 months and in the field for almost five years; before UMF I was the Director of Student Affairs at Chester College of New England for four years and served as a Resident Director for two and a half overlapping years.

This column is something that I hope NEACUHO members will utilize as a resource—in every *Navigator* issue I will answer two submitted questions to the best of my ability, using my own and other colleagues’ experiences to answer as informed and as knowledgeable as I can.

I am not an expert and the responses I submit are not the only way to view, perceive, or act as a professional—my goal is simply to provide insight, support, and sometimes, a boost of confidence as you navigate through your professional life. No question will go unanswered—if your question is not answered in the issue, I will still send you an e-mail response.



*Photo of Katie Orlando, provided by Joe Murphy.*

## *Here are this issue’s questions and responses:*

**Question:** Katie, you have lived off campus for most of your professional career—I will be making the move from a live-in position to my first live-off position this fall. I’ve lived in for my entire professional career so far; how should I prepare for this move?

**Response:** Congratulations on your new position! This will be a very exciting transition for you and there will be many things to think about this spring as you get ready for your big move. Hopefully you have been able to save up throughout your live-in career; getting used to the new paycheck and the new financial responsibilities when you live off campus will be a big transition at first. New expenses you could be faced with include rent/mortgage, property taxes and other fees associated with your home/condo/apartment, food, gas, utilities, services (paying others to plow, shovel, mow the lawn, deliver your newspaper, collect your trash, etc.), and other miscellaneous repairs and expenses. If you have not been able to save up over the years, this spring is a great time to start—you can start setting aside money from each paycheck to put towards these future expenses, and any new items you want to purchase for your new place, like furniture. This is tax time and perhaps you will be getting a refund this year—the way I have been able to purchase furniture and appliances for my home is with my tax refunds each year. I also know people who buy a new set of furniture for one room of their live-in apartment every three months or so until they fill their live-in apartment; this way, they are prepared for their move off and it’s one less thing they will need to purchase later. You can also use this spring to research everything about the neighborhoods where you would like to live, and also to research real estate agents if becoming a homeowner is the path you plan to take.

Moving off campus can be a wonderful experience; just keep in mind how different it will be. You will be going from a place where you have mostly everything taken care of for you (from meals cooked for you to maintenance) to something that will take a lot more energy and time on your part to maintain. This may require working smarter and not harder at your institution so that you will have more time available to truly enjoy your new apartment or home.

**Question:** As a mid-level, how can I get my foot in the door for a CHO position in higher education in the future?

**Response:** Another great question. There are many things that you can do in your current position to help your professional career keep moving up the higher education ladder. Aside from maintaining the great work and positive efforts you have put into your career so far, here are a few ways you can further set yourself up to succeed in a future CHO job search and position:

**Education:** Always look for opportunities to learn. Aside from pursuing a master's degree or a PhD, attend professional development workshops on or off campus, read professional articles, take part in discussions about the field, etc.

**Be aware of the “Big Picture”:** See how decisions and issues across campus are associated and can affect one another. Also be aware of what you advocate for; keep in mind that an issue that is important to you may not be as important to those above you or in the larger scheme of things.

**Communicate & Be Present:** Be willing to challenge, but also be willing to listen. Be visible on campus, at departmental functions, and take advantage of every opportunity to contribute and to give back to the position and the campus community.

**Be Professional:** Never take part in office drama and gossip. If you have an issue, take it to the person that it concerns and work it out. If you can't do that, let it go! If you find yourself continuously thrown into office gossip by co-workers and nothing you do or say to them changes this, stay away from that negative force—don't let others bring you down.

**Go the Distance:** When given an opportunity, don't just do the bare minimum. Whenever possible, make the decision to go the distance; keep the bar high in the work that you produce.

**Don't Worry About What Other People Do:** Focus on what you do, do it right, and do the best that you can.

**Balance:** Show how it is possible to maintain a balance between work and personal time. If you can't take care of yourself, how will you be able to take care of others, including students' and supervisees' needs?

**Refine Your Supervision Skills:** Take advantage of the opportunities you currently have to supervise a diverse para-professional and professional staff. The foundations you have built and will continue to build as a mid-level professional will help you be an effective architect for an entire department or a division some day.

**Network, Network, Network:** Networking isn't just for new professionals to the field. Make those connections with the current CHO at your institution, and CHOs at others. Talk to your mentor and use their connections to meet new people and build new relationships. All of the work you do in this area will pay off later, especially if you do land a CHO position. There are many great conferences coming up this spring—take advantage of some of those and make a goal for yourself to meet at least three CHOs at each conference you attend.

Just remember to keep being flexible, honest, be a great role model, and keep that positive attitude flowing and you will be well on your way to a CHO position in the field!

## Do you have a question you would like Katie's feedback on?

Send Katie your questions and she'll reflect on the response which we'll include in the next issue of *The Navigator*.

E-mail questions to [katie.orlando@maine.edu](mailto:katie.orlando@maine.edu)

## NEACUHO Wants to Hear You!

The Program Committee is looking for great voices, great personalities, and informative minds to host a podcast. If you are interested or would like to recommend someone, please contact Lenny Zeiger at [zeigerl@newschool.edu](mailto:zeigerl@newschool.edu) or Stephanie Ketterl at [sketterl@sjfc.edu](mailto:sketterl@sjfc.edu). We hope to hear from you soon!



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## Member Spotlight

Welcome to the NEACUHO Member Spotlight! In each issue of *The Navigator* we will introduce you to the dedicated individuals who are a part of NEACUHO. Networking is an important part of professional development; so feel free to meet up with and introduce yourself to our spotlights at various NEACUHO events throughout the year.

### **Name:** Robert King

**Current Position:** Associate Director of Residential Life

**Institution:** University of Hartford

**Previous Positions Held:** Resident Manager-University of Tennessee, Assistant Residence Life Coordinator-Maryville College

**How long have you been in your current role:** 3 years

**Education:** Master's of Science in Higher Education Administration-(College Student personnel)-University of Tennessee

**NEACUHO Experience:** Sustainability Task Force

**What does NEACUHO mean to you:** NEACUHO means an intentional opportunity to impact the Residence Life area of Student Affairs. NEACUHO also means wonderful opportunities to collaborate and share with professionals who are emerging and seasoned.

**Being in a Mid Level position can be daunting in our field; what advice can you give to fellow Mid Level Staff:** Stay grounded and humble because at times being in a midlevel position means working behind the scenes to make sure that things function appropriately. This can be a challenge to balance when its time for praise or reward.

Always remember who you are and how valuable you are to the team and find ways to support your emotional and spiritual well being. Also talk with others and share your perspective because it can be cathartic.

**In your Mid Level role, how do you interact with students:** In my position I interact with students through student conduct meetings, community visits and advising student groups on campus. I'm very intentional about finding ways to connect with students so that I build a bridge for respect during the tough times.

**Favorite part of your job:** The students and my staff. The students are a welcomed challenge and my staff could be considered a colony of Transformers who adapt and change to meet the needs of our communities.

**Favorite tradition that your department does:** The staff potluck has been very rewarding. The food and time spent together is just priceless. For a moment we all get the opportunity to just get to know each other over a good home cooked meal.



*Photo of Robert King, provided by Carol Sacchetti.*

### **Name:** Stacey M. Phelps

**Current Position:** Assistant Director of Residential Education and Housing

**Institution:** University of New England, Biddeford

**Previous Positions Held:** Assignments Manager – Boston University (August 2005 - July 2007), Educational Evaluation Program Coordinator – Goldman School of Dentistry, Boston University (September 2004 – August 2005), Assistant Residence Director – Syracuse University (July 2001 – May 2004)

**How long have you been in your current role:** Since July 2007

**Education:** BA in History and Sociology – Keene State College; MS in Higher Education Administration – Syracuse University

**NEACUHO Experience:** My membership in NEACUHO has been off and on for the last four years. Last February I was selected for the NEACUHO Mid-Level Institute and it inspired me to further participate in NEACUHO. I am currently

serving on two committees (Sustainability and New Professionals) and currently working on two articles for the NEACUHO Navigator as a result of committee participation.

**What does NEACUHO mean to you:** NEACUHO provides crucial regional professional opportunities and connections for people that may not have the ability or experience to pursue national opportunities. It also promotes career exploration for professionals (especially new professionals). Members can discover where their interests lie within student affairs and once they select a career path, how they can be successful for the duration of their careers.

**Advice to Mid-Level Staff:** Find a mentor. Establish relationships with multiple offices on campus - these relationships can lead to collaborative opportunities and future assistance. Take advantage of all professional development opportunities your department/division offers – if legal issues in higher-ed isn't an interest, you will learn an area that will be crucial as your career progresses and get to know co-workers in another setting.

**Interact with Students:** UNE is a small private college and this affords me the ability to interact with students in many different ways. I currently advise Hall Council, Cooking Club, and last year I had the opportunity to co-advise the History Club with a UNE history professor. The vast majority of my interactions come from students with housing questions.

**Favorite part of your job:** I love making housing assignments -I enjoy the challenge of placing students during the summer especially. It is exciting at check-in to see the faces of the names you have stared at all summer long!

**Favorite Tradition that your department does:** Jeans Day when we are closing for breaks. It increases the closing excitement and takes me back to being an RA while I am managing the always expected unexpected situation.



Photo of Stacey M. Phelps,  
provided by Carol Sacchetti.

## Do you know a New Professional who should be the next NEACUHO Spotlight?

Send us their name, institution, and email and we'll contact them about being in the next issue of *The Navigator*.

E-mail suggestions to Carol Sacchetti [csacchetti@rwu.edu](mailto:csacchetti@rwu.edu) or Tara Rupp [trupp@fairfield.edu](mailto:trupp@fairfield.edu)



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# Let's Discuss...

Do you have an idea?  
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Curious how other institutions are tackling situations?

Visit NEACUHO's online Discussion Board to share knowledge, ask opinions, and find out what other institutions in the area are doing. You're only one click away from the ultimate networking resource in our region...

<http://neacuho.websitetoolbox.com/>

## Do you have something to share with NEACUHO? Why not write for *The Navigator*?

All entries for *The Navigator* come from members just like YOU! Please feel free to submit articles dealing with student affairs and residential life issues, department staff updates, recognition of members, committee updates, district updates, and much more. E-mail all submissions to [jmurphy@skidmore.edu](mailto:jmurphy@skidmore.edu) or [neacuho\\_navigator@yahoo.com](mailto:neacuho_navigator@yahoo.com).

### 2009-2010 Navigator Issue Information:

Issue Focus	Submission Deadline	Publication Date
Mid-Level/ Annual Review	July 15	August
New Professionals	September 15	October
Chief Housing Officers	November 15	December
Mid-Level Professionals	January 15	February
New Professionals	March 15	April
Chief Housing Officers	May 15	June

To download past issues of *The Navigator*, visit us at [www.NEACUHO.org](http://www.NEACUHO.org). Feel free to e-mail Joe Murphy with any questions you may have about submissions for *The Navigator*.



## Transitions—Welcoming new members to their staffs

### St. John Fisher College

Matthew McKay, Residence Director

### Western Connecticut State University

Ayanna Bledsoe, Asst. to the Director/Resident Director

Melissa Sanders, Asst. to the Director/Resident Director

Robert Jost, Asst. to the Director/Resident Director

Yaniv Havusha, Asst. to the Director/Resident Director



(Left): Matthew McKay; photo provided by Stephanie Ketterl. (Bottom left to right): Ayanna Bledsoe, Melissa Sanders, Robert Jost, Yaniv Havusha; photos provided by Maribeth Griffin.



## Recognitions

- Many thanks to our article contributors and editors for their help in creating our fourth issue of *The Navigator*!

**Do you have a new staff member in your office?  
Is there someone you'd like to recognize for a job well done?  
Why not share with your colleagues in NEACUHO?**

Send us their name, position, institution, recognition, and photo headshot (optional) and we'll include them in the next issue of *The Navigator*.

E-mail submissions to [jmurphy@skidmore.edu](mailto:jmurphy@skidmore.edu) or [neacuo\\_navigator@yahoo.com](mailto:neacuo_navigator@yahoo.com)

## Case Study Competition

### Want to learn more?

Contact Erin Kelley or Sarah Judy  
[ekelley@bentley.edu](mailto:ekelley@bentley.edu)  
[sjudy@gw.housing.umass.edu](mailto:sjudy@gw.housing.umass.edu)

**Sign up on your conference registration  
OR in person at the annual conference!**

## Looking for ways to continue your Professional Development?

Consider taking part in the New Professional's Case Study competition at this year's NEACUHO Annual Conference at Roger Williams University. The Case Study will give you the opportunity to work with fellow New Professionals from around the region as well as network with Mid-Level Professionals and Chief Housing Officers. It is a great way to learn and another way to enhance your conference experience! We'll set you up with a group, sign ups are done individually to ensure that you get to meet as many new people as possible!



### NEACUHO Mission Statement

*NEACUHO is an organization of housing, residential life, and student services professionals and paraprofessionals within the Northeast region dedicated to providing opportunities for colleague support, professional development, sharing of information, collaboration, communication, research, and recognition of outstanding contributions to the field.*

*The association serves member institutions within Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont.*

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## Feedback & Suggestions?

We'd love to hear from you. Share your comments, feedback, suggestions, questions, etc. with us so we can better serve you!

E-mail your feedback to [jmurphy@skidmore.edu](mailto:jmurphy@skidmore.edu) or [neacuho\\_navigator@yahoo.com](mailto:neacuho_navigator@yahoo.com)

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