

SEAHO



report

SOUTHEASTERN ASSOCIATION OF HOUSING OFFICERS

FALL 2014



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Next he submission deadlines for the SEAHO Report are:

Winter '15 (Conference Issue) – January 20

SEAHO Report Editorial Policy:

All members of SEAHO institutions are encouraged to submit articles for publication. Articles should be typed and can be submitted via the SEAHO website, e-mailed to the SEAHO Editors directly, or e-mailed through a State Editor/Representative. If necessary, articles can be faxed or mailed, but e-mail attachments are preferred. Be sure to include the author's name and institution, and SEAHO committee or task force affiliation as appropriate. Photographs or other camera-ready graphics are welcomed. Material that has been submitted to other publications is discouraged. Any questions should be referred to the SEAHO Report Editor or State Editors.

Materials not received on time or not used due to space limitations will be considered for the next issue if still timely. Necessary editorial revisions will be made to ensure publication quality and to meet space requirements. Permission is granted to reproduce portions of the contents, but credit to the SEAHO Report is required

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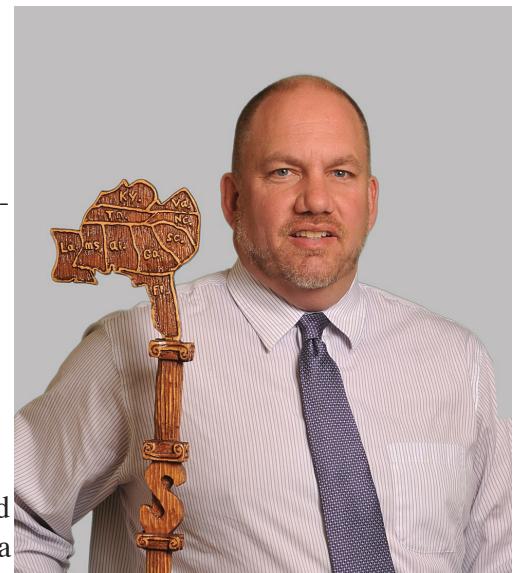
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Happy Autumn SEaho!

It is amazing to me that we are just now 5 or 6 weeks into the semester and already our conversations are about December closing and the new semester. On our campus, we have just completed the rounds of proposal meetings for the 2015-16 rates and are starting 2015-16 RA recruitment. I know that those of you in the Assignments world are thinking about January applications, spring agreement renewal processes, and next year's assignments for the class of 2019. Those of you in the Facilities area are already planning out next summer's small and large capital projects. It is no wonder that that year goes by so quickly.

SEaho is no different. SEaho 2015 in Mobile seems to be just around the corner. David Wilson and the host team are working hard to deliver a top notch conference for everyone. Program proposal are submitted and the Programming Committee now has the difficult task of selecting a slate of programs the represents the diversity within our profession, the range of experience and skill level that exists within our membership, and doing everything that they can to make sure there is something for everyone. And in Mid-October, the Governing Council will be meeting at the annual Mid-year Meeting to tour the conference site, update the Strategic Plan, and begin to prepare the topics and agenda for the Annual Business meeting. And believe it or not, the host team for SEaho 2016 has even had their first official conference call meeting.



But as busy as we all are, I hope that everyone is able to take some time to step out into the Fall air, stop, breath, and reconnect with why we chose this line of work.

In May, the Executive Board got together for two days for our summer meeting. We covered quite a bit including a review of the 2014 Annual Conference Attendee Feedback to make recommendations to the 2015 Host Team. We also discussed the Human Relations Committee Task Force report and recommendations. Lisa Freeman, who chaired the Task Force, was on hand to help answer questions, clarify points of the report, and help us process the recommendations. We also had Justine Hollingshead come in to discuss the history of the Southern Placement Exchange and the individual and institutions served by the annual event. We also discussed moving forward on some recommendations for the purchase of technology that will allow us to live-stream aspects of the Annual Conference (we are thinking the keynote speaker and a series of programs) and assist us with being able to offer more webinars throughout the year. The last part of the meeting was spent starting to operationalize the new Strategic Plan. Our Members at Large are now working with the Committee Chairs and State Reps to develop additional strategic initiatives that will further "flesh out" the plan and keep it as a "living" document. Be watching the web site for updates as these initiatives are incorporated. But probably more important, each of us walked away from the meeting with a list of "in your court" items to follow up on.

I hope that everyone that attended the ACUHO-I Annual Conference and Exposition in Washington, D.C. got back to their campus safely. It was a great conference and SEaho had almost 250 people in attendance. As always, the strength of SEaho was very evident! I want to thank those of you who were willing to share their knowledge, experience and research with others in the profession by presenting at the conference. There were a number of ACUHO-I award recipients from the SEaho regional including Don Moore, Kathy Hobgood, Verna Howel, and Norb Dunkel. We had a number of former and current members of SEaho recognized by the ACUHO-I Foundation with Parthenon Awards – Rena Buchan, Jill Eckardt, and Carolyn "Waz" Miller.

SEAHO President

We also continue to be well represented within the leadership of ACUHO-I for 2014-15. These include Allan Blattner - President Elect, Gay Perez - Residence Education Director, April Konvalinka - Facilities and Physical Environment Director, and TJ Logan – Business Practices and Enhancement Director. There is quite a bit happening with ACUHO-I right now and I encourage you to visit the SEAHO website and then hit the link for ACUHO-I. Finally, Kathy and I would also like to extend a personal “thank you” to those who attended the SEAHO reception.

As always, there are ways for you to get involved. We are still looking for someone who might be interested in the Archivist position. We are also looking for someone to serve as the Conference Host Coordinator for the 2018 Annual Conference in Biloxi. If you are interested, please let me know by sending an email to tsblair@ncsu.edu

There is something special about autumn. Somehow, the end of summer with the trees bursting into reds, yellows and oranges, brings a sense of quiet and reflection. Maybe this was the motivation that led Robert Frost to write his famous poem about two roads that diverged in a yellow wood and his reflection on the path that he took. In *The Road Not Taken*, Frost talks about the frustration of having to make a decision without really knowing where that decision would lead him. But ultimately, he takes the other path and comes to realize that it was the right path for him. If you are like me, Housing was not a path that I would have imagined almost 30 years ago. However, looking back, it has been the right path for me.

I hope that in this time of looking some much into the future, you are able to find some time this season to step away from the ever-growing “to-do” list and take some time to reflect on the path that you have taken and why you say with a sigh:

*Two roads diverged in a woods and I -
I took the one less traveled by,
And that has made all the difference.*

Tim Blair
SEAHO President

Hi SEAHO, I'd like to offer my crisp autumnal greetings to you all!

Fall is undoubtedly my favorite season, for so many reasons. I have an autumn birthday, so that has a lot to do with it. However, I feel like it has so much to offer. The hot months of summer have moved on, giving way to crisp, chilly mornings and colorful falling leaves. Openings are a distant memory and we are wrapped up in the business of the year, many of us gearing up for processes that will affect the next year. For so many of us in the Southeast, fall also ushers in football season with some of our campuses being more entrenched in that culture than others. For those and so many other reasons, I love fall.



I know it has been a while since you have seen a SEAHO Report, so we are glad to re-establish our relationship with you. Since the spring issue, we have three new editors joining the cast of members who bring you this publication. Please join me in welcoming and thanking these colleagues for their commitment to bringing SEAHO a quality publication several times each year. Kristen Getka from Embry Riddle will have oversight of the committee and state updates section. Carolynn Komanski from the University of Florida and Krista Prince from UNC-Chapel Hill will share in the management of the feature articles section. These wonderful folks bring a wealth of knowledge and experience to the SEAHO Report, and I am thankful for their willingness to serve. Welcome Kristen, Carolynn, and Krista!

I would like to take a moment to acknowledge an experience I was afforded this past June. I had the honor of serving on the 2014 RELI Faculty, an experience made even more profound because I am an alumnus of the institute. There were four alums on the Faculty this year, the first time in the institute's history. More than that though, I was struck by the amount of emotions one can experience over just a few days. I have made new, dear friends from both the Faculty cohort and the delegate group and was impacted by my entire stay at Emory. It is amazing how rejuvenated one can become on the heels of closing out a year, but that's exactly what happened to me in Atlanta. Thank you to the entire RELI 2014 group for your commitment and your camaraderie.

I hope that your year is going well up to this point. I pray that your year is incident free and full of joy and growth. Remember that what you do matters, even when you're bogged down in "it," you and your impact are important to your students, colleagues, and institution. Keep up the great work SEAHO and take care out there!

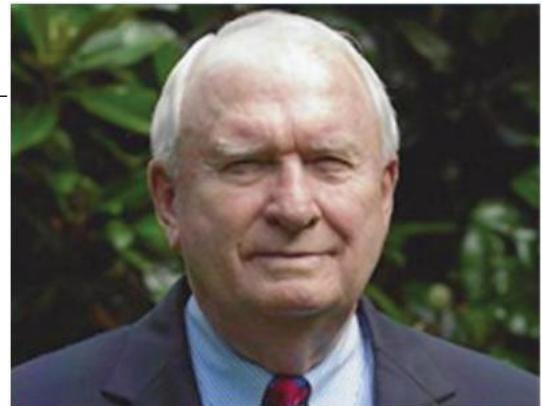
In Service,
Ben Wicker
SEAHO Report Editor



SEAHO Founder wins The ACUHO-I Award

During the course of his career, Don Moore gave freely of his time and talent to all aspects of the profession. After receiving his J.D. in 1957 from Emory Law School, he became one of the most knowledgeable people in higher education law, a new and evolving issue from the time. He was an outstanding speaker on legal issues and provided significantly to the evolving literature as well. For all of that and more, he is recognized as the 2014 ACUHO-I Award winner.

The ACUHO-I Award constitutes the highest recognition by the Association of a person (member) who has made an outstanding contribution to ACUHO-I and the field of housing and food service. Presented only after a person has retired or left the housing and food service field, the award is presented at the ACUHO-I annual conference. The award is intended to truly recognize distinguished service to ACUHO-I or through ACUHO-I contacts to the field of student housing and food service.



After a career that spanned some four decades, Moore retired as the vice president for student affairs at Oglethorpe University in 1999. He began his housing career at Emory University in 1956 and was involved in some aspect of housing and residence life throughout his career.

Many of his ACUHO-I mentors were the original founders of the association. He followed in their footsteps as the president of ACUHO during the 1971 conference at Colorado State University. He was an editorial board member for the association's Journal and a contributing author to several monographs and articles.

In addition, he served as the SWACUHO president in 1969-70. In the mid-1960s, Moore was one of the four founders of SEAHO and served as the first conference host and president in 1964-65 when he hosted the conference at Emory University in 1965. Don Moore continually demonstrated his commitment to the improvement of his profession. The history of his professional engagement is long and illustrates the depth he brought to the profession.

SEAHO Awards – Nominate Your Colleagues for an Honor

Each year, SEAHO recognizes outstanding members by honoring them through our vibrant Awards & Recognition program. Active participation across our membership is integral to the success of this process. Please consider nominating one or more of your SEAHO colleagues. Each nomination packet should include two letters of support from colleagues, as well as your formal nomination letter.

The 2015 SEAHO Awards Nomination Deadline is December 8, 2014.

The awards are listed below and more information about each award is available on-line at www.seaho.org.

For anyone wishing to nominate someone for an award, please follow the instructions below:

- Go to the SEAHO website at www.seaho.org
- Scroll over "Awards" in the menu on the left side of the page
- A drop-down box will appear, click on individual award names for criteria and past winners, or "nomination form" to complete a nomination
- Fill out the form, add any supporting letters needed, and click on "Submit Nomination"

NEW FOR 2015!

Outstanding Corporate Partner Award

This award is presented to an individual who represents a Corporate Partner and who has shown support for SEAHO and its

member institutions. The individual should have created relationships with institutions and to have shared their knowledge and resources by presenting at a state or SEAHO conference or writing an article for the SEAHO Report, and have their products/services represented on SEAHO member institution campuses.

Nomination should include:

A letter of nomination from at least one SEAHO member institution describing how the individual has shown their support of the organization and/or institution. The individual should have a connection to SEAHO and our annual conference for a minimum of three consecutive years through attendance at the annual conference and participation in our exhibits. One of those three years may include the year of nomination.

The SEAHO Service Award –

Every school should submit a winner for their institution.

This award offers the institution an opportunity to recognize a staff member who has made a significant contribution to the residence hall students and the housing organization. Certificates will be printed and provided to your State Representatives for recognition at the State Caucus meeting at the conference. If no one from the institution is present, the certificate will be mailed to the nominator.

The SEAHO Founders Award

This award gives special recognition to an individual who, through dedicated service and initiative to SEAHO, has epitomized the work and endeavors of the founders. Recipients must have actively served in the SEAHO Region as a housing/residence life professional for at least five years; have served on a minimum of two different SEAHO committees or task forces or been a member of the Governing Council; and, have made contributions to SEAHO and the housing/residence life profession that are judged to have been instrumental in furthering the advancement of the organization and the profession it represents.

The James C. Grimm Outstanding New Professional Award

This award is presented to a new professional in Housing/Residence Life who is within his/her first three years of professional-level employment and has demonstrated outstanding performance to his/her campus and profession, therefore demonstrating potential for a successful and effective career in housing. The recipient of this award will receive a \$1,000 stipend to attend ACUHO-I. In order to be eligible for this financial support, the recipient must be currently employed in housing at a SEAHO institution.

The Humanitarian Recognition Award

This award recognizes an individual or individuals within SEAHO who has/have gone above and beyond the call of duty for a student in crisis by demonstrating physical effort, spiritual commitment, or act of bravery, determination, and courage.

The Graduate Student of the Year Award

This award gives special recognition to an individual who, through dedicated service to their home institution, has shown dedication to the profession and the students that they serve. Candidates for the award must be in (at least) their second year of graduate work and be employed by a housing department of an institution in the SEAHO region.

The Charles W. Beene Memorial Award

At the 1982 SEAHO Conference, the Charles Beene Memorial Service Award was established in memory of Charles Beene, Director of Housing at the University of Mississippi. This award is presented annually to the individual judged to have contributed most to the success of SEAHO during the previous year.

SEAHO Housing and Academic Collaboration Award

This award is presented to a housing department that currently has programs in place where academic affairs are intentionally involved in on-campus residential communities. The Housing and Academic Collaboration Award will recognize a program and/or community that involves collaboration between Housing and Academic Affairs.

The SEAHO PEACE Award

The PEACE Award (Providing Educational Advocacy for Cultural Excellence) is presented to a member to honor and recognize outstanding contributions and service to the SEAHO region through advancement of diversity and multiculturalism. Such advancement can be attributed to advocacy, leadership, mentorship, educational initiatives, and programming. The recipient must have been a member of a SEAHO institution for at least one full academic year and will have demonstrated exceptional service in the areas of diversity and multiculturalism on their home campus and/or to SEAHO.

The SEAHO Outstanding Mid-Level Professional Award

This award is presented to a mid-level housing professional who supports and mentors entry level and support staff, works to recruit students and retain colleagues in the field, and creates new strategies for connecting with students and improving the department, while sharing their experiences in the field. This professional is dedicated to working with students, the department or profession. The nominee should be involved in state, regional, or national organizations. Nominees should have served in housing or residence life as a professional for at least seven years.

For more information, contact:

Kathy Bush Hobgood, Clemson University, kbhob@clemson.edu



RELI – Call for Faculty 2015

The Southeastern Association of Housing Officers (SEaho) Regional Entry Level Institute (RELI) is an intensive four-day experience developed for entry-level housing and residence life professionals who are committed to advancing within the field of university/college housing.

Each year, RELI provides a thorough professional development experience for 32 professionals with 1-3 years of full-time experience who are looking to continue a career in housing and residence life. Participants interact with other colleagues, establish mentor relationships with experienced staff in the field, and explore competencies needed to meet the current and future demands of the profession.

SEaho is seeking experienced housing and residence life professionals who are interested in serving as faculty for RELI 2014, which will be held at Emory University, June 3-6, 2015. RELI utilizes eight experienced housing professionals to serve as faculty to instruct teaching sessions on specific topics, facilitate small group discussions and mentor small group members.

GOALS

1. To facilitate participants' competency development through presentations that includes opportunities for interactive learning. This is achieved through topic selection, curriculum building and presentation guidelines.
2. To offer participants an opportunity to discuss and explore their career development with their mentor and other cluster participants.

RELI accomplishes these goals by ensuring the participants have multiple opportunities to interact and develop on-going discussion with other participants and faculty, including during presentations, cluster meeting times, meals, and informal discussions throughout the week.

BENEFITS

Being a faculty member for RELI affords experienced housing officers the opportunity to contribute to the future of the profession by working directly with younger professionals and supporting their future plans within housing.

Eight experienced housing officers comprise the faculty for each institute. They develop, lead and instruct one presentation on a specific topic, plan and finalize the curriculum with other faculty, and serve as mentors for a cluster of four participants.

SELECTION CRITERIA

Criteria for successful faculty include:

- Understanding of contemporary student issues, facilities and administrative practices
- Presenting experience
- Positive mentoring and role modeling characteristics
- Involvement in professional organizations
- Progressive responsibility and experience in housing or residence life (minimum 8 years)

Selection of the faculty will attempt to ensure a diversity of experience and demographics including:

- Professional experience and background
- Institutional type (small/large, public/private, etc.)
- Location within the SEaho region
- Demographics reflective of state and regional involvement

APPLICATIONS

Individuals who wish to be considered for a faculty position with RELI 2015 must submit the following information:

- A brief statement as to why you would like to be considered and why you would be an effective mentor for new housing professionals (250 word limit)
- A resume, specifically including current institution, completed educational degrees, work history, teaching experience and involvement in professional organizations

Applications should be submitted via the SEaho website at http://www.seaho.org/?reli_faculty beginning **Monday, October 20, 2015 through November 14, 2014**. All information collected will be handled confidentially and viewed only by the RELI co-chairs and SEaho President.

FACULTY TIMELINE

October 7, 2014 Resumes of interested faculty will be accepted

November 14, 2014 Deadline to submit application

December 2, 2014 Individuals who submitted their resume for consideration will be notified of their status

February 20, 2015 Faculty meeting at SEaho (if attending)

March & April Faculty conference calls (dates TBD)

June 1-2, 2015 Faculty arrive at Emory University

June 3, 2015 Participants arrive and RELI 2014 begins

June 6, 2015 Faculty and participants depart

QUESTIONS

RELI faculty inquiries may be directed via e-mail to Kirsten Kennedy at kirstenk@sc.edu or (803) 777-4129 or Curt Erwin at cgerwin@vcu.edu or (804) 828-7666.



SEaho Congratulates our STARS College Attendees!

STARS College is a three-day experience for undergraduate students interested in learning about the student affairs and campus housing professions. STARS College offers large group presentations, interactive activities, role play situations, self-evaluation, and small mentoring groups to educate participants about what a career in campus housing offers.

Successful applicants for this competitive program must demonstrate significant interest in campus housing, residence life, and student affairs through their involvement or work experience during their time as an undergrad. In addition, each participant must show commitment from an on-campus mentor who will play a vital role in continued mentoring and exposure to the field after STARS College has concluded.

SEaho provides scholarship dollars to assist with the costs of attendance. Watch our website www.seaho.org starting in February 2015 for information on applying for funds next year!

SEAHO would like to congratulate the following students from our region and thank them for their time, dedication and excellence –

Nora Anderson	Georgia College and State University
Holly Arroyo	Southeastern Louisiana University
Joshua Dodd	Georgia State University
Maria Figuerado	Jacksonville University
Chelsea Fried	East Carolina University
Veneshia Gallimore	Oakwood University
Lauren Haynes	Western Kentucky University
Kevin Martinez	Mississippi State University
Anthony Myers	Wake Forest University
Wanda Ogletree	Georgia Gwinnett College
Edmond O'Neal	University of Central Florida
Madalyn Pennington	James Madison University
Dylan Ruffra	Western Kentucky University
Alyssa Shears	Florida State University
Stephen Salazar	East Carolina University
Jake St. Germain	University of Louisville

SEAHO Conference Fee Waiver Scholarship

APPLY NOW!

SEAHO is excited to announce that we will continue to offer the Conference Fee Waiver Scholarship Program for our 2015 Conference in Mobile, Alabama.

The deadline for Application is December 8, 2014.

Waiver winners will be notified by December 22nd. Please note that applicants are encouraged NOT to register for the conference until the waiver process is complete. Those who are selected will complete a separate process to collect their registration data.

Application instructions –

- Go to the SEAHO website at www.seaho.org
- Scroll over “Awards” in the menu on the left side of the page
- A side menu will appear, click on individual “SEAHO Fee Waiver” to review the criteria.
- Once your application materials and letters are complete, select “Award Nomination Form” to complete the process. Please be reminded to hit “SUBMIT” to ensure that your materials are received.

Homeless at a Residential Campus: Where do You Live?

By Carolynn Komanski, *University of Florida*

We are in the business of housing students who attend our colleges and universities. However, how often do we think about the students we don't house, especially if we don't have a requirement. Over the last three years the University of Florida Housing Assignments staff has been contacted by five students who are worried about their homeless friends attending the university, mainly for the fact that they could no longer have them 'couch surfing' in their apartments off campus. Thankfully, the university has wonderful partnerships with three co-op facilities such as the Southern Scholarship Foundation, Cooperative Living Organization, and Georgia Seagle Hall. The Southern Scholarship Foundation also has scholarship houses at several universities within the state: Florida A&M, Florida Gulf Coast, Florida State University, Tallahassee Community College, Santa Fe Community College, and the University of Florida. The University of Florida also has relationships with several shelters where students are connected so they can stay short or long term if needed. But are all institutions that fortunate, or have relationships in place if one day they get a call for help.

Shepeard (2013) states that homelessness is defined as not having a regular permanent residence. She furthers this definition by explaining that this doesn't necessarily mean living in the streets or in their vehicles – though many do. A large portion of homeless splits their time between hotels, homeless shelters or crowding in with friends and families (Shepeard, 2013).

The Department of Education released its 2011-2012 report for K-12 students and over 1.2 million students were homeless. The increase is nearly 75% higher nationwide since the recession began. It is imperative that we think about our students and where they are coming from, or where they are living when they start attending our colleges and universities.

The executive director of the National Association for the Education of Homeless Children and Youth, Duffield (2004) states, "I wish statistics existed on the number of homeless college students there are." "Once state and federal responsibility to homeless kids stops--at the end of high school--it's as if they cease to exist. They fall off the map." (Duffield, 2004). Principle research associate at the Urban Institute, Martha Burt (2004) shares "Nobody has ever thought about this population or collected data on them because nobody thinks they are a priority to study."

"As far as I know, no college has ever asked for help in reaching homeless students," says Mary Jean LeTendre, a retired Department of Education administrator and creator of the LeTendre Education Fund. "Individual colleges have come forward to help specific people, but there is nothing systematic like there is for students in elementary and high school." The FAFSA estimates 58,000 homeless students on campuses nationwide (Gross, 2013). Kukulka (2012) shares 2010-2011 FAFSA data that 33,039 college students identified themselves as homeless in the 2010–2011 academic year, and partial data for 2011–2012 shows there were 22,296 homeless students as of July 2012.

What do students have to say?

Aesha, a college student in New York feels that colleges should maintain emergency housing for homeless students. She was homeless after her father became abusive and she and her son could no longer stay with her parents. Diego Sepulveda, a student at UCLA explained how he managed his homelessness by utilizing the libraries and friends' couches. Sepulveda would rotate — a night at the library, the next two nights on friends' couches. His other part-time home was the Student Activities Center, where there's a pool, a locker room and showers. Darelle Doleman, a junior at Trinity Washington University in northeast D.C. who worked at the campus store part-time, was shocked when her aunt told her she could no longer come home during college breaks.

SEaho Features

Since her campus housing was closed, she made plans to move into a youth hostel for the winter break.

The documentary, "No Place to Call Home," profiles four students struggling to get a college education while homeless. Koeleman (2013) estimates about 1,400 Minneapolis Community and Technical College (MCTC) students, roughly 10% of the student body, are homeless at this institution. MCTC is located in a metropolitan area and near two major shelters.

The National Center for Homeless Education has a document which shares a brief for the best practice for homeless education, "Increasing Access to Higher Education for Unaccompanied Homeless Youth: Information for Colleges and Universities" is located here: http://ftp.serve.org/nche/downloads/briefs/higher_ed.pdf

What does ACUHO-I have to say about how we are helping homeless students?

Nine universities were contacted around the U.S. (large public, small private, urban, metropolitan, etc.) to ask the following questions:

1. In the last 3 years has your institution had any homeless students reach out to find housing (even if they could not afford to live on campus)?
2. Do you have relationships with shelters, co-op housing, or other relationships where these students would be or are directed?
3. Do you have break housing options for students who may not have a home to go to?
4. Is there anything related to this topic which you would like to share (best practices, considerations, etc.)?

All of the universities but one had encountered a student in the last three years that was homeless and had a need. For some of these institutions it was a regular occurrence, others were similar to the University of Florida, and some only had 1-2 inquiries. From these institutions' responses the following information was gathered:

Alternative Housing options are necessary especially if the student is not enrolled at the time or had to withdraw from courses.

- Community or Campus Affiliated Shelters
- Religious or Church Housing
- Co-Op Housing
- Temporary Intake Housing (provided by retired faculty/staff residing in the college's area that are willing to house and feed students until they can get on their feet)

Break Housing can challenge students who may be living with you currently but have no home to go back to. Since we are here for the students, being able to offer accommodations outside of your contract should be at least a discussion point for all institutions. Considerations with who is on call for emergencies or accessible as well as the cost/value to the institution for having options.

- What are your offerings and availability for students who need to stay over break periods (Thanksgiving, Fall Break, Winter Break, Spring Break, etc.)?
- If there is a fee associated with this stay, is this something that is written into your contract?

Application or other Administrative Fee Allocations are where some institutions contribute to a division or a departmental fund which supports emergency situations such as homelessness.

- How do you allocate these fees and is there a way within your budget to create a fund for students who are in need of waivers, emergency assistance, etc. if they have confirmed status of being homeless?
- How much is allocated and how is this written in your budget?
- Who would be the stakeholders to determine how these funds would be utilized and what are the selection criteria so you are protected if you are audited?
- Is this something that is publicized? Is it shared within your division, university, or public knowledge on your website?

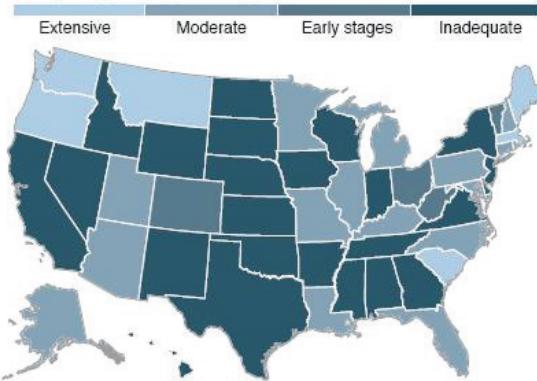
When working with college students it is important to realize that whether we work at a public, private, large metropolitan or small urban institution that our students do have situations that arise that may or may not be within their control. Homelessness is one of those issues. So how are we going to respond, act, and support our students to be successful and support the academic mission and goals of our universities? For those reading this that do not work regularly in the assignments area for your campus housing, do you know if you already have students reaching out in these situations on your campus, and are you ready to support them?



Most states lacking in homeless plans

A new report on child homelessness says a majority of states have inadequate plans to address the situation. The report lists the status of programs to address the situation by state.

Policy and planning efforts grade



SOURCE: The National Center on Family Homelessness

AP

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Passing the Gavel: Tips for Transitioning from Student Leader to Advisor

By Ryan Collins, *University of North Carolina at Greensboro*

In April 2011, I stood on stage at the closing banquet for the Residence Hall Association of the University of North Carolina at Chapel Hill and ceremoniously passed the organization's gavel on to my successor. It was a bittersweet moment that marked an end not only my term as president, but also to four years of student leadership within an organization I had come to love. Fortunately, as I prepared to head to graduate school in the fall, I knew my time with RHA was not done; rather, I would be assuming a new and equally challenging role: advisor.

My story is a familiar one in student affairs, as many professionals involved with RHA or other student groups were once leaders in those very same groups. Anyone who has made that transition knows how difficult it can be to get out of the driver's seat and into the driver's ed instructor's chair. Over the past three years I have advised a variety of groups, including hall councils, living learning community leadership teams, and a programming committee. I now serve as the lead advisor for the Residence Hall Association at The University of North Carolina at Greensboro. In my short albeit rich career in advising, I have learned many lessons about successfully transitioning into the advisor role. I share some of them here for any incoming professionals preparing to make this transition.

Know Departmental Expectations. As a professional, you are ultimately responsible to your department, whether it is residence life, campus activities, or another home unit. By dedicating part (or all) of your time to advising, your department has taken a vested interest in the group's success. As the advisor, you take on the responsibility of ensuring those expectations are met. At the same time, your goal is to cultivate leadership, initiative, and creativity amongst your advisees. This can be challenging if your students view themselves as employees rather than student leaders. Take the time to understand whatever departmental expectations may exist and share these with your students, but also promote self-governance and advocate for the decisions your students make.

Maintain Professional Boundaries. This advice is true for any student relationships, but can be particularly challenging for an advisor. Most likely you have taken on the advising role because you enjoyed your time as a student leader, and you want to continue having fun to some degree. Nevertheless, it is vital to maintain a professional distance with your students. Sadly (or not), your days of riding the pony at NACURH have come to an end.

Use, Don't Abuse, Your Knowledge and Experience. Former student leaders have a natural advantage in advising, especially if it is a group similar to one in which we once participated. We are able to draw upon our past experiences, successes, and failures to know how to run an organization effectively. This knowledge is valuable, and should be fully utilized to help your students and the organization grow. At the same time, you must avoid trying to recreate your experience on a different campus, or even the same one. Every institution is different—different culture, different students, different role of student organizations—therefore what is best for your organization may be different. It is perfectly acceptable to introduce an idea that worked for you as a student leader, but you must also ask "How can this idea be adapted to this institution, this organization?" Sometimes the answer is it simply "it can't be" (again, consider culture and expectations). Most importantly, you must take care to introduce your experiences only as recommendations. Students often view advisors as a source of knowledge and authority, so you must intentionally empower the students to make the final decision on their own.

View Things Through Both Lenses. As a student leader-turned-advisor, you have the ability to examine situations or problems through both lenses. Even though you are now in the advisor role, it can be extraordinarily useful to maintain the student leader perspective. This enables you to identify opportunities for compromise or explain your decisions in a way they will understand. Sometimes, you may even be able to use the student leader lens to convince your colleagues and superiors of the validity of the student point of view, even when it goes against precedent or historical expectations. On the other hand, don't allow the student leader lens to cloud your

professional judgment; sometimes you have to take the advisor road, even when it's hard.

Let the Students Make Their Own Decisions, Even When It's Not What You Would Have Done. As former student leaders, sometimes we have very strong opinions about how an organization or program should run. As advisors, we have to take a step back from that and allow the students to shape their own destiny. I noted earlier that you should not hesitate to share your knowledge and experience with students in the form of recommendations, but you also shouldn't get upset when they take a different route. As long as students are able to make reasonable decisions, justify their approach, and not do anything dangerous, unethical, or counter to departmental expectations; your role is to support them in that endeavor. If and when they fail, you are there to boost them back up and help them understand what could have been done differently.

You Are Only as Successful as Your Students. Success as an advisor isn't measured by the number of programs your organization produces or its level of notoriety on campus—that is a student leader metric. If your organization implements fifty programs in a year, but all of them were planned by you with your students just following instructions, you have not succeeded as an advisor. Your success as an advisor is measured by the degree to which your students have learned and grown over the course of the year, the skills they have developed, and their ability to stand on their own. You should never be so important as an advisor (or supervisor for that matter) that your students can't function without you. Advising is all about helping students help themselves.

I would be remiss if I did not conclude this article with a metaphor. You are no longer the quarterback for your team, you are the head coach. You mentor students and teach them how to play the game. Sometimes you might even get upset and throw your hat on the ground. In the end; however, it is the students who must play the game, who must make decisions under pressure, who must look for opportunities downfield, and who must make the best decisions to help their team win. And when they don't win; you as the head coach are there to encourage them, help them get better, and try again the next game.

Integration to Inclusion: Tools for student staff skill development

By Dr. Virginia Koch, *Auburn University* & Maureen Flint, *University of Alabama*

As student populations in the Southeast grow more diverse, it is essential to provide a safe space for student staff to develop excellent cultural competency and peaceful conflict resolution skills in order to build and support welcoming, safe, and inclusive residential communities. Cultural competency is particularly important for undergraduate student staff as they are the most consistent contact for students who live in the residence halls. Student staff members' relationship with residential students has been shown to increase perceptions of support, belonging, safety, and community at their institution; thereby increasing persistence and retention (ACUHO-I/EBI Resident Assessment, 2013; Pascarella, Terenzini, & Blimling, 1996).

Through training, we create an environment where staff develop and/or enhance skills related to their role as community builders and student leaders. Of particular importance is the development of cultural competencies, or the capacity for individuals to respond with "inclusion, respect, equality, and equity" to populations and perspectives outside the dominant narrative (Cultural Competency Statement, 2011, p. 436). The Sustained Dialogue Campus Network (SDCN) is the college-focused arm of an international movement for building peace across lines of difference. Sustained Dialogue is a public peace process, conceptualized by U.S. diplomat Hal Saunders, from his experiences in the Arab-Israeli peace process, including the Camp David Peace Accords and the Cold War dialogues of the 1980s. In 1999, Princeton students adapted Sustained Dialogue to address identity-based tension, transform relationships across lines of difference, and improve campus culture. Today, SDCN works with more than thirty colleges and universities around the world to develop workshops for student organizations to achieve this goal. Southeastern institutions including Auburn University, The University of Alabama, and The University of Virginia are partnering with SCDN to encourage intergroup dialogue, empower

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students to create informed community change, and develop cultural competencies and peaceful conflict resolution skills for 21st century leaders.

SDCN's quickly growing global footprint suggests that every campus can benefit from enhanced dialogue, just as each residence hall can benefit from greater understanding. The American South, in particular, with its continued struggle to address a history of racism and inequity, provides an important landscape for Sustained Dialogue. SDCN is beginning an effort to expand throughout the Southeast, working with major institutions in the SEC and smaller HBCUs alike. As schools throughout the South commemorate Civil Rights anniversaries, such as the 50th anniversary of racial integration at Alabama and Auburn this past year, SDCN will support efforts by peer institutions to continue moving forward. In addition to race, Sustained Dialogue trains student staff to traverse tough conversations regarding "the Big 8"— ethnicity, sex, gender, age, ability, socioeconomic status, sexual orientation, and race. Surveys conducted pre- and post- SDCN trainings demonstrate significant differences and marked increases in empathy, efficacy and interest in improving the experiences of others on campus, ability to explain campus climate to others, personal communication skills, and knowing as if one has an important voice. Finally, by providing a framework for engaging differences as strengths, SDCN intends to connect a network of southern institutions to share best practices for fostering dialogue in residence halls and developing culturally competent housing staff members.

If you would like more information about how The University of Alabama and Auburn University are partnering with Sustained Dialogue or information about how to join the SDCN, contact Ross Green, SDCN program consultant, at ross@sdcampusnetwork.org.

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The #BLKSAP Movement

By Nequel Burwell, *University of Tennessee Knoxville*

The BLKSAP movement started in November 2011 at the annual Great Lakes Association of College and University Housing Officers (GLACUHO) conference. BLKSAP started after a few Black professionals expressed interest in wanting to share our conference experiences with our Twitter followers and remain in contact with one another. Therefore, the hashtag #BLKSAP was created. It truly started as another networking opportunity for professionals of color. In only a few short hours #BLKSAP spread further than the GLACUHO region and currently has a very strong presence among the SEAHO institutions. People across the country started using the hashtag thus joining the movement.

In November of 2012 after the GLACUHO conference the hashtag became even bigger. Many professionals knew about the hashtag and wanted more. From there the Facebook group was formed. BLKSAP (The Black Student Affairs Professionals) Facebook group came to life. Within in 2 months there were over 300 members in the Facebook group and it has continued to grow.

In the spring of 2012, the BLKSAP moderators decided to host an informal meet up during NASPA12 during

lunch. From there the organization has flourished. That was just the first of many meet ups that would be held. Members who are a part of the Facebook group set up informal meet ups at their own regional conferences and at other national conferences they have attended as a means to connect with other professionals of color. Through the Facebook page we share articles, job opportunities, interview advice, and just general support for one another. We also share ideas on how to recruit and retain professionals of color in the field. People use the group to pose questions that are answered in a few short minutes. There is truly a strong network that has formed with this Facebook group, it has provided many professionals of color with a group of people they can connect with on a regular basis. There is so much potential with the group and so much that still be created. We are currently working on blog subscriptions, and we hope to possibly get the organization incorporated. The only way to go from here is up!

In all, #BLKSAP is simply a group of people who share a common goal: to uplift and support black student affairs professionals. If you believe this movement is something you want to be a part of, join the Facebook group BLKSAP (Black Student Affairs Professionals), follow us on Twitter @BlkSAP or search #BLKSAP.



Lessons Learned: Supervising Student Staff When Opening a New Community

By Ashley Dobbs, *University of West Georgia*
Emily Nanna, *University of North Carolina at Greensboro*

This past August (and January), The University of North Carolina at Greensboro opened a new, four building apartment complex as part of the campus' expansion--Spartan Village. Staffed by 2 Coordinators for Residence Life, 2 Assistant Coordinators for Residence Life and 14 Resident Advisors, opening and managing this new university endeavor was challenging in many ways, but surprisingly, how the professional staff had to supervise student staff required some of the most innovation and adaptation from previous supervision experiences. The student staff members opening this community, were as equally invested as the professionals in the experience, but required additional support, training and adaptability more than other staffs that either of us had experienced in the past. Conceived and publicly perceived as one community but managed as two separate communities, Spartan Village was technically staffed by two separate residence life staffs: Spartan Village 1 and Spartan Village 2. This was carried out through staff meetings, supervision lines and building management. However,

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the community needs called for one cohesive image and dynamic, thus requiring that these two separate staffs worked as one. While we learned many things from Spartan Village, we hope that our experiences supervising our staffs this past year will help others, regardless of where they are on their supervision journey.

It is important to share some history regarding our supervision journeys. Both professional staff members transitioned into our roles, fresh from graduate school and new to the supervision experience as housing professionals. Each professional had varying types of buildings, thus presenting different staff types. The professional staff members had to work through novice supervision challenges, including: developing staff dynamics, learning each staff member's style, learning our supervision styles, addressing and managing challenging situations and conversations, and developing an identity as a supervisor, to name a few. The professionals transferred experiences learned from our first year as professionals, to assist us as we worked through navigating our roles as supervisors and this new building experience.

The professional staff over Spartan Village were not new to supervision; however, the community needs dictated a different style than either of us had used in years prior. The UNCG institutional culture generally had residence hall staffs fairly separate, but our staffs were suddenly sharing experiences, space and responsibilities with each other. While as supervisors, we were more confident in our understanding of the institutional and office culture, Resident Advisor responsibilities and our own personal styles, we were challenged to adapt to the changes coming from being so close together. Our staffs were able to see differences in expectations and individual responsibilities and combated them when they preferred the other staff's requirements to their own. Holding the staff accountable to their own expectations, while still encouraging them to work collaboratively when needed, was a challenging experience. Consistency, support and challenging conversations were important. To navigate this experience with greater ease, we generally would sit down and discuss major administrative processes before sharing our individual expectations with our respective staffs. This consistent wave of communication, allowed both professionals to identify the potential concerns that may be presented by their individual staffs in advance, which on an as needed basis, would aid in necessary follow-up conversations with the staffs.

Another unique supervisory experience in Spartan Village was motivating our staffs, who were active agents of a cultural change, to understand and acknowledge the uniqueness of the community, when we opened in August. Part of the challenge of Spartan Village was adapting the language and perception of our new community. We were part of on-campus housing but our students, and sometimes even staff and faculty, talked about us as off campus apartments. Instilling the importance of being a change agent was key because our staff heard critical feedback about the community that they were pouring their hearts and souls into all across campus. Part of that motivation came from praise for work well done and other appreciation efforts, not unlike what we had done in the past. A greater part of that motivation came from intrinsic pieces: getting staff buy-in that their work mattered and that the challenges they faced were because we had faith in their abilities to overcome these challenges. Their buy in was not always easy: when door handles fell off, the heat turned on in August, or residents refused to evacuate during a fire drill, the RAs were challenged to continue to provide a consistent response and experience to situations. One of the more effective ways we had to demonstrate both an understanding of their position and a commitment to the residential experience and community we envisioned, was through honesty. Our staffs were well informed on what the situations we faced were, what our challenges were and realistically what we could do to address them. When we opened with no key boxes and had to find a solution for keeping them safe and accessible to the RAs, we did not try to hide the situation but gave them the solutions and let them pick from what they could. From that, it was decided that the RA on Duty would carry all of the keys with him or her for the duty shift and then pass it on to the next RA on Duty.

With this kind of transparency, there is still a level of balance and support that must be maintained. Being transparent was a great tool to create and maintain trust amongst the student staff members and the professional staff. There weren't any secrets when administrative processes such as completing room condition reports were delayed-- the staffs were kept in the loop about the changes. We, the professional staff members, understood the need for transparency and wanted to keep honesty at the forefront of our relationships with our staffs. This intentionality aided in a cyclical process of the student staff's confidence in their work and also in the confidence of

the professional staff. Because both parties trusted one another to contribute to the student experience within the halls, the nuances of supervision in extreme transition and change, were often diminished.

Support and transparency, however, did not translate to treating them as anything other than student staff members. As any supervisor should, and we certainly did this past year, buffering the student staff from some of the processes did take place. Some of the requests fell outside of their job responsibilities, and shielding them from these tasks was key to maintaining their motivation and ability to continue to produce quality work. As a supervisor, you will be asked to do things that may seem outside of your comfort zone, but you should also consider what you need to say no to, for the well-being of your staff members. Shielding does not mean excusing from work, however. There were times when the best we could say was that “we just need to do this” and show our commitment to them by doing the work with our staffs. When the last of the buildings opened in January, all of us stayed up the night before completing room condition reports, hanging up fliers and doing the work that you can do over a week’s time in an existing building in one very long evening. Was it fun? Not necessarily, but it showed our commitment to the community and our compassion for the flexibility and grit our staff had.

Establishing transparency and trust amongst staff members was developed and created through intentional training efforts created by the professional staff members. While our staffs participated in the same training as other RAs, theirs continued after the formal sessions had ended. As supervisors, we were continually engaging in ongoing training and retraining to establish how to best function in our new community. We were the first to use ID cards for access and quickly learned that our system needed to be tweaked for this access system’s needs. We also needed to retrain on power outage protocol, since our access was run differently, and a bevy of other nuances that seemed concise when we developed these plans and protocols in August. The buildings, however, taught us that even the best laid plans will need to be adjusted. This ongoing and sometimes conflicting training was confusing for the staff, but consistency from the professional staff was helpful in aiding the RAs understanding of how to proceed.

While Spartan Village has taught us many things, the most visible area of growth in us as professionals, is our supervision styles and how we learned to guide our staffs through this experience. Not only professionally but also personally, it was the most memorable and remarkable year as a supervisor that either of us have experienced thus far.

Using theory to inform practice: A guide to effective, educational sanctioning

By Maggie Gillespie, *University of North Carolina at Greensboro*

Many student affairs administrators with conduct responsibilities believe that disciplinary systems allowing students to learn and grow from their mistakes are the most effective systems. Many pride themselves on utilizing that method, instead of approaching inappropriate behavior with swift, harsh punishments; professionals are utilizing educational and developmental methods. As a result, some offices have replaced the word “judicial” with “conduct” in an effort to focus on how students are conducting themselves as representatives of the institution, and as members of society.

Although assigning creative sanctions is generally the preferred approach to developmental outcomes, it is often difficult to brainstorm ways to appropriately match the misbehavior to something educational. Very little is written about understanding and implementing creative and appropriate sanction methods. The following provides administrators with context and considerations, including student development theory, to better understand and approach the conduct process so both students and professionals have a positive experience.

Conduct & Student Development Theory

While there is little written about creative sanctioning in the Student Affairs field, plenty is written about student development theory, which is important to grasp before delving into conversations about discipline and sanctions. As stewards of our respective institutions, we have a commitment to support both the students we serve as well as the academic community. As many of our bookshelves indicate, there are numerous books that cover a multitude of theories, however, *Student Development in College: Theory, Practice and Research* (Evans, Forney, and Guido-DiBrito, 1998) does a phenomenal job at compacting the most noteworthy theories into one book.

Perhaps the most pertinent theory related to conduct is Lawrence Kohlberg's Theory of Moral Development. This theory concentrates on "the transformations that occur in a person's form or structure of thought" in regards to what is viewed as right, which is later defined as "upholding the laws established by society and carrying out the duties agreed on" (Kohlberg & Hersh, 1977, p. 54, 104). Also closely connected is Arthur Chickering's Theory of Identity Development, which illustrates a "process of development...including developing competence, managing emotions, moving through autonomy toward interdependence, developing mature relationships, establishing identity, developing purpose and developing integrity" (Evans, Forney, & Guido-DiBrito, 1998, p. 40). William Perry Jr. (1998) proposed the Theory of Intellectual and Ethical Development, which provides a framework for how student see their world through both academic and personal experiences; students are able to decipher their relationship with the world. Lastly, Schlossberg's Transition Theory outlines the four major factors that influence a person's ability to cope in transition (1998).

While these theorists have provided tools and guidelines to better equip us for understanding where students are developmentally, and offers language to help us "meet them where they are," sanctioning is not as easily outlined or explored. Student stories and thought processes are complex, and finding sanctions that positively reinforce lessons from conduct conversations can be difficult to identify. While our intentions to help students learn from their mistakes are genuine, we do not always have the tools to be successful.

While there is not as much literature on judicial systems in higher education as there is on student development theory, there are publications focusing on the topic. Books like *Restorative Justice on the College Campus: Promoting Student Growth and Responsibility*, and *Reawakening the Spirit of Campus Community* (2004) provides a basic overview of restorative justice as well as outlines contemporary practices in student conduct. The authors define "restorative justice" to include a focus on holding community members accountable, acknowledging responsibility, repairing community damage, and reducing future offenses by building positive ties to the community.

Conduct & Sanctioning Goals

Although there is no exact sanctioning formula, there are steps professionals can take to help assign sanctions geared towards student learning. Before sanctions are even considered, it is important to understand that the conversation and sanctions discussed in a single meeting have larger implications; both will help form a footing that will influence future interactions that an individual student has with the conduct system and administration. Given this, approaching conduct conversations with clear goals in mind is much more effective and meaningful than quickly reacting to the negative behavior(s) with rash decision making that will leave students with a negative administrative experience. Asking yourself how you will maintain your goal of being developmental before engaging in the conduct process is necessary to avoiding that negative experience. While we cannot always predict the outcome of conversations, we can put effort into foreshadowing the potential.

The first step in achieving that goal is to remember that you are addressing a behavior. As a hearing officer, taking a violation personally may cause an administrator to flaunt authoritative status, putting an unhealthy wedge between the administrator and student. Instead, aim to create a genuine connection by listening to the student's story and providing the student the opportunity to evaluate and learn from the missteps of their actions. For a student to learn from those missteps, he or she should have the opportunity to revisit the issues that led to the conduct meeting. Providing context on policy and transparency for its existence will help the student understand the purpose of the meeting.

Once background is provided, the focus shifts to finding an opportunity for the student to develop a context for making better decisions in the future. For example, a student who disrespects residence hall staff may be asked to attend a Resident Advisor (RA) interest meeting to gain a more comprehensive understanding of what the RA position entails. That student may also be asked to shadow several nights of duty with a staff member, providing insight to the steps taken to ensure the safety and security of all residents. A student who disrespects housekeeping, or is found responsible for purposefully staining carpet, furniture or destroying a community bathroom may be asked to have lunch with the respective housekeeper. Although Housing & Residence Life offices function as businesses and need to consider customer service, we also need to teach our students that housekeepers are human and deserve respect. Spending an hour with a housekeeper will allow the student to learn about the person that cleans up after the hall on a daily basis. “Humanizing” the housekeeping professional may make the student think twice before creating extra work for that staff member again.

Regardless, the student needs to understand that his or her choices should contribute to maintaining or improving the lives of those in the shared academic community; these decisions may not always be the most popular or easy, but they will reflect the ethical, legal and moral “high road” of the institution. Students should understand that bad decision making is greater than the individual; bad decisions end up costing more in the long run when reputation and integrity are negatively affected. Does that student want to attend an institution that is known for fostering productive citizens, or one that is known for students who are dishonest, disrespectful and apathetic?

In most circumstances, the well-being of the institution is not in question, and we can move to providing students with opportunities to learn from errors. Sometimes, however, the student errors are tremendous enough that the institution has no choice but to temporarily or permanently remove the student from the residential and/or academic community. Similarly, when students repeat offenses, or continue to commit moderate infractions, institutions need to consider their limit for chances; how many chances does a student get before the institution decides he/she is not willing or able to live by the standards of the community? While we aim to give students sufficient opportunity to learn, finding this line is possibly one of the most challenging decisions in working with student misconduct. Decisions are not always popular, but are well-intended as we consider the greater good for the student.

Once both the administrator and student are in the appropriate mindset, factors for developing the appropriate sanction must be considered.

Sanctioning Considerations

Before too much thought is devoted to sanctions, institutional standards must be taken into account. Consider any sanctioning grid, chart or guide used to pair certain violations with sanctions. While these tools can provide consistency, they can also prohibit administrators from responding to individual circumstances. They should be used as true guides, as opposed to mandated courses of action.

Next, consider the nature of the violation. Focus on the actions, not the broken policies. Instead of focusing on policy violations such as alcohol possession or failure to comply, focus on the student’s decision to possess a 24 pack of beer in their residence hall room, refusal to show ID, and engagement in confrontation with the RA by using vulgar language and a combative tone. By placing focus on the action, we can focus on how severely the policy was broken, not just answering if was broken or not.

Another part of understanding the actions is considering the mental and physical environment.

1. Intentions. Some students have positive intentions – to abide by policy, or to prevent policy violation by others. It is up to the administrator to determine whether or not a student, for instance, was aware of alcohol in a room and was in the process of leaving, was involved in a fight with the intent to break it up, or was unaware that his/her ID was taken and linked to identity fraud.
2. Personal Circumstances. While circumstances do not serve an excuse, they can provide insight to the student’s actions, and can help guide a sanction. Examples of personal circumstances that can lead to students

acting out may include the recent death of a loved one, substance addiction or psychological diagnosis. These experiences should not result in a lesser sanction; they may require additional and nonconventional approaches. Utilize campus resources to ensure the student understands the consequences, but is also aware that he/she is supported.

3. Attitude. When considering sanctions, consider the attitude the student maintains during the conduct conversation. A student who remains negative and defensive will likely react much differently to a sanction than a student who expresses regret and takes accountability.
4. Proven understanding. Similarly, the student who remains positive will likely be the one who learns from the experience; they will respond to questions about the process with thoughtful and genuine answers. An example may be “What have you learned from this experience,” to which a receptive student may answer “that I could have made a better decision” as opposed to “that I should work harder not to get caught next time.”
5. Alcohol and/or drugs. There are two important questions to ask student when alcohol and/or drugs are involved. Approach these questions carefully; as administrators we are qualified to make sanctioning decisions, but generally not qualified to counsel someone through addiction. Be sure to utilize campus resources. The first question revolves around the student and his/her ability to make decisions when alcohol and/or drugs are involved – the point of this question is to gain insight to whether or not the student is a frequent user, or if this was a one-time use. The second question is whether or not the student sees the use of alcohol and/or drugs as a contributing component of the event, or if the alcohol and/or drugs serve as an excuse for the conduct violations. A student who responds, “I can handle my alcohol” when asked if alcohol impacted behavior may be in denial and/or a high tolerance level. If an administrator asks, “would you have done anything differently that night?” and the student response is “I would have had beer instead of liquor,” the student likely does not understand the effects of alcohol. If the situation involved marijuana and the student talks about only smoking off campus in the future, and how that should be ok as it’s “only a plant” and “has to be good if doctors prescribe it,” the student is demonstrating ignorance of the substance, and perhaps even a disregard for the law.

Once the administrator has a solid understanding of the intent, circumstances, attitude, environment and actions most recently taken, consider past action; consider conduct history. While this information does not solely determine the sanction, it helps administrators understand whether or not the student makes good choices on a consistent basis and is being introduced to the conduct process as an isolated occurrence, or if the student has a track record with abiding by policy. Each time a student is sanctioned, expectations increase, as does the gravity of the student’s institutional status. While we hope that sanctions do not push students to a point of unwillingness to live within the set community standards, they may.

Very rarely do reflection papers serve as effective educational sanctions when used as the sole consequence to misconduct. In order to increase likelihood of deterring students from violating code in the future, administrators should attempt to find balance between active and passive sanctions. Consider coupling reflective papers with active sanctions, such as work hours, shadowing facilities or other staff, creating a bulletin board, interviewing a law enforcement officer or attending substance abuse workshops.

Practicality

Once these factors are considered, a decision can be made, but make sure to consider campus resources, timeliness and necessary follow-up. You may come up with wonderfully creative sanctions, but resources may be an issue. A campus police ride-along may be the answer to a disrespectful and unappreciative student, but is the force willing and able to accommodate that request? If vandalism and property destruction is the misconduct, and the answer is to work with the campus cleanup crew, is there someone who can monitor the student? If you assign a 5,000 word paper on marijuana, do you have time to read it, check for validity and resources? Attending a course on ethics may be ideal, but does your school offer one? Be sure to consider sanctions in advance,

and connect with campus partners before assigning a sanction, but once you are ready to move forward, be transparent with the student about the sanction and the objective behind it. It's best to articulate these items both in writing and verbally.

More creative sanctions

Reflection papers

- Fire safety/use of candles in the residence hall – research one of many campus fires that resulted in student death.
- Alcohol transport/required EMS attention – interview an EMS responder; reflect on their responsibilities and demands of their position. Ask the student to address the necessity of professionals responding to their elected impairment when the EMS could have been responding to someone experiencing a heart attack.
- Letter to future employer – ask the student to write a letter to his/her future employer explaining the choices made and how those decisions do not truly reflect the values of the student (or do they?).
- Letter to younger sibling – in getting to know the student, if it becomes apparent that he/she is a strong role model to a younger sibling or other child, ask the student to write a letter explaining the choice he/she made and why these are not actions should not be emulated.
- Interview an alcoholic and write paper – this sanction is for the specific student who does not seem to understand, despite numerous sanctions and educational approaches, the negative and lifelong effects of alcohol. This powerful sanction should be monitored to ensure the objectives are met.
- Apology letter to affected party – if a student disrespects a member of the community in any way, ask him/her to write a letter of apology and hand deliver it.

Notes on papers:

- Consider assigning word length as opposed to page length, to avoid those tempted to type in 20 point font with 2 inch margins.
- Be sure to provide specific prompts – if you simply assign “write about the effects of alcohol,” you may get a detailed paper on what it’s like to be drunk if you are not specific.
- Make sure student understands that reflection papers are not meant to justify student behavior or to comment on the actions of others.
- Let the student know that the paper will be reviewed, and if it does not meet expectations, or if it is not clear that it was taken seriously, there may be further consequence or sanctioning.

TED Talks

These recorded conference sessions aim to broadcast a range of ideas, attitudes and perspectives to viewers around the world. Topics range from technology to biology to culture to leadership and more. Below are some examples of popular TED talks that students may benefit from viewing. Ask the student to watch a pre-selected video and follow up with a reflection paper, bulletin board or floor program.

- Simon Sinek: How great leaders inspire action (2010)
- Tony Robbins: Why we do what we do (2006)
- Dan Pink: The puzzle of motivation (2009)
- Elizabeth Gilbert: Your elusive creative genius (2009)
- Steve Jobs: How to live before you die (2005)
- Susan Cain: The power of introverts (2012)
- JR: My wish: Use art to turn the world inside out (2011)
- Linda Galindo: To Be Remarkable, be Accountable (2011)

Community Service

Administrators began using community service as a sanction in the United States in the 1960s to provide an alternative to serving prison time or lessening large fines (McDonald, 1986). Today, student affairs administrators use community service to get students involved and give back to the community. This creative sanction can be used as a reparative response that connects the nature of the work to the offence. Ideally, by engaging in community service,

he or she learns to take responsibility, and reduce the odds for future infractions. While this mandatory sanction is not exactly community service, as acts of community service should be genuine and stem from intrinsic motivation, it's still part of the restorative process.

Community Engagement

Other ways to get students involved is through attending and reflecting upon Alcohol Anonymous meetings, volunteering at the local theatre, participating in a local historic tour, or otherwise engage with community members who serve as role models and positive examples. Getting students involved in a cause that is greater than themselves will allow them to gain perspective, confidence and a sense of belonging.

Develop/implement an active or passive program

Ask a student to research, write and implement a program proposal in collaboration with Residence Life staff. Assign a topic that relates to the violation and will education the student and community members. Similarly, a student could create a bulletin board that educates peers on the violated policy and/or lessons learned.

Alcohol Assessment

A March 2011 survey (230 administrators and 154 students) revealed that more than half the time a student was found responsible for violating the alcohol policy, an administrator required the student to participate in an alcohol education program. Monetary fines, community service and warnings were also used, but only deterred 39% of students from repeating an alcohol offense. 79% said these sanctions only taught them to be more careful about getting caught. When asked about more effective sanctions, students reported an alcohol assessment, engaging in an alcohol treatment program, having parents notified and/or being involved in the local police/ court criminal justice system as being deterrents (Gehring, Lowery and Palmer). While these programs and opportunities may not be available at all institutions, it's important to consider the lack of effectiveness associated with an alcohol education class.

Regardless of the sanction, it is important for the administrator to routinely check in with the student, which will assist with developing a positive relationship, showing concern, support and care for the student.

Conclusion

Although institutions pro-actively work to effectively communicate policy, expectations and standards, we inevitably find ourselves working with students to correct and learn from misconduct. Administrative action taken can contribute to deterring students from future missteps, or create a divide between administration and students. While some approaches to discipline are punitive and reactive, which results in negative experiences for all parties involved, positive approaches are more likely to result in better decision making. When we treat our students as adults by involving them in a conduct conversation rather than merely assigning mandatory judicial sanctions, they are more likely to respond positively and work with you to correct the problem, resulting in acceptance and understanding of the conduct system.

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Get planted in SEAHO: Join a SEAHO Committee

SEAHO has a number of opportunities for you to grow as a professional and give back to the profession year around. The current standing committees are available for involvement for 2015:

- Awards and Recognition
- Diversity and Equity
- Educational Programs
- Graduate Involvement
- Marketing and Organizations
- Nominations and Elections
- Research and Informational
- Conference Coordinator team 2016 and 2017
- Corporate Partners
- Placement
- Program

We seek housing members of all professional stages of their career to serve on these committees. For more information, view details about each committee at the www.seaho.org/

Join us! If you are interested in involvement with SEAHO or participating on a committee or task force, complete the Involvement Form on the SEAHO website.

If you are unsure where your talents best fit in SEAHO, or if you have questions about SEAHO, please contact any Governing Council member and/or your State Representative.

Get rooted in SEAHO!

Sincerely,

Dei Allard

SEAHO Member at Large, 2015

Corporate Partners

Heather Edwards, *Mississippi Gulf Coast Community College*

The Corporate Partners Committee has been at work on a few initiatives this summer. In addition to preparing for the upcoming SEAHO conference in Mobile, AL, we have been preparing a list of corporate partners for the region to be able to use. We feel that providing a list of our corporate partners who support SEAHO and are used by our region will help those employees and member institutions find vendors to use more easily. The committee has also been at work identifying ways we can recognize our corporate partners for their support of our organization and hope to share some of those during this upcoming year

Graduate Involvement Committee

Travis Smith, *Jacksonville State University*

Hello SEAHO! I am writing to update you on the Graduate Involvement Committee's recognition initiatives. The first thing to remind everyone is to make sure you nominate a graduate student in your department for the Graduate Student of the Year Award. The call for nominations should be out soon. If you know a graduate who has done great things for their institution and housing as a profession, they deserve to be nominated! The graduate student of the year award requires that the graduate be in their second year of Graduate school and employed by a housing department in the SEAHO region. To nominate a graduate student, the nominator(s) must provide two letters of support, one of which must be from the graduate student's direct supervisor.

The graduate issues and involvement committee is excited to begin recognizing the work of our fabulous graduate students year-round too! The committee is looking for anyone in the SEAHO region to Tweet the great things our grads are doing day to day. We would love to see pictures of grads winning awards or hear about the great projects they are heading for our campuses. Tweet us @SEAHOgrad using the hashtag #SEAHOgrads-rock. We are looking forward to seeing all of the incredible work our region's graduate students are doing! Don't forget to follow us to see your region shine!

One of the best things we can do to foster our profession is to recognize those future housing leaders. Hey grads, you're not exempt from this either. If your colleagues are really shining, don't be afraid to recognize their great work yourself or even your own contributions. We are convinced SEAHO has some of the best grads out there and it's time we showed that the future of housing is strong in our region.



Regional Entry Level Institute

June 3-6, 2015

*Emory University
Atlanta*

Application Available:

December 16, 2014

www.seaho.org/reli

Application Deadline:

March 16, 2015

Status Notification:

April 16, 2015

RELI participants will:

- *Attend sessions facilitated by experienced professionals in housing and residence life*
- *Assess current skill levels and devise a professional development plan*
- *Learn practical information designed to help survive and thrive as a mid-level professional*
- *Participate in one-on-one mentoring sessions for in-depth conversations with a cluster leader*



Registration is \$200.00
and includes all materials,
lodging and most meals.
**Registration and Travel
Scholarships are available**

For more information, please contact:

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Alabama Updates

Auburn University

Auburn University's Residence Life program is pleased to announce that **Jessica Koehler** joined our team on July 1, 2014 as an Area Director. Jessica received her Ph.D. in higher education from Auburn University in August, 2014. Additionally, former Area Director **Maureen Young** was selected as our new Assistant Director for Residence Life and began serving in that capacity on July 26, 2014. Maureen is responsible for overseeing our student conduct process and student staff recruitment, selection, and training. **Caroline Bush** joined the Residence Life staff as our new Administrative Associate in mid-June.

This summer Auburn added a 300-bed off-campus residence hall to our housing stock raising the total number of campus residence halls to 32.

Birmingham-Southern College

Birmingham-Southern College is thrilled about the growth we have experienced in the last few years. We are excited to welcome **Joni Wiley** as our Residence

Life Coordinator for our first-year area. Joni joins BSC from Bowling Green State University where she completed her graduate assistantship at Ohio Northern University. We have been very fortunate to add three new positions to our Residence Life staff in two years.

We are pleased to invite Alabama RAs to join us in Birmingham for the RADICAL Conference here on the hilltop in November.

Jacksonville State University

Institutional

Move in 2014 was amazing! We welcomed almost 2,000 residents back to campus with an exciting move-in concert. Nationally known artist, T-Pain, put on quite the show for our students, kicking off JSU's welcome week. Shawn Simmons and Alvarao Llamos brought their presentation After the Fire for the second year to close out our welcome week. This event was mandatory for freshman residents and we received positive feedback about the event from those who attended.

Photo credit: Instagram @tpain



Staff

Jacksonville State University is happy to welcome **LeMarques McClide** to our residence life team. LeMarques is serving as the Residence Life Coordinator for our freshman male areas. He comes to JSU by way of University of West Georgia. In preparing for RA training, this year we have incorporated a common read for RAs and our first selection was *Toy Box Leadership* by Ron Hunter, Jr. and Michael E. Waddell. JSU wishes everyone a smooth and stress-free year!

We are going to be recruiting for Graduate Assistants, specifically two new Greek Housing Graduate Assistants, beginning October 1. We would like to recruit men with ties to Sigma Phi Epsilon and Phi Kappa Phi as this position would work very closely with those chapters. Basic job requirements include:

- Supervision of fraternity house environment
- Regular inspections of facility for cleanliness and safety
- Writing reports concerning maintenance and behavioral issues
- Attending meetings with residents/brothers
- Inform supervisor of concerns and needs of community
- Ensuring all Housing and Greek Life policies are followed

For more information on our Graduate Assistant positions, please visit our website www.jsu.edu/housing.

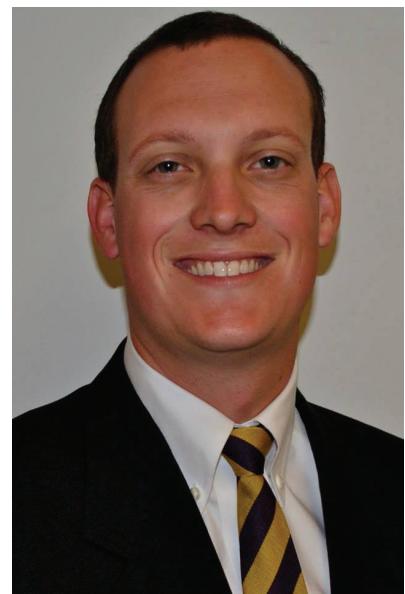
JSU will also be hiring a new Assistant Director of Conferences and Support Operations soon. Wesley Todd, who previously occupied the position has taken a job at Wake Forest University. We will miss you Wes and wish you the best of luck! We are looking forward to seeing all of our Alabama colleagues at ALAHO, hosted by the University of Montevallo on October 22!

University of West Alabama

Jeremy Sheffield

has been named the Gilbert Hall Residence Life Coordinator at the University of West Alabama. An alum of UWA, he served as a Hall Director for three years before being promoted to the full-time RLC position. Hall Directors for the 2014 – 2015 academic year are Kasey Styring, Tasmein Dixon, and

Hannah McDaniel. Asia Lockhart has been named Assistant Residence Life Coordinator for Gilbert Hall.



Florida Updates



Embry-Riddle Aeronautical University

ERAU is proud to announce the selection of 3 Area Coordinators into the newly created positions! **Tiffany Bartlett**

came most recently from Kent State University where she served as an Assistant Residence Hall Director and obtained her master's degree in Higher Education Administration and Student Personnel.

Tiffany is advising our RHA in addition to supervising three residence halls. **Will Bullock** previously served as an Assistant Living Center Director at Grand Valley State University where he obtained his master's degree in College Student Affairs Leadership. He advises NRHH and serves as a Case manager for Student Conduct while supervising two residence halls. **Anjum**

Perfetti came to ERAU from the University of South Florida, St. Petersburg where she served as a Graduate Assistant in the Leadership Development and Programming Office. She received her master's degree in College Student Affairs from the University of South Florida. Anjum oversees departmental programming and the living learning program while supervising

three residence halls. Each Area Coordinator supervises two Senior Resident Advisors in addition to 15-25 Resident Advisors.

This summer Housing & Residence Life hosted two ACUHO-I interns. **Cody Lewin** from the University of Connecticut was an amazing asset to the residence life side of the department. Our inaugural summer conferences liaison intern was **Dorran Glasser** from the University of West Florida. In addition to his work with summer conferences, Dorran was a huge help in assisting housing and residence life initiatives.

We have a new student leader position this year titled Senior Resident Advisor. These students serve as a mentor to the RAs on their staff. They also assist their Area Coordinator with a variety of tasks in addition to leading a departmental committee.

Saint Leo University

Saint Leo University is excited to welcome **Kristen Whitney**, most recently from the University of Tampa, as our new Assistant Director for Student Conduct and

E.J. Walicki from the University of North Florida as our Assistant Director for Housing Operations. **Amanda Eagan** joined our team as an ACUHO-I intern for Residential Programming for the summer.

Renovations progressed over the summer for two older halls on campus in addition to installation of LED lighting throughout campus. Renovations included the replacement of lounge and living room furniture for our apartment buildings, with all projects completed by early August 2014. Saint Leo demolished Crawford Hall in May 2014 and expects construction of the new academic building on the original footprint to be completed by August 2015. Additionally, Saint Leo University was featured in Time Magazine (August 29 2014) for our state of the art energy pods in our Relaxation Room located in Apartment Five community space.

Stetson University

Staff

We welcomed Jud Sammons and Jessica Curry this summer to Stetson Housing and Residential Life. Jud, most recently at Furman University, joined the HRL team as the Assistant Director for Housing Operations in mid-June. Jessica Curry, most recently from Townsend University, has joined the team as a Residential Life Coordinator. We hosted two ACUHO-I Graduate Interns, Kate O'Keefe and Meredith Gasaway for the summer term. Kate's focus was operations, and Meredith worked with the residential aspect of the department. Kate is currently in her second year at Old Dominion University earning a master's degree in higher education. Meredith is currently in her second year at Western Carolina University earning her master's in College Student Personnel.

In March, members of the Emergency Management Team hosted a tabletop exercise on a Viral Outbreak with Volusia County Emergency Management and East Central Florida Regional Planning Council.

Residential Life Coordinator, RC Stabile, was invited to attend RELI on behalf of Stetson University. Coordinators, Barbara Hawkins and Chris Hovel attended the ACUHO-I annual conference in Washington, DC this summer.

Facilities

Stetson closed off the spring semester with an occupancy of 89%.

Summer projects and renovations took over a large part of residence halls. Facilities updated the bathroom spaces for two of our largest buildings, Chaudoin Hall and Emily Hall. The students and staff were really excited to see the improvements in the fall semester. Along with building renovations, the Department worked on updating hall lounge spaces to make them more 'Stetson'. Upgrades include but are not limited to new furniture, electronic items, and more vibrant colors in the space.

This fall both upper-class and first-year students returned to the Clarion Hotel for a full academic year. The partnership with the Clarion has provided students with an additional housing option.

Institutional

As part of its core values, a commitment to environmental responsibility and sustainability, Stetson has moved away from unlimited printing on campus. Students will now be credited with 400 prints throughout campus. By raising awareness of our individual responsibility and collective impact, we seek to effect a positive change by adjusting our overall printing habits and significantly reducing the more than 3 million sheets of paper used each year.

As part of an initiative to remove administrative barriers, both student and professional staff members have begun using online time sheets. Online time sheets provide employees and supervisors a green option as well as a portal that allows changes throughout the month.

University of North Florida

This year, University of North Florida hired two new Residence Life Coordinators and an Associate Director for Housing Operations. The Department of Housing and Residence Life has also expanded their staff to include a second graduate Assistant Residence Life Coordinator position. UNF welcomes all new members to our staff team!

Kristin Smith, Associate Director for Housing Operations, joined the staff in July 2014. Kristin most

Student Affairs around the Region

recently worked with Capstone On-Campus Management at Marshall University. Kristin received her Bachelor of Arts in Sociology with a minor in Criminology from The Ohio State University, and her Master of Science degree in Management from Indiana Wesleyan University.

Nicole Fiore, Residence Life Coordinator for Osprey Fountains, received her Master degree in Higher Education Leadership from Florida Atlantic University. Prior to FAU, Nicole received her Bachelor of Arts in Interpersonal/Organizational Communications from the University of Central Florida.

Stephen Heggem, Residence Life Coordinator for Osprey Crossings, joined the team from University of La Verne in La Verne, CA, where he served as a Resident Director. Stephen received his Bachelor of Arts in Theatre Arts from Concordia University and his Master of Science in College Counseling and Student Development from Azusa Pacific University.

Ellen Gayton, Assistant Director of Budgets, joined our staff during the Spring 2014 semester. Ellen has a Bachelor of Business Administration from the Univer-

sity of Buffalo and received a Master of Education in Educational Leadership from UNF.

Jade Yuen, joined the staff as an Assistant Residence Life Coordinator this year for Osprey Fountains. Jade previously served as a Resident Assistant for our department. She is pursuing her Master of Education degree in Counselor Education in School Counseling. She received her Bachelor Degree in Psychology from UNF.

Marreese Whitsett, Assistant Residence Life Coordinator for Osprey Hall, is a recent graduate of Bethune-Cookman University, where he received his Bachelor of Arts in Political Science. He is currently pursuing his graduate degree in Higher Education Administration at UNF.

Nikki Ludd, a graduate student at UNF in Higher Education Administration, has joined the team and will be working with our living-learning communities and Learning Community Assistant staff. Nikki is a former RA of our department and received her Bachelor of Arts in English with a minor in Psychology here at UNF.

Georgia Updates

Oxford College of Emory University

Shane Gragg will serve as the Residence Life Coordinator of the Jolley Residential Center. Shane received his master's degree from the University of Mississippi in Higher Education Administration and his bachelor's degree in Criminal Justice from Appalachian State University. Shane's previous experiences include serving as a graduate hall director, an ACUHO-I (Association of College and University Housing Officers-International) Intern, and a Resident Assistant.

Natalie Raymond will serve as the Residence Life Coordinator of Haygood Hall. Natalie received her master's degree from James Madison University in College Student Personnel Administration and her bachelor's degree in Psychology from University of Alabama in Huntsville. Natalie's previous experiences include serving as an Orientation Graduate Assistant, Resident Hall Director, and an ACUHO-I

(Association of College and University Housing Officers-International) Intern.

University of Georgia

RPS Supports the Arts

This past April, four residence hall directors escorted 11 University Housing residents on an all-expenses paid trip to Atlanta to see the musical The Lion King at the Fox Theatre. Through a program called RPS (Residential Programs and Services) Supports the Arts, the lucky residents were treated to a night on the town and given the chance to see a world-class show.

Former UGA President Michael Adams issued a directive for University departments to do what they could to introduce students to the arts. The RPS staff examined the wide variety of arts events taking place in Athens and Atlanta during the academic year and selected a number of plays coming to the metro

Atlanta area.

This year's winners were asked via email and social media to complete an online quiz about the Fox Theatre and The Lion King. Residents who answered all questions correctly were entered into a lottery-style drawing to win a spot on the trip to Atlanta.

Feedback about the trip from students and staff was overwhelmingly positive and RPS Supports the Arts plans to continue the tradition this academic year as well as to add a few more opportunities for residents to gain exposure to the arts.

Global Engagement Learning Community

UGA's Office of Sustainability recently awarded Creswell Hall's global engagement learning community (GELC) a grant to pilot a small-scale composting program in Creswell Hall.

Toward the beginning of fall 2013 semester, GELC participants visited the Athens-Clarke County Recycling Division where they began to see the impact that a small-scale pilot project might have. They recognized individual action as the beginning of global change.

During the fall, many of GELC participants volunteered at Campus Kitchen and UGArden to gain experience in community service and to learn about food security, waste, and the local food movement. They came away thinking differently about what they consume and what they waste.

GELC lead instructor, Pratt Cassity, encouraged his students to put their thoughts into actions and to apply for the grant from UGA's Office of Sustainability. In doing so, residents learned about the grant application process. Upon receiving the grant, GELC participants enlisted help from Office of Sustainability intern Perry Siniard (who was a GELC student last year), learning community peer advisor Laura Rodriguez and Professor Pratt Cassity, along with Kimberly Reeves, one of his graduate assistants. The ultimate goal of the initiative is to give the Office of Sustainability and University Housing quantifiable data on which to base future decisions about composting within the residence halls.

As the spring semester began, the class divided into four working groups to carry out the project: promotion and events, education, maintenance, and documentation. Currently, each team is working to imple-

ment the composting program in Creswell. Promotion and events (equipped with Facebook, Twitter and Instagram accounts) is using the power of social media to promote awareness of composting specific to Creswell. The education team is prepared to inspire, and of course inform as needed to get people excited about composting. The maintenance team is responsible for making sure the compost collection bins, located on select floors of Creswell stay clean and are emptied twice weekly and the documentation team will be collecting the data that will help them provide evidence of the worthiness of replicating a project similar to this in other residence halls.



Brown Hall Council

The newest addition to RHA, Brown Hall Council, was awarded Council of the Year because of its commitment to planning enriching programs and experiences for residents of Brown Hall on a limited budget. The Brown Hall Council executives sought feedback from residents and exercised creativity to create a memory-filled inaugural year at Brown Hall.

Sustainable Casino Night

The Residence Hall Association (RHA) has been continuing its mission to program towards and serve the interests of students living on campus. In March, RHA hosted A Sustainable Casino Night: Cash in the Green. The purpose of this event was to promote sustainable organizations that students could become involved with, and to further residents' knowledge about sustainability. RHA reached out to more than 15

Student Affairs around the Region

sustainability-related student organizations, departments, and local organizations to talk more about how they make a difference in the community, how residents can get involved, and what residents can learn from their specific organization's mission. Participants were able to play casino games located under a large tent on Myers Quad and in the Myers Programming Room. After testing their luck, participants could cash in their chips to receive different sustainable items, such as tumblers, Tupperware, and coffee mugs. There were also three grand prizes for Beats headphones and UGA Bookstore gift cards that kept everyone until the end of the event. The event was catered by local companies such as Barberitos and Chipotle, who feature local sustainable products.

Dawgs Ditch the Dumpster and Donate!

A partnership between University Housing, UGA Hillel and Goodwill of North Georgia resulted in the collection of 30,407 pounds of donations from 10 locations around campus during spring move out. Goodwill of North Georgia estimates the donations translate into more than 1,000 hours of job training.

UGA Hillel and University Housing have co-sponsored an annual landfill diversion event since 2006, but this year's increased participation rate is due in part to a formal affiliation with Give and Go, a part-

nership between Keep America Beautiful, Goodwill of North Georgia, and the College and University Recycling Coalition.

Nearly 100 student volunteers, along with Goodwill of North Georgia volunteers worked for nearly two weeks during move out to make the program a success. "This year we really stepped it up as far as making residents aware of the donation option," says Jane Diener, doctoral intern for sustainability for University Housing. "Longer donation windows and highly visible donation stations made it just as convenient to donate items as it was to trash them."

EcoReps

EcoReps are University Housing's newest community council position. Though the group is small, the EcoReps are a powerful bunch of students who have a passion for educating other students about sustainability initiatives and the environment. They come from buildings all across campus and represent many different perspectives on environmental issues and sustainability trends. EcoReps brainstorm ways to make programs more sustainable, such as purchasing local food and providing the correct recycling bins at each program. Beyond that, EcoReps in some buildings help their specific community councils implement more sustainable programs throughout the year.

Louisiana Updates

Grambling State University

Grambling is sad to announce **Mr. Payne**, Director of Residential Life passed away on April 1, 2014. Our thoughts are with his family during this difficult time. **Dana Howard** is currently serving as Interim Director of Residential Life. **Tanisha Crousby**, Area Coordinator, has resigned her position and responsibilities as Louisiana Association of Housing Officers President.

Louisiana State University- Baton Rouge

Ramo Stott will be the new RLC for West Campus Apartments, he comes to us from Illinois State. **Christine Wesserling** will be the new RLC for

Miller Hall, she comes to us from the University of Oklahoma. **Derek Calderara** will be the new RLC for Broussard and North Halls, he comes to us from Canisus College. **Eddie St. Vil** is the new coordinator for Policy and Process, he comes to us from Valdosta State University.

LSU Residential Life Earns Top 10 Spot in Electricity Reduction in Campus Conservation Nationals

Aaron Looney – LSU Media Relations & Catherine David – LSU Residential Life

Through its annual UNPLUG conservation program, LSU Residential Life recently finished in the top 10 in electricity reduction in the Campus Conser-

vation Nationals 2014 contest, according to information from the organization.

Lucid, the Center for Green Schools at the U.S. Green Building Council, or USGBC, the National Wildlife Federation and the Alliance to Save Energy announced that more than 265,000 students at 109 colleges and universities across the U.S. and Canada collectively saved more than 2.2 million kilowatt-hours of electricity, equivalent to averting 3 million pounds of CO₂ from the atmosphere and saving \$196,000 through the Campus Conservation Nationals 2014 contest.

This year, students also saved nearly 476,000 gallons of water, or the equivalent of 1.8 million water bottles, nationwide.

From Feb. 3 to April 25, LSU campus residents were encouraged to unplug unused electronics, take shorter showers and turn off lights in common areas to see which campus buildings could reduce the most energy and water use. This year's UNPLUG program at LSU included kickoff events in the campus dining halls, social media pledges to take action, and energy-themed quiz bowls hosted by residence hall custodial in the lobbies of their communities.

A new aspect during this year's UNPLUG competition was Resident Advisor Building Captains for each building or community. The captains led the sustainability efforts in their respective buildings, communicating progress to their staff, giving ideas for sustainable-themed programs to host during the competition, and more.

Karen Rockett, director of housing within LSU Residential Life, said that LSU is up nearly 20 percent in its energy savings from the same time a year ago.

"When we calculate the savings using approximately the same time period last year, we are up 10 percent in savings," she said. "But, if we use some of last year's figures to calculate this year's overall budget to finish the fiscal year and find the percentage, it is a .07 percent savings for those two weeks. At 26 weeks for the year, this gives us an 18.7-percent savings for the year."

If LSU could enlist such an energy conservation lifestyle for its residents and maintain it for a year, Rockett said, it could equal about \$240,000 in savings in the overall budget – the equivalent of two air conditioner replacements or a complete furniture replace-

ment for a larger building.

"We are encouraged by this progress and are committed to educating residents on how their actions impact not only LSU but the greater community and world," said Steve Waller, executive director of residential life and housing at LSU. "By making small adjustments in their daily routines, residents help us keep utility costs down, which subsequently helps us keep rental rates steady but, more importantly, will carry these habits with them after leaving campus."

To learn more about the program, visit <http://unplug.lsu.edu> or <http://www.competetoreduce.org/CCN>.

Louisiana State University- Alexandria

LSUA is excited to announce expansion of our sports program this fall. In addition to the baseball and softball program, we are adding Men and Women's soccer, Men and Women's basketball, and Women's Tennis. By adding these sports, it has increased our International student population to its highest in school history.

Southeastern Louisiana University

University Housing welcomes our newest Area Coordinator, **Blake Thomas** to our Housing team this summer. Blake will earn his Masters in the field of Higher Education from the University of Southern Mississippi, Summer 2014 and brings with him previous experience in Admissions, Greek Life and Residential Life. Welcome Blake!

Southern University – Baton Rouge

Morris Anderson, Assistant Director of Residence Life and Housing at Southern University-Baton Rouge, surrenders the torch of retirement effective July 31, 2014. Morris served the University for 36 ½ years. He matriculated from Hall Director to Assistant Director for Management and later advanced to Assistant Director for Maintenance and Facility Services.

Morris was very active in SEAHO, LAHO and LACUSPA. In SEAHO he served as State Representative, Membership Services Committee Chair and he worked diligently with the leadership team to ensure a successful conference. He was willing to fit in wherever he was needed. Morris said that SEAHO was an instructional tool in his professional growth and devel-

Student Affairs around the Region

opment. Special thanks are extended to David Jones and Vera Jackson, Director of Housing and Residence Life at Jackson State University for their mentorship and confidence in him to serve in leadership roles.

In LAHO Morris served as Conference Chair, Award

Committee Chair, and Coordinator for ERA at Southern University. He said that he tried to make a difference in student services and student lives. Certainly, his work was often noted as being efficient, accurate and detailed.

North Carolina Updates

Appalachian State University

Appalachian State University welcomes the following new graduate assistants:

Ashley Holland, GA for Academic Initiatives and Residential Learning Communities. Ashley earned her undergraduate degree from Elon University, where she was a resident assistant. Most recently she was a full time Hall Director at Louisburg College (NC). Ashley is working on her Master's degree in College Student Development.

Allison Hunter, RD in Appalachian Panhellenic Hall. Allison received her undergraduate degree in Sociology from Fayetteville State University, where she was a Resident Assistant. Allison is working on her College Student Development Master's degree.

James Hanson, RD for Newland Hall. James received his undergraduate degree in Psychology from the University of North Carolina-Charlotte, where he served on the Student Conduct Board. He is working on his Master's degree in College Student Development.

Jhon Cimmino, RD in Bowie Hall. Jhon received his undergraduate degree in English from Rutgers University, where he was a Resident Assistant. Jhon is working on his Master's degree in College Student Development-Outdoor Programs.

Patrick Preudhomme, RD in Mountaineer Hall. Patrick received his undergraduate degree in VV from the University of North Carolina-Charlotte, where he was active in Student Leadership, especially RHA. Patrick is working on his degree in Higher Education.

Christopher Maxwell, RD in Gardner Hall. Christopher received his undergraduate degree in Broadcast and Cinematic Arts from Central Michigan University. Most recently he was the Director

of Member Services at Sigma Lambda Beta in Iowa. Christopher is working on his degree in Higher Education.

Austin Harbison, RD in Eggers. Austin received his undergraduate degree in Biology from Appalachian State University, where he was a resident assistant and very involved in RHA, NRHH and NCARH. Austin is working on his Master's degree in Biology.

Tyler Steelman, RD in Justice. Tyler comes to App from High Point University, where he earned his undergraduate degree in Political Science. In addition to being a RA, he was also SGA President. Tyler is working on his graduate degree in Political Science.

East Carolina University

Kiya Bolds is the new Associate Director for Student Success and Conduct in the Campus Living Conduct Office at East Carolina University. Kiya received both her Bachelor of Education in Human Services and her Master of Science in Education Counseling from the University of Wisconsin Oshkosh. Her past experience includes being a Residence Hall Coordinator and an Academic Advisor at East Carolina University. The ECU Campus Living family is glad to have Kiya back "home!"

Amanda Wright is a new Residence Hall Coordinator at East Carolina University and will be working in Jones Hall. Amanda graduated with her Bachelor of Arts in Communications from Mississippi State University and received her Master of Arts in Leadership in Student Affairs from the University of St. Thomas in St. Paul, Minnesota. ECU Campus Living is glad to have her on board!

Janelle Keller is a new Residence Hall Coordina-

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tor at East Carolina University and will be working in White Hall. Janelle received her Bachelor of Science in Nutrition and Dietetics from East Carolina University and her Master of Education in College Student Affairs from the University of South Florida. She has been an Area Coordinator for Upper Class housing at Columbia College in South Carolina. As a North Carolina native, Janelle is glad to be back in Pirate in Nation at ECU.

Jillian Cross is a new Residence Hall Coordinator at East Carolina University and will be working in Tyler Hall. Jillian just graduated with her Master of Education in Higher Education and Student Affairs from Iowa State University. Jillian is also bilingual in English and Spanish, as she received her Bachelor of Arts degree in Spanish at the University of Wisconsin-Whitewater.

Chris Howell is a new Residence Hall Coordinator at East Carolina University and will be working in Scott Hall. Chris just graduated with his Masters of Science in Educational Leadership from the University of North Dakota. Chris was the Residence Hall Director for the Engineering Living Learning Community and the Summer Camps Coordinator at the University of North Dakota.

Dana Flick is a new Residence Hall Coordinator at East Carolina University and will be working in Fletcher Hall. Dana just graduated with her Master of Education in Higher Education Administration and Student Personnel from Kent State University. During her time at Kent State, Dana served as an Assistant Residence Hall Director, Academic Advisor, and a Financial Aid intern.

University of North Carolina at Greensboro

UNCG to Re-Open Reynolds Hall

Summer 2014 concluded another year of capital improvements at UNC Greensboro as Housing & Residence Life prepared to re-open Reynolds Hall after an extensive renovation project. Reynolds first opened in 1963 and is the first of three high-rise residence halls to receive a facelift. A new HVAC system will better regulate temperature in the building during North Carolina's many seasons. Student rooms have been refreshed with new paint, carpet, and mobile furniture. Student bathrooms have been updated with new fixtures, tiling, and paint. All of the building's internal

and external doors have been replaced. The ground floor has seen the greatest change, with remodeling to provide new office space for residence life staff and a new apartment for the live-in building coordinator. Reynolds will serve as the temporary home for the Ione Grogan Residential College as Grogan Hall undergoes renovations during the 2014-2015 academic year.

UNCG RHA on the Rise

The Residence Hall Association at the University of North Carolina at Greensboro (UNCG) serves as the governing body of all students living on campus. RHA conducts and participates in a variety of activities throughout the year, including building and campus-wide programming, leadership skill workshops, and state, regional, and national leadership conferences. RHA's signature contributions to campus include "Fastest Way to Class," a program during opening in which RHA distributes maps and talks with first-year students to help them identify their classroom buildings; "Stop Hunger Now," a service event that packages meals for distribution to impoverished areas around the world; and "From RHA With Love" week, which raises money through various programs for donation to Clara's House, a shelter for female victims of domestic violence.

The Executive Board of RHA is elected in the spring semester prior to their term of appointment, while individual hall council leaders are elected in the fall. The Executive Board organizes group training for hall council leaders in September, as well as a leadership development mini-conference in January called the "Hall Council Cup." In fall 2014, RHA will be hosting its first RHA retreat to help members of its General Assembly learn more about the organization and prepare for a successful year as student leaders in the organization.

RHA members have had the opportunity to meet with numerous university administrators throughout the past year to learn more about UNCG and share their concerns and opinions. Guest speakers have included the Vice Chancellor for Student Affairs, Dean of Students, Director of Housing & Residence Life, Director of Career Services, and head coach of the men's basketball team.

The student leaders in RHA are excited for the

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upcoming year as the organization continues to grow and thrive. Upcoming projects include increased programming in partnership with the Campus Activities Board, hosting NCARH Fall Summit, and engaging in more advocacy efforts. RHA and its officers continue to look for opportunities to develop strong student leaders and make a positive impact at UNCG.

Winston Salem State University

Jalisha Lancaster has joined WSSU HRL team as a Hall Director. Graduating from Bowling Green State

University and holding her assistantship at Heidelberg College, Jalisha oversees Brown Hall, a freshmen hall housing our First Year Residential Experience Program.

Construction

WSSU is moving forward with Covington Hall a 287 bed facility housing first year students. Lord Aeck Sargent architects and Balfour Beatty construction are the team involved in bringing this living learning facility online by fall 2016.

South Carolina Updates

Clemson University

Staff

Alexa Triantis joined Clemson University on July 7. Alexa is a Community Director for Lever Hall, home of the Residents in Science and Engineering LLC. Welcome Alexa!



John Stuart Tilley joined Clemson University on July 7 as the Community Director for the Shoeboxes. The Shoeboxes houses multiple LLCs including the Clemson University Business & Behavioral Sciences, Women in Animal and Veterinary Sciences, and Professional Golf Management. Welcome John!



Andrew Edmunds joined Clemson University on August 6 as the Community Director for the Manning/Mauldin Community, which houses the First Generation College Student LLC. Welcome Andrew!



We welcomed the following individuals to our graduate staff:

Danielle Barefoot, University of South Carolina, Graduate Assistant, Living-Learning Communities

Nilza Santana, Georgia State University, Graduate Community Director, Clemson House

Sam Harwood, Eastern Washington University, Graduate Community Director, Calhoun/Thornhill

Rob Valderrama, UNC Charlotte, Graduate Assistant, Fraternities and Sororities

Ashly Huff, Towson University, Graduate Community Director, Manning/Mauldin

Dustin Clark, University of North Carolina Wilmington, Graduate Community Director, Byrnes Hall

Harriett-Graham Courtney, Presbyterian College, Graduate Assistant, Fraternities and Sororities

Fred Tugas, Old Dominion University, Graduate Assistant, Recruitment & Selection

Sam Babb, Bradley University, Graduate Community Director, Lightsey Bridge

Liz Avery, The School of the Art Institute of Chicago, Graduate Community Director, Lightsey Bridge

Eric Cottrell, Rider University, Graduate Community Director, Johnstone Hall

Verna Howell and **Kathy Hobgood** were awarded the ACUHO-I Robert P. Cooke Talking Stick Article of the Year Aware for their publication, "The Quintessential Professional".

Departmental

Clemson has partnered with the College of Engi-

neering to move their entire Undergraduate Academic Advising center into a Residence Hall as part of an extensive Academic and LLC Partnership.

Clemson is partnering with our Honors College to build a new home for the Calhoun Honors College that will include 400 beds, classrooms, study spaces, public event space, faculty-in-residence suite, and a full office suite for all Honors Admin offices, creating a true Residential College.

Clemson has fully moved their educational model from “programming” to a full Residential Curriculum.

Coastal Carolina University

Staff

New Resident Directors for Student Success in University Housing are:

Joel Clement joining us from Appalachian State University where he completed his undergrad and graduate work in Higher Education.

Ryan Bowyer is joining us from Methodist University where he worked for two years as the Assistant Director of Campus Life. He was previously a graduate student in housing while completing his degree at Radford University.

Megan Mesco is joining us from Old Dominion University where she completed her graduate degree in Higher Education.

Amanda Jones is joining us from Abraham Baldwin Agricultural College where she worked as a Residence Life Coordinator for two years. Prior to that she completed her graduate degree at SUNY Potsdam.

Randy Smalls has been with University Housing since October of 2012 as an Area Operations Assistant. He is currently transitioning to be one of our new Resident Directors. He completed his undergrad and SUNY Plattsburgh and is currently finishing his masters from Columbia College.

Clarissia Collins is joining us as our Graduate Resident Director while she is working on her degree in higher education from Springfield College. She was a Resident Advisor with University Housing at CCU while in undergrad.

New Assistant Director for Assignments and Marketing

Leslie Hogan has joined the University Housing and Student Affairs family as the Assistant Director for

Assignments and Marketing. Leslie comes to us after eight and a half years at the Savannah College of Art and Design and with more than a decade of university housing experience. She hails from Marion, South Carolina, and studied at both Winthrop University and Clemson University. We are quite lucky to have Leslie working with us.

Institutional

CCU is also excited to be on schedule to open Phase I of a two phase residence hall construction project in August 2015. When complete, the four-building community will house 1,270 first-year residents in 331,000 gross square feet on 19 acres.

Coker College

Tymon Graham has been appointed as the new Director of Residence Life. He was previously the Assistant Director of Residence Life, which is now open. The former Director of Residence Life, **Whitney Watts**, is now the Dean of Students at Coker. **Brenda J. Blake** has been appointed Assistant Director of Residence Life & First Year Experience.

Furman University

Sarah Tobin started on July 1st as the Assistant Director of Residence Life. Sarah is joining Furman from Auburn University where she worked for 2 years.

Presbyterian College

Andrew Peterson started on June 7th as the Associate Dean of Students and Director of Residence Life. Andrew is joining Presbyterian from the Residential Life Office at Ohio Wesleyan where he worked for 7 years.

University of South Carolina, Upstate

Lee Roddick, who completed her M.Ed. from USC Columbia in May, is joining our staff as the Assistant Director for Palmetto House and Staff Recruitment, Selection, and Training. Lee was a Graduate Assistant while at USC Columbia in their Housing Department. She completed her undergraduate degree at Western Carolina University where she was a Resident Advisor.

Brittany House is joining the USC-Upstate team as the Assistant Director for the Villas and Operations.

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She will also serve as the advisor for our Residence Hall Association. Brittany has a M.Ed. from Kent State University and is coming to us from Muskingham University in Ohio.

Daphnie Glenn received her M.Ed. from Columbia College in August and began in September at Upstate. Daphnie is a former Ameri-Core Vista and Upstate Alum. She is working with our on-campus apartments, advising our Learning Community, and overseeing Academic Initiatives.

Sonya Hall was hired as the Business Manager.

University of South Carolina

Institutional

USC will fully implement their residential curriculum beginning in August 2014 within all residence halls. Additionally, USC-Columbia re-opened the Women's Quadrangle in August 2014 after major renovations.

Staff

Our new Residence Life colleagues at the University of South Carolina for the upcoming year include:

Megan Denny – Residence Life Coordinator
Anna Grubic – Residence Life Coordinator
Jake Hartfield – Residence Life Coordinator of Special Projects
Ryan Lloyd – Residence Life Coordinator
Joanna Zietara – Residence Life Coordinator
Keighla Burns – Assistant Residence Life Coordinator
Kristopher Caccamise – GA of Leadership & Staff Development

Carina Carpenter – GA of Special Projects

Duncan Culbreth – Assistant Residence Life Coordinator

Ashley Harzog – Assistant Residence Life Coordinator

Nicole Kaforski – GA of Residential Learning Initiatives

Sean Sukys – Assistant Residence Life Coordinator

Trevor Sutton – Assistant Residence Life Coordinator

Marissa Wynn – GA of Residential Learning Initiatives

Winthrop University

John Timmons, Assistant Director of Residence Life – Residential Education, received honorary recognition when the Winthrop chapter of the National Residence Hall Honorary renamed the chapter the *John "JT" Timmons chapter of the NRHH*. It was a milestone day this spring when current NRHH advisors Mary Cahill and Miranda Knight made the announcement at the end of this year's NRHH induction ceremony. Timmons was instrumental in returning an NRHH chapter to Winthrop in 1998 after a 12 year hiatus without a chapter on the campus. He was an advisor for the Winthrop NRHH chapter for eleven years, which was a period of significant development and recognition highlighted by a Chapter of the Year award for the organization. He continues to be a business advisor for NRHH and serves as a consultant to the current NRHH advisors and membership.

Tennessee Updates

Maryville College

We are glad to welcome our new residence life staff this fall, we have many new faces joining our professional staff family at MC. **Brittany Coats** joins us as the Housing Coordinator and RD for Gibson Hall. She received her Bachelor's degree from Defiance College in Ohio and is currently completing her graduate work at SIT. **Rachel Hanson** is serving as our Student Activities Coordinator and RD for Davis Hall. Rachel

has a Bachelor's from Fontbonne University in St. Louis and is currently working on her CSP degree at the University of Tennessee-Knoxville. **Josh Anderson** is the RD for Lloyd Hall and also the Intramurals Coordinator. Josh is an alumnus of Maryville College. **Ashley Hancock** will be serving in the role of Resident Director of Gamble Hall; she is also an alumnus of MC and has her Master's degree from the University of Tennessee. A third alumnus, **Raeann Bray** joins

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our family as the Resident Director of Copeland Hall. We are so thrilled to have these amazing professionals join our campus community as members of our staff.

Maryville, following a record enrollment this fall, is also planning on moving forward with a renovation of the residential spaces in Pearsons Hall over the coming months in plans for an August 2015 re-opening. This decision is on the heels of an approximately \$2 million renovation to the first floor of Pearsons hall which hosts the main campus dining facility which occurred from May to August of the 2014 summer. The updates to the campus cafeteria are the result of collaboration between the College and the new food service provider, Metz Culinary Management. We are excited about the changes happening in the foothills of East Tennessee!

Vanderbilt University

Greetings from Vanderbilt University!

There have been many new developments on our campus since our last update. We have welcomed many new faces to our staff and opened two brand new residential colleges.

Several new professionals and graduate students joined our staff or were promoted into new roles this year.

Nadine De La Rosa is the new Area Coordinator in the Martha Rivers Ingram Commons. She came to us from the University of Tennessee at Chattanooga where she served as a Residence Hall Director. She holds a master's degree from Florida Atlantic University and bachelor's degree from Western Kentucky University. Nadine will work with three Faculty Heads of House to implement Vanderbilt's signature first year experience program.

Andrea Ramos Lewis is the new Area Coordinator for Alumni Lawn. She transitioned to Residential Education from Vanderbilt's Office of Intercultural Affairs and Advocacy. She received her master's degree from Iowa State University and bachelor's degree from the University of North Carolina at Chapel Hill. Andrea will work with a Faculty-in-Residence and two living-learning communities – McGill Hall and the McTyeire International House.

Dr. Laurie Woods, lecturer in the department of sociology, began her term as the new Faculty-in-Residence of McGill Hall, succeeding Dr. Doug Fisher

who held the post for many years before transitioning to his new role as Faculty Director of Warren College.

Jessica Posey was promoted to Assistant Director of Conference Services. She previously served as Program Coordinator in that office. She holds a bachelor's degree from the University of Florida.

Devin White is a new Graduate Program Coordinator for the Mayfield Living-Learning Community. He recently graduated with a bachelor's degree from Cornell University.

Richard Collins is the new Graduate Program Coordinator for Living-Learning Communities. He was promoted to this role after serving three years as an RA and Head Resident. He holds a bachelor's degree from Vanderbilt University and is currently pursuing his master's degree in Leadership and Organizational Performance.

Chris Gross is the new Graduate Program Coordinator for Carmichael Towers. He was promoted to this role after serving three years as an RA and Head Resident. He holds a bachelor's degree from Vanderbilt University and is currently pursuing his master's degree in global health and medicine.

Evan Vaughn is the new Graduate Assistant for Marketing, Communication, and Social Media. He completed his bachelor's degree at Belmont University and is pursuing his master's degree in Higher Education Administration at Vanderbilt.

Schyler Turrin is the new Graduate Assistant for Housing Operations. She completed her bachelor's degree at George Washington University and is currently pursuing a master's degree in Higher Education Administration at Vanderbilt.

We opened the doors to the second phase of our residential college system – Warren and Moore College Halls – built on the site formerly occupied by Kissam Quad. These two new college halls are home to 660 upper-class students (comprised of 1/3 sophomores, 1/3 juniors, and 1/3 seniors) and feature state-of-the-art classrooms and meeting space designed to enhance student learning. A dining location inside the complex allows for faculty, students, and staff to share meals together.

Vanderbilt has dedicated significant resources to the new colleges including a number of live-in faculty and staff.

Dr. Jim Lovensheimer, Associate Professor of

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musicology in the Blair School of Music, serves as the Faculty Director for Moore College.

Dr. Doug Fisher, Associate Professor of computer science and computer engineering, serves as the Faculty Director of Warren College.

Matt Sinclair, the Area Coordinator for Warren and Moore, supports the work of the Faculty Directors, manages the daily operations of the complex, and supervises the RA staff in both colleges.

The Faculty Directors are also supported by four Graduate Fellows.

Chelsea Flieger and **Paco Payne** serve as the Graduate Fellows for Moore College. Chelsea and Paco are graduate students in the Higher Education master's program.

Grace Chee and **Nicholas Dressler** serve as the Graduate Fellows for Warren College. Grace and Nicholas are graduate students in the Higher Education master's program.

As a university with a four-year live-on requirement for all undergraduate students, the expansion of the

College Halls system will continue to define the "undergraduate residential experience" at Vanderbilt.

University of Tennessee, Knoxville

The Department of University Housing at the University of Tennessee, Knoxville is delighted to welcome two new professional Hall Directors this academic year. **Randi Rice**, placed in South Carrick Hall, comes to us after completing her graduate work in Higher Education Leadership: Administration at Valdosta State University. Reese Hall is now helmed by **Terrance Jagrup**, who completed his College Student Affairs graduate work at University of South Florida.

We also congratulate our former Hall Directors on their new positions at other institutions. **Heather Cox** is now serving as a Program Manager at Clemson University and **Michael Banks** has successfully transitioned to the Admissions Office at the University of Missouri. We extend our best wishes to all new and former staff members. Go Vols!

Virginia Updates

Longwood University

Josh Blakely is now the Director of Residence Life. He is now responsible for the oversight of the programmatic areas involving the residence halls and the Longwood managed apartment communities. He will collaborate with Doug Howell and Jean Wilwohl on all issues regarding construction and renovation projects, occupancy management, and issues affecting our residential students. Josh will continue to oversee the supervision of the REC, RA, and Desk staffs.

Jen Cox is now the Director of Commuter Life. She will continue to oversee the programmatic areas involving our commuter students (those students who do not live in Longwood managed housing). She will continue her role as the University liaison with the town council and our local landlords. She will also become the official case manager for all commuting Care Team students and those who are admitted to our local hospital. This will also allow the Office of the Dean of Students to become more active in programming efforts, including special initiatives for transfer and

sophomore students. Jen will also be overseeing the advising of the RCL Advisory Board and their budget processes.

Moe Bates is now an Area Coordinator. She will continue to oversee the Cox/Wheeler communities and directly supervise the RAs and desk staffs for those buildings. She will now assume the supervision of the Residence Education Coordinators for both Arc/Stubbs and Frazer. She will also take on more leadership regarding our various staff selection processes and residence hall programming initiatives.

Anitra Simmons returned to Arc/Stubbs, and **Brittany Mabry** joined the RCL Team as the new REC for Frazer Hall.

Stubbs Residence Hall has been newly renovated opened for occupancy in August. Longwood is excited about the addition of air conditioning into this largely social Greek, all-female community.

Old Dominion University

Old Dominion University Housing & Residence Life

is pleased to announce new staff members who have joined our team:

Michael Ucci has joined Old Dominion University Housing & Residence Life. Mr. Ucci is the new Residence Hall Director for Whitehurst Hall, a first-year community. Mr. Ucci comes to Old Dominion University from the University of West Georgia.

Dan Zimmerman has joined Old Dominion University Housing & Residence Life. Mr. Zimmerman is the new Residence Hall Director for the University Village, an upper-class apartment community. Mr. Zimmerman comes to Old Dominion University from Georgia Southern University.

Timothy Siverd has joined Old Dominion University Housing & Residence Life. Mr. Siverd is the new Residence Hall Director for Scotland House & England House which are first-year communities. Mr. Siverd comes to Old Dominion University from The Ohio State University.

Tekita Bankhead has joined Old Dominion University Housing & Residence Life. Ms. Bankhead is the new Residence Hall Director for Dominion House, France House, and the ODU Inn which are sophomore and upper-class communities. Ms. Bankhead comes to Old Dominion University from Mississippi State University.

Carl Dieso has been appointed Director for Business Operations for Housing & Residence Life. Mr. Dieso previously served as Associate Director of Housing for 6 years at the University of Cincinnati, and was the former Assistant Director for Auxiliary Operations at Catholic University in Washington, DC. Mr. Dieso has a demonstrated track record in housing and residence life contract and assignments, marketing, administration of residential facilities, and strategic planning that spans 16 years. His experience includes extensive knowledge and experience in business operations, enrollment management, and occupancy management including a wide-range of experience in student support services for residential housing. In addition, Mr. Dieso is a member of ACUHO-I and the National Association of College Auxiliary Services (NACAS).

Suzanne Helms has been appointed Associate Director for Fiscal Operations for Housing & Residence Life. Ms. Helms previously served in Academic Affairs Resource Management at the University of North Carolina-Wilmington (UNCW), and was the

former Director for Campus Services at UNCW. Ms. Helms has a demonstrated track record in university financial services, auditing, and resource management that spans over 30 years. Her experience includes extensive knowledge and experience in fiscal operations, budget planning, fiscal management, and enterprise risk management including a wide-range of auditing experience and facility planning for off-campus properties and apartments. In addition, Ms. Helms is a member of ACUHO-I, NACUBO, URMIA, NACDA, NACAS, NCUA and CFE. She is a James M. Johnston Merit Scholar of UNC Chapel Hill and National Merit Finalist.

Virginia Tech

Greetings from Blacksburg, Virginia! Our HRL Hokies have been off to a very strong start this year. Our facilities operation was especially busy. Slusher Hall welcomed our third residential Academic Resource Center, a specially created space for in-hall academic advising, tutoring, and ongoing educational programming. Pritchard Hall underwent extensive renovations to improve both accessibility and livability, including new ramps, new elevators, new paint and finishes, and even carpet! Pritchard is also home to a new community space accessible to all residential students, as well as a very nice hub of offices for our living-learning programs partners. Vawter Hall residents celebrated the addition of a beautiful new kitchen space. Finally, the Upper Quad project to raze four turn-of-the-century buildings and replace them with two brand new buildings has continued along, with Rasche Hall razed and new construction currently underway.

We opened this fall at 101% occupancy, and our numbers continue to be high with students in temporary spaces within our halls. Our successful opening saw record numbers of Hokie Helpers assisting our students and their loved ones during move-in. Our new President and his wife, Dr. & Dr. Sands, even joined in to help! The Residence Hall Federation held a massively attended opening program in collaboration with our Rec Sports colleagues that ended in an enormous Color Blast on our Prairie Quad.

This year, our Residence Life and Academic Initiatives team is focused on incorporating our residential curriculum model into our brand-new Division of

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Student Affairs curriculum – the Keystone Experience. Both are based on our five Aspirations for Student Learning: Commit to Unwavering Curiosity, Pursue Self-Understanding and Integrity, Practice Civility, Prepare for a Life of Courageous Leadership, and Embrace Ut Prosim (our motto – that I may serve) as a Way of Life. Our experience with residential curriculum has also given us the honor of hosting the ACPA Residential Curriculum Institute this October 19-22, and we are hosting the inaugural Residential College Symposium October 16-18 as well. Another exciting initiative is our Division of Student Affairs connection with Gallup to bring Strengths Quest to all Virginia Tech students. To promote the effort for students to engage in learning more about their top 5 talents, our staff engaged their communities in taking the assessment, discussing with others, and displaying their top 5 on custom door decorations given to every student. It's exciting to walk down our halls, see the Strengths displayed, and hear students discussing them.

Academic Initiatives recruited two new Faculty Principals for our residential colleges. **Dr. Eric Kaufman** joins our team as Faculty Principal for the Honors Residential College and **Dr. Matt Gabriele** serves as the Faculty Principal for the Residential College at West AJ. Academic Initiatives also worked with our team to form the first Academic Resource Center Enhancement Team to explore the best ways to connect our faculty and other academic and student affairs partners to our students in their residence halls.

We have seen record numbers of students engaging in advising and tutoring at our Academic Resource Centers this year.

Finally, our team has welcomed many new faces, and sadly bid “until next time” to others. Departing our team for new opportunities were Jennifer Bannon, Matt Grimes, Joe Wilder, Jeananne Tiffany, Jenny Hamilton, Tina Gill, and Kim Sifford. Associate Director for Residence Life Tricia Smith also has transitioned, but she's still a Hokie serving as the new Director for Multicultural Programs and Services at Virginia Tech. New to our team are Assistant Director **Aliana Harrison**, Coordinators **Hillary Kovacs**, **Lavon Davis**, **Samantha Harbison**, **Katlyn Econom**, and **Andy Foiles** and Graduate Assistants **Jimmy McClellan**, **Callie Verderosa**, **Meredith Levine**, **Amanda Eagan**, and **Bryan Field**. New central office staff include **Lindsey Scheppard** and **Diana Blair**. **Jason Johnson** also took on a new role within the department as Interim Assistant Director for Living Learning Programs.

Virginia Tech will also hold the inaugural Aspirations Symposium November 2-3, 2014. See the Division of Student Affairs website for more details at www.dsa.vt.edu/aspirations/symposium. Dr. Marcia Baxter Magolda will serve as the keynote speaker, and researchers from across the country will help us explore and enrich our knowledge of topics regarding our five Aspirations for Student Learning. Registration is open now!