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SEAHO
SOUTHEASTERN ASSOCIATION
OF HOUSING OFFICERS

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Salutations, Mademoiselle, Madam, Monsieur!
Quelle conference merveilleuse a beau Montreal!

As you can see I truly enjoyed the ACUHO-I Conference in Montreal, Canada where we had the opportunity to network and attend professional development workshops with other members of our profession from around the world.

We were well represented by colleagues who served as facilitators, volunteers, committee chairs, committee members and officers of ACUHO-I. Congratulations go to Connie Carson, Wake Forest University, who is now the Vice President for ACUHO-I.

David P. Jones (SEAHO President-Elect) and I attended the Regional President’s meeting and the Leadership Assembly where we had the opportunity to participate in discussions and shared our ideas with other leaders in the ACUHO-I region.

It was a great opportunity to hear what others are doing and how their regions are organized. I am proud of how strong our organization is, the opportunities we provide, and the fact we are constantly seeking to improve services for our members.

Over the last couple months I have had the opportunity to participate in the Strategic Task Force meeting which was hosted by Georgia Tech in Atlanta, GA, May 13-14. We discussed the future of SEAHO and ways to provide better service to the membership. Lisa Diekow (University of Florida) and Bob Morton (Georgia Tech) are busy compiling the information that will help keep SEAHO a strong organization.

The first Regional Entry Level Institute was hosted by the University of Mississippi in Oxford, MS June 10-12. Special thanks to Tom Kane (University of South Florida), and Norb Dunkel (University of Florida), and to the faculty, Connie Carson (Wake Forest University), Carol Casey (Rhodes College), Katrina Dorsey (Spelman College), Brit Katz (Millsaps College), Leon McClinton (Clemson University), and Carolyn “Waz” Miller (East Carolina University) for the excellent work and exciting Institute. The energy level was high and everyone left ready to use the information that was learned.

As you can see, our goal is to meet the needs of the membership. This year at the annual conference we will have a mid-manager track. Ron Thompson, Chair of the Research and Information Committee and its members have designed a survey that will help us to assess the needs of mid-managers. We will be conducting the survey soon. Please take time to answer the questions. Your input is very important to us.

Remember involvement is the key to success. We are interested in your suggestions, comments and ideas. You may contact any member of the Governing Council or Leadership Team. We value your comments.

“Success is not the key to happiness. Happiness is the key to success. If you love what you are doing you will be successful.” Unknown

I wish each of you a successful opening and a fruitful academic year. See you in Jacksonville, Florida.

Sincerely,

Vera Jackson
Jackson State University
President of SEAHO 2004-2005
A welcome from the Co-Editors...

Hello and welcome from the new host site for the SEAHO Report, the University of Georgia, here in the classic city of Athens, Georgia! We are very excited about the new year and all of the great things that lie ahead of all of us. We would like to take this opportunity to introduce ourselves to you. This year’s SEAHO Report co-editors will be Ralphel Smith and Angie Murrell. Angie is starting her fourth year as an Area Coordinator at UGA and prior to coming to UGA, Angie has worked at both the Georgia Institute of Technology and the University of Tennessee. Ralphel Smith is the Assistant Director of Residence Life and has been at UGA for the last seven years. Prior to coming to UGA, Ralphel worked at the University of Tennessee. We are both very excited to be serving as your editors for the next three years.

The students coming to our institutions of higher education are brighter and savvier today than students in previous years which challenge us as a profession to be better trained and prepared to assist and support these students. As educators and administrators, it falls upon us to determine how we can support these students in their development. This issue of the SEAHO Report is going to focus on Staff Development and how it will help us prepare to support these new students.

We know that most of you have been training staff and preparing to open your residence halls for the 2004-2005 academic year. Before you get into the daily routine, or probably the lack of a routine, of dealing with staff issues, parents, students, and for some, the wonders of football season on your campuses, we want you to think about all the things you can do to focus on staff development. We tend to focus so much on student development and challenging our students to move and develop, however, we often forget how important staff development is to all of our staff in order to help them develop professionally and personally. We are quick to provide opportunities for our RAs and our grads, but what are we doing for our professional staff? We hope this issue will challenge you to think about this and come up with a staff development plan for all levels of staff.

In assuming the role of editors of the SEAHO Report, we feel that we have taken on a great challenge to grow and develop as professionals. We accept that challenge and look forward to growing from all the excitement and challenges that the SEAHO Report is going to give us.

Finally, we would like to extend our gratitude to everyone who has assisted us in becoming the new editors of the SEAHO Report and also in getting this first edition to print. This has been our first big challenge and without the assistance of many people, we would never have met it. First, we would like to thank Dr. Shay Davis for making us aware of this opportunity and encouraging us to really consider it. We would also like to thank Chris Moody and Kayla Hamilton for helping to guide us and for preparing such wonderful transitional materials for us. Chris and Kayla have gone above and beyond the call of duty continuing to answer all of our questions way past their tenure as editors.

Also, we would like to recognize the extraordinary staff that supports us here at UGA. Rachelle Lehner, the doctoral intern for the Office of Residence Hall and Educational Services, has lead the way in organizing our work to make sure that everything we need to do gets done. We consider her to be an equal member of our editorial team. We would also like to express our gratitude to Mark Whitesel and Scott Nelson, both of whom have jumped right in and helped with anything and everything that we needed for this issue. There are numerous other staff members who have been wonderful and supportive and we thank them all. For your reference, here is a timeline for the remaining publications during this academic year.

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Thanks for your continued support of the SEAHO Report. We look forward to hearing what is occurring on each of your campuses.

Ralphel Smith and Angie Murrell
University of Georgia
SEAHO Report Co-Editors
About the cover...

The theme of the summer 2004 SEAHO Report is professional development. The cover is a collage reflecting the experiences of participants in SEAHO's Inaugural Regional Entry-Level Institute (RELI). This workshop took place from June 10 – 12, 2004 at the University of Mississippi and was geared towards new entry-level professionals who are working in the field of housing and residence life. Twenty-eight entry-level professionals and ten faculty members made the trip to the historical and very scenic Oxford, Mississippi.

Here’s what one participant had to say...

“When I think about RELI, a smile comes to my face and I get a warm feeling in my heart. Okay, so it sounds a little cheesy. Believe me it was anything but that. As I boarded the plane from Cincinnati, Ohio to Memphis, Tennessee I truly did not know what the weekend would hold. I was nervous and anxious. I figured the weekend would have me returning to Morehead, Kentucky with information to improve my job performance and experience as a residence hall director. Little did I know I would have 36 new friends to add to my address book. The Regional Entry-Level Institute has thus far been the best experience of my life. I not only came back to Morehead with information to enhance the housing department and my occupation, but lifelong friends.

The dedication that the faculty at RELI has to the housing profession is just amazing. I was amazed at the success that surrounded me in the room. Everyone in that room has had a positive effect on the housing profession in some way, shape, or form. The faculty not only passed onto the attendants at RELI their experience and guidance, but also the gift of friendship. I would sincerely like to thank each and every one of them for their commitment to the improvement of the housing profession and for assisting each of us in our commitment as well. They set the bar a little higher and showed each of us a standard that we needed to try to achieve.

As the institute came to a close, I began to feel sad for having to leave all of these amazing people that I had the wonderful opportunity to meet. I could only imagine how wonderful it would be to have all 28 students and 8 faculty on a staff together. We would be one terrific team!

The inaugural RELI is an experience that I will never forget. I’m sure that everyone in attendance feels the same way. I have wonderful memories and a lasting impression that will remain with me for the rest of my life. Just ask any of the 36 individuals there and they will be more than happy to share their experiences at RELI and in Oxford, Mississippi.”

Kathi Akers
Morehead State University

Read more about RELI and the experience of the participants elsewhere in this edition of the SEAHO Report.
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TAX SEASON IS OVER, BUT COLLECTION TIME IS HERE!

As the summer winds down and with the new school year on the horizon, the Educational Programs Committee will begin its drive for various programs, initiatives, and ideas that can be used to enhance all aspects of residence life. The full participation of all SEAHO institutions is necessary to make this effort a success. The goal of the committee is to collect submissions, compile information, and provide materials during next year's SEAHO conference.

There are many great things happening across the SEAHO region and now is the time to share what's been happening on your campus. The Educational Programs Committee is compiling information on the following topics:

- Models/themes/concepts for RA, desk staff, and hall director training
- Educational initiatives in residence halls
- Activities and training programs related to the following*...  
  - Racial and cultural awareness
  - Disability issues
  - Gender issues
  - Sexuality issues

(*This information will be incorporated with the "CARE Package" initiative developed by Gary Kimble at the University of Southern Mississippi. This initiative received a 2004 SEAHO Educational Programs Grant.)

So, now that you're geared up to share the great things happening on your campus, here is how to get it to us:

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If you have ideas on other topics or would like more information about the Educational Programs Committee, please contact the committee co-chairs, Dr. Tom Hardy at thardy@sa.ua.edu or Chandra Myrick at cmyrick@gsu.edu.

A RELI Reflection...

"I made every attempt to not have any preconceived notions of what RELI would be like, however I do have to admit I was little scared of the unknown. From the first moment that I stepped into the building, I knew that I was apart of something that was truly unique and great! I quickly learned that we were there to learn, grow, network and gain a different perspective at the things that we simply take for granted in this profession. The faculty was very intentional in their approach to foster and mentor each of us, both professionally and personally. I am truly walking away from this experience with relationships that would not have been fostered under normal circumstances and a strong desire to contribute to the profession that may have not sparked quite so early. Thank you RELI!"

Rinardo "Rio" Reddick  
Oxford College of Emory
Hey SEAHO,

My name is Krista Stringer and I have the honor and privilege to serve as the Regional Development Coordinator for SAACURH this year. Part of my job is to serve as a resource for our nine AMAZING state associations and serve as the student liaison to SEAHO. I am very excited to serve my region as well as SEAHO. I will make it a point to keep you guys informed of all major goals, projects, and awards that occur within SAACURH this year. Two of my goals are to have monthly meetings with each state director, and to get them in contact with their SEAHO State Representative. I have also created a website (www.bama.ua.edu/~rdc) to serve as a resource for the state associations. I cannot wait to meet you at the SEAHO conference and get to work with some of you this year. If you ever have any questions or problems, please feel free to contact me at rdc@bama.ua.edu or 205-347-5718.

SAACURHfully yours,

Krista Stringer
The University of Alabama
SAACURH Regional Development Coordinator

About SAACURH...

- SAACURH stands for South Atlantic Affiliate of College and University Residence Halls
- Mascot: Louie the Lion
- Website: www.nacurh.org/saacurh
- We have 9 AMAZING State Associations
- The officers of SAACURH are the SEC (SAACURH Executive Committee)
    - When: November 19-21, 2004
    - Where: University of Louisville
    - For more info: contact saacurh04@yahoo.com
  - No Frills 2005 Conference
    - When: March 11-13, 2004
    - Where: Winthrop University

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  - Chris Sclafani, Director
Georgia: GRHO
  - Melissa Moore, Director
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  - Toby Quaranta, Director
Happy 50th NACURH

Nearly 2,500 people attended NACURH's 50th Birthday at St. Louis University to celebrate its Golden Achievements and Endless opportunities. With three intense days of celebrating and programming, there was something for everyone at this year's conference, including a section devoted to the alumni. SAACURH partied and celebrated its history along with NACURH, and we are proud of the State University of West Georgia for winning the SALT award, and The University of Florida for placing second in the POY award. We are also happy to boast the top program presenter nationwide, Shannon Britton from Northern Kentucky University. After hours of incredible learning, no sleeping, and showing SAACURH spirit, we walked away from SLU proud of what we accomplished and excited to take back to our schools everything we learned. SAACURH was proud to celebrate our past and we are excited about our future, with a new batch of leaders in SAACURH, it's going to be a very exciting year!

Submitted by

Krista Stringer
SAACURH RDC

Meet the SEC (SAACURH Executive Committee)

Gavin Luter, Director
*Virginia Tech*

Andrew Howard, Associate Director of Business Administration
*Georgia Tech*

Rachel Grossman, Associate Director of NRHH
*Appalachian State University*

Michael Davis, Regional Affiliations Coordinator
*State University of West Georgia*

Krista Stringer, Regional Development Coordinator
*The University of Alabama*

Hope Cannon, Regional Publications Coordinator
*State University of West Georgia*

Jessica Oliver, Regional Education Coordinator
*Morehead State University*

Evelyn Wallington, Regional Advisor
*Virginia Tech*

Amber Rhoades, Regional NRHH Advisor
*Valdosta State University*
On Aging in Student Affairs

Comedian George Carlin once shared his view on aging, and talked about how we view age at certain stages of our lives. He states that when you are young (under 10) you can’t wait to get older and that we often recognize our age in fractions and that we sometimes look ahead to what we are going to be versus what we are. Carlin states that essentially, “You become 21, you turn 30, then you’re pushing 40, you reach 50, you make it to 60, and then you hit 70!”

As a student affairs professional moving rapidly into the _0’s, I am growing more conscious of everything around me and about me. However, Carlin’s thoughts on aging does raise some thoughts for me as I look at other student affairs professionals, not necessarily biological age, but rather the aging process in terms of tenure in the field. For example, I think new student affairs professionals who come to us with unbridled energy and fresh perspectives, find themselves thinking in fractions when referring to their number of years in the field. “How long have you been working?” “Going on two and a half years now!”

Then once you get beyond the mandatory 3 to 5 years of experience (which is a requirement for anyone to officially be classified as “in the field”), you find that you have succumbed to the culture that is student affairs and are now a full fledged dues paying member. Whether you garner your experience from one institution or multiple institutions, you have officially arrived. The response now becomes, “How long have you been in the field?” “Oh, for more than 5 years now!” You find that there is no in between; it is simply more than 5, a little less than 10, or more than 10.

When you turn 15 years, or start pushing 20 years, it makes it sound like you have been kept too long or that there must be something wrong, especially if you happen to be at the same institution for most of that time. All of a sudden, you feel forced to forget just how many years you’ve been in the field. “How long have you been in the field now?” “Oh, about 15 years or so!” The “or so” has a unique way of carrying you as far as you wish to go.

However, something magical begins to happen when you hit 25 years “in the business”. By this time, it is a business because you are more than likely in position to hire and influence decisions that help shape the culture of your student affairs department, and institution in general. You are all of sudden proud again to honor your tenure. “How long have you been in the business?” “Well let’s see, I guess I’ve been here at least 25 years now!”

Finally, if you are fortunate enough to reach 30 years of service (at this point it becomes service), you no longer have to account for your own years, because your legacy has created a Tabloid of your accomplishments and others now take pride in knowing your story. “How long has so and so been in the business?” “Let me tell you. They say __________ has been here since __________, and that they helped __________!”

In summary, regardless of your tenure status in student affairs, I applaud the new as well as the seasoned professional for all that you do and encourage you to develop and embrace your story as it is being developed. I closing, I leave you with these thoughts borrowed in part from George Carlin.

1) Throw out nonessential numbers and don’t let it interfere with us making the best decision for our students.
2) Keep learning and challenging our minds and each other.
3) Remember to enjoy the simple things.
4) Laugh often, long and loud.
5) Be alive while you are alive.
6) Remember to say thank you often.
7) Cherish your health and do all that you can to stay healthy.
8) Tell the people you love that you love them, at every opportunity.
9) Remember that what we do today and this year, impacts tomorrow and the future.
10) Life is not always measured by the number of years you’ve served, but service you’ve given in your time.

Ed Cowell
College of William & Mary
My First SEAHO Experience

When I was an undergraduate at Mississippi University for Women (A Tradition of Excellence for Women and Men), my Director of Residence Life, Telisa Young, would tell me about how SEAHO was a great conference and how much she had learned from being a member of the organization. Attending the SEAHO conference was so rewarding for me because I was able to experience what she was talking about first hand. As a graduate student and first time attendee at the conference, I benefited from being a participant in the Professional Preparation Program (PPP), attending the workshops, and participating in the case study competition. All of these experiences expanded my horizons about the Student Affairs profession and how we as Student Affairs professionals within Housing and Residential Life play an integral part in the “holistic” development of students.

I really enjoyed having an opportunity to participate in the Pro-Am Tour as well. Having the honor of being paired with another professional and learning about his experiences was definitely rewarding. My Pro, Mark Craddock, provided me with a wealth of knowledge about the profession and how inspiring it has been for him to work in our field. I have an even greater appreciation for Mark and to those individuals who shared their experiences and encouraged me to get involved within SEAHO.

I believe one of the reasons why SEAHO is such a great conference is because of its members who are loyal, dedicated, and passionate about working in the profession. Every board member, chief housing officer, entry level professional, and colleague I met shared with me how SEAHO has impacted their lives in one way or another. Attending the SEAHO conference not only inspired me to seek out opportunities within SEAHO, but to remain within the SEAHO region to continue to work with other great professionals in improving the lives of others. The SEAHO region has definitely become a place I can now call home.

Thanks to SEAHO and the Florida International University Housing and Residential Life Staff for providing me with such great professional development opportunities and making my first SEAHO experience memorable.

Phillip “Flapp” Cockrell
Assistant Residence Life Coordinator
Florida International University

A RELI Reflection...

"During my eight hour drive from Athens, Georgia to Oxford, Mississippi there were a lot of thoughts going through my head. Some of my thoughts include but are not limited to what the Inaugural Regional Entry-Level Institute would be like and if I would be able to talk with other entry-level professionals about some of the challenges and concerns that I have had as a first year professional housing staff member. The biggest thought going through my head on my way to Oxford was the possibility of getting lost since I was driving in unexplored territory. I did make it to the University of Mississippi without getting lost!

Once the RELI workshop began, I was truly impressed with the time and dedication that all faculty members put into making this inaugural workshop a success! My mentor, Tom Kane, truly impacted me in many ways. Tom listened and provided feedback in order for me to make sound decisions on my future in the housing profession. Tom also helped me understand that change occurs at all higher education institutions. Tom may argue that I was the quiet one in his cluster, but I can truly say that I now have a better idea on many subjects thanks to his dedication and passion for this field.

All the sessions that the faculty members presented were truly amazing! Thanks to each faculty member, I now have a new understanding and perspective on working with change, problem solving, professional development, crisis management, staff selection, supervision, managing multiple priorities and performance appraisals. The one thing that impressed me the most was the collaboration between faculty members. Each faculty member presented their session in front of the other faculty members the day before the workshop in order to provide feedback and suggestions to make each presentation even better.

Thank you so much to all faculty members and participants. My hope is that there are more SEAHO RELI Workshops to come!"

Scott Nelson
University of Georgia
In 2002 Deb Boykin, former SEAHO President and Director of Residence Life at William and Mary set out to establish a regional entry-level institute (RELI) for SEAHO. She had heard of one conducted by MACUHO so she contacted Joanne Goldwater of St. Mary’s College of Maryland and Tom Ellett of New York University for more information. They were gracious enough to share their RELI Planning Manual. In 2003, she established the committee to create the inaugural event.

At last year’s ACUHO-I in Las Vegas, Norb Dunkel of the University of Florida (and his vast experience with the National Housing Training Institute) was recruited to serve as the Curriculum Coordinator and Bill McCartney of The University of Mississippi stepped forward with an offer to host the event. An aggressive planning schedule was established and a date of June 10 to 12, 2004 was set as the dates for the inaugural SEAHO RELI (pronounced “rely”). This gave the committee less than a year to make this happen.

After about a year of intensive planning by Norb Dunkel and Tom Kane, SEAHO’s Inaugural Regional Entry-Level Institute became a reality. This workshop took place from June 10 – 12, 2004 at the University of Mississippi. This two-day workshop was geared towards new entry-level professionals who are working in the field of housing and residence life. Twenty-eight entry-level professionals and ten faculty members made the trip to the historical and very scenic Oxford, Mississippi. Throughout the two-day workshop, all thirty-eight people became acquainted with one another and shared experiences to make their work in housing and residence life more efficient and worthwhile.

The RELI workshop began by all the participants introducing themselves followed shortly thereafter by faculty introductions. Dr. Thomas Wallace, Vice Chancellor of Student Affairs, gave a brief overview of the Housing and Residence Life Department at the University of Mississippi. The first class
session was titled “Working With Change” and was facilitated by Katrina Dorsey from Spelman College. Ms. Dorsey discussed how change could affect the working environments in institutions of higher education. The group then participated in a picnic dinner in a beautiful area of campus called “The Circle”. The first day of the RELI workshop wrapped up with a session on problem solving facilitated by Brit Katz. Mr. Katz’ session was based upon the “Six Thinking Hats” by Edward de Bono. All participants spent the rest of the night relaxing by walking through campus, networking with new colleagues and friends, and by playing a competitive game of spades.

On the second day of the RELI workshop, the day started off with a nice breakfast in the student union followed by Tom Kane’s session on managing multiple priorities. This session was an eye opener for the majority of the entry-level participants. All participants were the Director of Housing at a hypothetical institution. Imagine a student death, a possible meningitis outbreak, an angry student waiting in the housing office, the senior administrative assistant being ill on this day, and about twenty e-mails and phone messages that the director has not read. Needless to say all the participants learned a lot more about time management and managing multiple priorities.

Norb Dunkel facilitated a presentation on crisis management. This session was very informative and all participants were placed into groups to see how each group would respond to an emergency crisis. This is the one session that the participants wished more time could be spent on since there was so much more information to be discussed. Next, Waz Miller facilitated “staff selection”. Waz led the group in a discussion about the various problems in recruitment and staff selection and the various conclusions regarding current staff selection practices. At the end of the session, participants were given a worksheet with various questions asking the participants to reflect about staff selection and one’s own job search and how it would be done differently based on the information that was presented. Carol Casey facilitated an excellent discussion about five supervision roles (individual growth, team growth, coach/motivator, advocate and institutional representative) and the supervision issues the participants should be prepared to deal with/talk about with their staff.

Intermingled throughout the RELI workshop sessions were free time, mentor programs, and informal interactions among peers, providing a unique learning experience for all participants.
time, and a session about professional development facilitated by Connie Carson. On the second evening of the RELI workshop, everyone rode in a double-decker bus for a tour of the campus and town followed by a night of good food, shopping and relaxation in beautiful downtown Oxford. The night concluded with another game of spades.

On the final day of the RELI workshop, Dr. Tim Letzring, Associate Professor/Coordinator of Higher Education Programs, Department of Leadership and Counselor Education at the University of Mississippi did a presentation on Law and Higher Education. Dr. Letzring’s presentation was very informative and refreshed the minds of those participants who enrolled in a law and higher education class during their graduate career. For those who did not take a law class, it was very worthwhile to discuss contracts, litigation, and risk management. Leon McClinton facilitated the final class session of the workshop. Mr. McClinton’s session was called “performance appraisals”. The class discussed how much the housing field needs to get better at evaluating undergraduate and professional staff members. Leon helped the class discover how they can improve the evaluation process by giving them good ideas on how to get over this hurdle. The Inaugural RELI Workshop concluded with a faculty panel discussion and an outstanding graduation luncheon.

Submitted by:
Tom Kane
Director of Residence Services
University of South Florida

Pictures courtesy of: Dr. Tom Kane, University of South Florida

Scott Nelson
Residence Hall Director
University of Georgia
The 2004 Inaugural SEAHO Regional Entry-Level Institute Graduating Class:

Kathi Akers  
Morehead State University

Cassandra Chambers  
University of South Carolina – Spartanburg

Beverly Cribs  
University of South Florida

Christine Guy  
East Carolina University

Mitchell Drew Jahr  
Middle Tennessee State University

Jasmine Johnson  
University of Florida

Brett Logan  
Valdosta State University

Alisa McGee  
Savannah College of Art and Design

Wendy Morgan  
University of North Florida

Scott Nelson  
University of Georgia

Jennifer Rassett  
University of Tennessee – Knoxville

Erica Renfrow  
University of Tampa

Christina Spearman  
East Carolina University

Jimmy Whited  
College of William and Mary


Lauren Bledsoe  
Florida Atlantic University

Keith Cosentino  
University of Tampa

Brandon Dotson  
University of Tennessee – Knoxville

Lisa Jackson  
Middle Tennessee State University

Erica James  
University of South Carolina – Columbia

Robert King  
University of Tennessee – Knoxville

Terry Lynch  
Duke University

Glen Midkiff  
University of Louisville

Melissa Neider  
University of Florida

Karen Proulx  
Brenau University

Renardo “Rio” Reddick  
Oxford College of Emory

Marcie Schreibman  
George Mason University

Sarah Weaver  
University of Central Florida

Christina Willenbrook  
Rhodes College

The 2004 Inaugural SEAHO Regional Entry-Level Institute Faculty:

Connie Carson  
Wake Forest University

Katrina Dorsey  
Spelman College

Vera Jackson  
Jackson State University

Brit Katz  
Millsaps College

Leon McClinton  
Clemson University

Carol Casey  
Rhodes College

Norb Dunkel  
University of Florida

Tom Kane  
University of South Florida

Lorinda Krhut  
University of Southern Mississippi

Carolyn “Waz” Miller  
East Carolina University
"This June I had the unique opportunity to attend the inaugural Regional Entry-Level Institute at Ole Miss! I have to admit that I was a bit apprehensive at first; however, upon arriving at the Memphis airport and meeting other entry-level professionals waiting for a shuttle, I realized that this was going to be a great experience.

Professionally, I felt like I have been given a great opportunity! I was introduced to eight seasoned professionals in the field and 27 other entry-level professionals in the SEAHO region. This small group gave me the chance to get to know each other and really explore issues that we have been grappling with. The eight faculty presented some of the best workshops I have seen from crisis management to staff selection and from problem solving to professional development.

Beyond the scheduled workshops, the informal conversations that we had about programs, policies and happenings on our campuses were extremely beneficial. Dr. Tom Kane and Norb Dinkel put together a great professional and personal opportunity for all of us involved."

Christine C. Guy
East Carolina University

"As I reflect on my experience at the Inaugural Regional Entry-Level Institute, I think of the meaningful relationships that I nurtured. At this conference, I had the opportunity to speak intimately with my faculty member about personal struggles and concerns that I have faced as an entry-level professional. It’s hard to believe that a few days at a school that was once my college rival could foster such positive and vivid memories. The experience at the University of Mississippi with 27 other entry-level professionals was an opportunity to strengthen my skills in crisis management and supervision.

My most encouraging moment was at the closing banquet when I witnessed the exchange of camaraderie between faculty members who have grown to become great friends after years of service in professional organizations. This conference helped me to understand why so many seasoned professionals have stressed the importance of involvement in professional organizations. At the Regional Entry-Level Institute, I saw a true exchange of intellectual expertise and support for professionals. The faculty’s excitement about their careers and emotional attachment to the process of this institute was heartwarming and inspirational.

There were several sessions that had lasting impacts on my learning. The managing multiple priorities allowed students to organize a day of an upper-level or mid-level manager which included working through crises and real-life situations. To think critically about scenarios and receive feedback from upper-level administrators were crucial to my learning. All of the sessions were practical and beneficial to my development.

As I ponder upon what I will take from this institute to apply in my current and future positions, I realize that true care about advancing the profession through research and writing for professional publication is important. I will utilize the creative techniques of the six thinking hats to approach problem solving. This session helped students to welcome all aspects of effective problem solving. The approach to problem solving was non-threatening and productive. These techniques will help me in all facets of future group problem solving tasks.

The final area that was most helpful in my experience was the session on crisis management. It was moving to see visual representations of the many crises that have occurred in Universities throughout the country. The unique perspective of preparing for the crisis was beneficial. It was evident from this presentation that it is not a matter of being prepared if there is a crisis but the matter of being prepared when there is a crisis. This approach helped me to keep an accurate perspective on responsible crisis management procedures.

I am honored to have had the opportunity to serve in the inaugural class of the Regional Entry-Level Institute at the University of Mississippi in Oxford. This experience has helped me to develop professional relationships and enhance skills that will assist me in the future."

Erica James
University of South Carolina
Landlord, Leases, and Rent...Oh My!

Moving off campus is a big step for many students, and it is not as easy as it sounds. So many things need to be considered when moving into the community, and many first-timers learn these things the hard way, running into “surprises”, incurring fines, ruining their credit, and in some cases getting themselves evicted and having to crawl into the housing office on their hands and knees begging for shelter.

Of course we want to keep our residence halls full, but not at the expense of our students personal development. So, members of the 2003 William and Mary Sharpe Program (a community service based student learning experience), members of the Williamsburg Planning Department, and members of the Student Assembly joined together to plan and implement a program about off campus living to help students avoid the aforementioned issues and the crawl of shame.

The program was not only designed to educate students considering off campus housing, but also to help facilitate positive relationships between students and the local community. Some topics discussed during the program included; budgets, leases, working with a landlord, legal rights, being a good neighbor, safety, and city regulations. In addition, a website created by the Sharpe students (http://www.wm.edu/sharpefellowship/index.php) was introduced providing helpful information and showcasing numerous resources for students who currently live off campus or for those exploring alternatives to campus housing.

Jess Byrne
College of William & Mary
Up-skirting and Camera Phones

By Emily Gaspar

ACUHO-I Intern, Florida International University
Hall Director, Colorado State University

According to recent studies, over half, and potentially as many as three quarters, of traditional college-age students own a cellular phone (Marklein, 2003 & Summerville, 2003). These substantial numbers illustrate the growing trend in cell phone use on college and university campuses. In fact, Marklein found some institutions no longer use landlines in the residence halls due to overwhelming cell phone usage. Similarly, collaboration occurs between institutions and cell phone providers in an effort to offer students the services that best meet their needs (Marklein). The high volume of cell phone use at institutions of higher education is noteworthy, but the trends suggest students use portable phones for more than the traditional phone service.

Current Trends

The accessories offered to accentuate ordinary cell phones attract a large portion of consumer attention. According to a Verizon Wireless associate, individuals are often interested in the ability to choose their own extras, including ring tones, games, faceplates, and headsets (Summerville, 2003). A new addition to this list of options is the camera phone. According to Larry Edwards (2003), “camera phones are already outselling digital cameras” (¶ 6). The Yankee Group and Strategy Analytics, research analysts in the field, believe within the next three years nearly half of all cell phones will include a camera (Edwards). Understandably, along with the advancements of new technology, the introduction of cameras phones into society present a variety of new challenges and ethical issues to negotiate. In particular, the potential for abuse and misuse of cell phones with camera accessories seems to be on the rise.

Unfortunately, the advent of camera phones has introduced the phenomenon of up-skirting, a potential trend on college campuses. ABC News (2004) describes up-skirting as, “a form of voyeurism in which peeping toms either secretly rig up a system of mirrors and hidden video cameras, or simply crouch down with a camera, in order to secretly shoot up a woman’s skirt” (¶ 2). This type of behavior is enabled by small, inconspicuous devices like camera phones. Due to the violating nature of the behavior it may be assumed to be both inappropriate and illegal. Perhaps surprisingly, high-tech voyeurism is actually a more complicated legal issue than expected.

Legal Issues

The legal issues involved with up-skirting involve considering a person’s privacy rights in both public and private places. For example, in the state of Washington the physical location of the individual being photographed became the determining factor rather than the part of the body being filmed (ABC News, 2004). In 2004, the Washington State Supreme Court found, “The state’s voyeurism law protects people who are in a place where they ‘would have a reasonable expectation of privacy’, such as undressing while by themselves in an area where they could expect to be free of intrusion or surveillance” (ABC News, ¶ 9). As a result, the law in Washington does not protect individuals from being photographed in a public place. This interpretation of high-tech voyeurism is not shared nationwide.

A variety of different viewpoints have been taken throughout the country, several of which consider up-skirting to be illegal. For instance, “Texas is one of only four states that have now made it a crime to secretly photograph people for sexual purposes” (Click2Houston.com, 2004, ¶ 16). This decision was made in an effort to establish legal consistency after businesses began to struggle with up-skirting. For example, within the private sector steps are being taken to ensure the physical comfort of individuals using sports clubs and gyms. Because of concerns regarding inappropriate camera use, “Camera equipped cell phones have been banned at all 300 clubs in the 24 Hour Fitness chain nationwide” (Scaring, 2003, ¶ 7). Such actions demonstrate the widespread effects of high-tech voyeurism, along with the importance of creating policies to handle inappropriate camera phone use.

The potential for inconsistent legislation regarding the matter of up-skirting has urged federal lawmakers to create an anti-snooping bill. This bill has not yet passed, but recommends that states, “Make it a crime to surreptitiously film, videotape or photograph unsuspecting people in places like locker rooms and public bathrooms” (Holland, 2004, ¶ 3). Regardless of future action taken, the legal management of high-tech voyeurism has been reactionary thus far. As a result, it is necessary for institutions of higher education to consider the issue and determine what, if any, action needs to be taken in an effort to appropriately manage the new trend on campus.

It is important to determine the legal frame of reference for colleges and universities when addressing the trend of up-skirting. Two salient issues to be discussed are reasonably foreseeable harm and in loco parentis. A variety of institutions have dealt with negligence in terms of reasonably foreseeable harm, which is determined by what the average individual in the same situation would
foresaw (Kaplan & Lee, 1995). In general, issues regarding reasonably foreseeable harm are dealt with in regards to a specific individual or situation, unlike the common, everyday use of cell phones. Institutions ignoring any issue that raises potential harm to a student, may be held responsible for negligence if it is determined that the issue was foreseeable. In other words, if an average person in the same situation would anticipate its occurrence, there has been an act of negligence (Kaplan & Lee). Circumstances of negligence are dealt with on a case by case basis, thus, institutions need to consider previous instances of up-skirting to develop policies and procedures for their individual campus.

The idea of reasonable care can be cumbersome in terms of creating guidelines and expectations. This is due to the fact that institutions are not expected to insure the safety of all students at all times, yet institutions are responsible for protecting against reasonably foreseeable criminal activity (Kaplan & Lee, 1995). Generally, institutions do not have a legal responsibility to protect students from one another. Unless an individual has displayed voyeuristic behavior in the past it would be difficult for the college or university to reasonably foresee such behavior. In conjunction with the idea of reasonable care, it is necessary to consider the implications of in loco parentis when dealing with up-skirting.

The concept of in loco parentis has existed since, “Colonial colleges were empowered to act in loco parentis and were therefore free to develop and enforce rules and regulations as if they were the parents” (Komives & Woodard, 2003, p. 66). According to Komives and Woodard, by the 1960s colleges and universities had become steadily more developmental, and the philosophy of in loco parentis became less influential in the lives of students. Yet with trends such as up-skirting to consider, it may once again be necessary to establish policies based on the idea of in loco parentis. In fact, the influence of university as parents appears to be increasing overall in regards to the current generation of college students, the Millennials (Howe & Strauss, 2000).

The term Millennial generation is used to define students born in the 1980s and 90s (Howe & Strauss, 2000). Millennials are described by Howe and Strauss as optimistic, productive individuals who aim to please and trust in authority figures. The Millennial generation is considered the “most watched-over generation in memory” (Howe & Strauss). Since Millennials are thought to thrive on relationships with clearly defined authority figures it seems appropriate to provide this structure at institutions of higher education. As a result, the outdated practice of in loco parentis may need to be reevaluated in terms of the current traditional college-age student. More specifically, being proactive in regards to the Millennial generation and up-skirting may require the use of specific guidelines and policy enforcement.

Recommendations

While institutions may not be able to anticipate specific instances of high-tech voyeurism, it is possible for colleges and universities to make students, staff, and faculty aware of potential risks. It is realistic to expect institutions to take a proactive approach in regards to the up-skirting issue in order to insure campus safety. Moreover, it is important to combine an awareness campaign to provide information on the trend of up-skirting, as well as policy change to set expectations for appropriate camera phone use within the campus setting.

When planning for policy changes regarding up-skirting, administrators must consider the influence of semantics on the legal interpretation of the policy. The National Center for Victims of Crime (NCVC) believes language choice is important in regards to laws and policies in order to offer a broad protection of all rights for all students (2003). For instance, according to NCVC, it is more appropriate to use the word technology instead of cyber. Technology is a broader term that is unlikely to be outgrown in the future. Also, the use of the word cyber is less desirable because it limits the issue to computers and the internet (NCVC).

Similarly, it is important to look to university policies already in existence, such as sexual misconduct policies, that protect students from the invasion of up-skirting. For example, the Florida International University (FIU) student handbook (SGA, 2003) identifies sexual misconduct as a behavior for which students, organizations, and clubs are held accountable. The FIU policy (SGA) reads as follows:

1. Any sexual act that occurs, regardless of personal relationship, without the consent of the other person, or that occurs when the other person is unable to give consent. 2. Obscene or indecent behavior, which includes, but is not limited to, exposure of one’s sexual organs or the display of sexual behavior that would reasonably be offensive to others. 3. Conduct of a sexual nature that creates an intimidating, hostile, or offensive campus, educational, or working environment for another person. This includes unwanted, unwelcome, inappropriate, or irrelevant sexual or gender-based activities, comments or gestures. (p. 16)

The all encompassing nature of the FIU student handbook allows new trends such as up-skirting to be included without rewriting the policy. Similar guidelines inclusive of up-skirting can also be written under the categories of technology misuse and disruptive conduct. Yet, University policies are not the only area in which efforts can be taken to protect students from up-skirting.

In order to provide a proactive response to this growing trend of high-tech voyeurism, it is necessary to educate members of the campus community regarding the issue. Faculty and staff, as well as students themselves,
need to be aware of potentially inappropriate behavior associated with camera phones. This information can be disseminated to faculty and staff at departmental meetings, while programming on campus can be utilized to educate students. More specifically, a campus safety fair could be created or incorporated into welcome week activities where information regarding misuse of technological resources would be provided to students and parents. On a more local level, it would be helpful for student affairs professionals to work with their students to address ethical decision making skills, including information about up-skirting and other inappropriate behaviors associated with technology. The overall theme promotes providing individuals with knowledge that encourages responsibility to be taken for personal actions and behaviors.

In the event that up-skirting occurs at an institution of higher education it is important for colleges and universities to prepare to handle the perpetrator, victim, and community. An incidence of high-tech voyeurism has the potential to be dealt with using restorative justice. According to Cavanagh (n.d.), restorative justice is the practice of working together with the victim, offender, and the affected community in an effort to reestablish balance and right the wrong that has been committed. Restorative justice allows the victim to regain a sense of control while allowing the offender to better understand the harm they have caused and contribute to the repair of the problem (Cavanagh). More specifically, the victim, offender, and affected community are brought together by a neutral, trained facilitator to discuss the incidence and determine how best to reestablish a balanced community.

All parties have an opportunity to share their perspective of the experience, which works to develop an empathetic understanding, especially for the offender. Once participants have shared their perspectives it is necessary for the individuals to decide how the harm can be restored and how the offender can contribute to that process (Cavanagh, n.d.). In order to utilize this response to up-skirting policy violations, it is necessary to have the willing participation of the victim. According to Cavanagh, when victims have the opportunity to share the feeling of violation associated with high-tech voyeurism they help the offender understand the harm caused. This type of interaction also allows the safety of the campus community to be restored because the offender learns from the situation instead of merely being reprimanded.

**Conclusion**

Up-skirting is a new trend of sexual harassment on campus that cannot be ignored by university administrators. While specifically addressing this issue is necessary, it is also imperative to understand new trends are continually up and coming. Thus, it is important to make a practice of preparing for technological advances with the understanding that the next big thing is unknown. A proactive approach promotes awareness and accountability, which are beneficial to both the students being served and the institutions. Policies may help reduce inappropriate behavior, but education about the situation truly allows individuals to understand the issues and make appropriate choices. Finally, the utilization of behavior education works to recognize the importance of student rights and the need to protect students while not infringing upon them through policy creation.

**References**


“In Your Words”—a Resident Assistant Begins to Make Meaning of His Experience

How college students make meaning of significant experiences in their lives is a subject of much research. Theory helps us to understand that making meaning develops with time. How one perceives an experience they just had will change and evolve over time. I often share this thought with student members of our staff. Being an RA is, for most all who have ever done the job, a very significant experience. Yet, even the significance is not realized soon enough in the future. In the struggle to help RAs recognize this and to make meaning of their experience for themselves, we initiated a new tradition into our annual staff banquet. “In Your Words” provides one secretly selected graduating RA the chance to address his or her peers at the staff’s annual closing banquet. It is a time for that specially selected RA to share some departing words of wisdom with fellow staff members, while also attempting to bring meaning to the experience from the RA perspective.

This year’s “In Your Words” address was delivered to the Housing and Residential Life staff at Florida International University by graduating RA Stefan Jhagroo. Stefan, a distinguished graduate of our Honors College and native of Trinidad, earned his degree in Management Information Systems, and as you will see from his speech, it is his keen insight and good humor that will pave his way to success. With Stefan’s permission, I share his words with you, as a reminder of the perspective of a departing RA.

Cathy Akens
Florida International University

Natural Mystic – Making Sense of The Grey

In Your Words – End of Year Banquet 2004

“Though I try to find the answer,
To all the questions they ask
Though I know it is impossible
To go living through the past
Don’t tell no lie…”

- Robert Nestor Marley. “Natural Mystic”

How many times have we been faced with the questions that we cannot answer? How many times have we wondered to ourselves that, for all of the training and programs and manuals, we still have to deal with a million shades of gray and consider ourselves lucky to find the black and white scenarios?

There are many things that can be said about all of us regarding the holding of this position – but one of them, I’m sure, is universal. This definitely wasn’t what we thought it would be when we first submitted our applications. Indeed, I’m sure many of us have found ourselves in Mr. Marley’s scenario as mentioned before – one where questions abound, and there are few answers that exist.

This is a strange world we are masters of. Barely two thousand students live here on campus out of the thirty two thousand or so people who decide to come to this university. It’s a small fraction of the vast population that makes this school what it is – and yet, it is the fraction of students that can make this school what it could be. A small world to manage, I grant you, but a world which we were entrusted to manage. And after another year – what answers have we found? At every juncture, every decision, every part we are called to play within our community – there is never a clear role. Do you recall what got you to apply? Did we do it for the room? The leadership? The résumé? The paycheck? The residents?

When you think about it, our roles are among the most ambiguous and uncertain job descriptions on the planet. We prepare for everything, because anything can happen.

So at the end of another year, what have we taken away? The thing about graduation is that everything that leads up to you throwing that little square hat in the air has been all about what you did in the classroom. It’s been a celebration of the end of papers, grades, tests, assignments, research and countless hours spent with a cup of coffee browsing the Internet because you forgot what you went online to research in the first place. When you think about it in that sense, life on campus has little place. So what do we really stand for?

Perhaps we stand as living proof that it’s possible to not sleep and still be a functional human being. When that program runs on for longer than anticipated and you realize that you still have to clean up and then get to work on the 10 page paper for the following morning’s class – you realize that sleep is privilege. Throw in the unexpected 3am mediation and you realize that sleep is a myth, and that there are 24 hours in a day for a reason. What’s more, we as RA’s know exactly what needs to be done on each of those twenty four hours.

Perhaps we stand as a symbol for the unlikely combination of authority and diplomacy. We have the rare talent of calling in the police on a resident on Tuesday night and managing to share lunch with the same person on
Thursday morning. We document and we counsel in the same breath. We enforce, not just rules, but a sense of responsibility.

Maybe we represent the epitome of patience. For it is only the infinitely patient who would put up another bulletin board 30 minutes after the last one was ripped to shreds. Or go through with a program that took weeks to plan and pulled a whopping three people on the sign-in sheet. Or perhaps patience would be answering the knock on your door that came just two minutes after you got comfortable in your bed.

If nothing else, we would - at least - have taken away the experience as managers of people. For even the toughest businessmen who are arguing over a million dollar deal cannot be compared to the fury of freshman women arguing over who has to clean the bathroom for that week.

We must look for these things, however. A year, five years, ten years from now...there will come a time when we do not know what experience came from where. What matters is that the experience was gained. Furthermore, it is crucial that we realize that we have left our mark on others - whether they know it or not. The RA position carries with it the unfortunate task of being an unsung hero in the outside campus. Residents attend the comedy show, but forget that it was their RA who handed them the ticket. They land the dream internship through Career Fair, and forget it was their RA who passed out the pamphlets for Career Services. They become officers and executive members in SGA, Greek Life, Honor Societies, Social organizations - and they forget that their RA was the first campus leader they ever met when they moved in for the first time. Imitation, they say, is the highest form of compliment, and so we are motivated by the knowledge that they emulate us, though they may not know it.

Being a role model in itself isn't easy, as we can all attest. Every day we walk the line between policy, ethics and personal desire. It's a pretty small line, and half the time we think we lose sight of it. After all, who are we to tell our peers what to do? Aren't we students ourselves? But this is the burden and responsibility of any leader - and we have survived this year doing just that - being responsible for our own actions. We become confident enough to discern black and white within the grays.

Which brings us back to tonight and the fact that we are here gathered in reflection over what we have achieved with our residents this year, and what we have achieved with ourselves. Some of us will be coming back for training this August. Others, myself included, will not.

To the returnees, I wish you the best of luck with your new staff. Those who have spent more than two years in this position will know that the job doesn't get easier, but it does get more intuitive. Remember your successes, but do not forget your mistakes. In fact, I applaud whoever said that experience is the ability to recognize a mistake when you make it again. I'm sure that you'll do your communities justice with your experience.

To those who are also leaving this position and moving on - I wish only that you remember that whatever it is you face out there, you probably faced it here first. Long office hours? You're leaving a job that had you in office 24 hours a day, 7 days a week. Stressed out coworkers? Email ResLife and find about that activity where you lie down on the ground in a darkened room and think about trees and walls and pools and stuff. Have a colleague that's annoyingly hyperactive about every single thing? Walk them through the Tunnel of Oppression and sober them up a bit. Working with a strange group of people for the first time? Delve into your repository of icebreakers and get things moving. Boring office calendars? Order some banner paper and a letter cutter and you're in business. Taking hasty rotes in a crowded meeting? All those incident reports come in handy eventually. Thirty guests to offer refreshments to at the last minute and you only have $20 in your wallet? Been there, done that.

At the end of the day, ladies and gentlemen, we come back to those questions. But now we realize that some answers are there and, like Marley's Natural Mystic, "if you listen carefully now you will hear". We are leaders, and will always be leaders, whether at home, work, classrooms or communities. We are decision makers who will always find a solution, no matter how unorthodox it may seem. Yogi Berra would be proud of us, for when we come to a fork in the road - we take it. We are entities of ideation, adaptors, intellects, activators, empathizers and a host of other traits that make us ready for what lies beyond the final check out. There can be no clear cut right and wrong, because what lies beyond isn't arranged that way. This is a world built on uncertainty and unpredictability - and we can appreciate those gray areas after being in this position. This is, after all, not education for a job or money - but education for life. Look back, and you will see.

This could be the first trumpet. Might as well be the last.

In closing - at the end of another year, we should recognize each other. This was never a one man show, and our respective staffs deserve that appreciation for supporting its members. Working with an RA staff redefines the meaning of the word "teamwork". We must also recognize our professional staff - our counselors and the leaders who give us the nudge in the right direction when things get hectic. We must recognize the efforts of the other factions of the Housing Army - the A Team and RHA. And we must recognize the efforts of our Directors for giving us the vision and motivation to become better at what we do.

It was a pleasure working with all of you. I wish you all the best of luck. Remember what we have done. Recognize what we are capable of doing. Not everyone can, and not everyone will...

...except us.

Don't tell no lie.

Thank you.

Stefan Jhagroo,
Resident Assistant, 2002-2004
Florida International University
When it comes to Diversity, SEAHO won’t just talk about it...

We D.R.E.A.M. about it!!!
(Developing Resources Essential for the Advancement of Multiculturalism)

At the SEAHO 2004 conference in Hilton Head our D.R.E.A.M was born. Inspired by the idea that Housing professionals have a lot to learn and a lot teach each other regarding issues of diversity; D.R.E.A.M. is a certificate training program for Student Affairs professionals focused on promoting diversity awareness and education. Twenty hours of diversity training is needed to complete this course.

The Power of D.R.E.A.M.: The Purpose
The purpose of D.R.E.A.M. is to further develop housing professionals’ awareness on issues related to multiculturalism. D.R.E.A.M. is designed to move professionals to action by encouraging them to take information and training back to their campus community. By endorsing this program, SEAHO demonstrates an understanding of the impact that multicultural issues have on housing professionals while making a commitment to furthering their development on issues explored through D.R.E.A.M.

The American Association for Higher Education (AAHE) has made a powerful statement about the value of diversity in communities of higher education. The AAHE Statement of Diversity (1999) notes “institutions of higher education have a moral and educational responsibility to ensure that talent is developed in all communities, and that American colleges and universities collectively and individually are strengthened by diversity in campus populations.” By offering the D.R.E.A.M. program, SEAHO can continue to be a leading organization in ensuring housing professionals are reevaluating and staying current in topics surrounding multiculturalism.

Living the D.R.E.A.M.: Our Mission Statement
As housing professionals a commitment to exploring how diversity impacts our environments is essential. To better serve the campus community, the D.R.E.A.M. program will encourage student development professionals to:

- Be willing to explore one’s biases and to work through them to create a greater awareness within self;
- Educate and re-educate self on issues related to diversity; and
- Be a part of a network of resources within the SEAHO region for diversity training and development.

The D.R.E.A.M program requires a commitment to diversity by its participants. This commitment to diversity is illustrated by the program requirements, which state that professionals are expected to role model, educate, and advocate for the acceptance of differences within their campus community. By making a commitment to diversity it is our hope that housing professionals are better prepared to assist students as they develop their identity. In addition to working with students, professionals should work towards establishing and maintaining an environment that embraces differences among colleagues and staff members. Finally, a commitment to diversity will be evident in the supervision of staff, implementation of policy, and assessments of facilities to ensure the needs of all members of our campus community are being met.

Sharing the DREAM: Program Outline

Core Sessions

- Interpreting the D.R.E.A.M. – This session is designed to provide an overview of this program. During this presentation the mission statement, purpose, and requirements will be reviewed in detail. In addition, this session will help professionals begin the process of self exploration in regards to multiculturalism.
- Applying the D.R.E.A.M. – During this program several multicultural development theories will be reviewed and used in practical application discussions related to student affairs.
- You and Your D.R.E.A.M. – A shared goal is for professionals to identify their biases and begin the process of working through situations with a clear understanding of self. This session will allow each person to bring diversity to a very personal level.
- Legal Issues within D.R.E.A.M. – This session will explore how legal issues related to the program affect the college environment and our practice as professionals.

Elective Sessions

- This is an opportunity for each professional to personalize their D.R.E.A.M. experience by selecting 1 (five) special topics related to diversity issues in Student Affairs. These sessions will be announced at a later date.

Living the DREAM

- Living the D.R.E.A.M. will allow participants to take what they have learned throughout this experience and develop a program or workshop appropriate for their campus community. The program must address a diversity topic and address a need within the campus community.

D.R.E.A.M. is designed to encourage self-reflection and discussion at institutions within the SEAHO region. To find out more about this program we invite you to attend the introductory session at SEAHO 2005 in Jacksonville. Ask yourself are you up to our challenge, are you ready to D.R.E.A.M!!!

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BOOK REVIEW
“GOOD TO GREAT” by Jim Collins

Shortly after purchasing Jim Collins’ book, Good to Great, from a local bookstore, a colleague stopped by my office and saw the bright red manuscript on my desk. I had yet to begin reading it. My colleague mentioned he had heard the book was a “life changing” read for those who had picked it up. I strongly doubted this. Those words have rung in my ears a few too many times about other books on organizations and management. As I began to read, I found myself drawn in by the content. My willingness to dig into the material began shortly after reading the acknowledgements. A research team of 20 had put in a vast amount of time pooling the data which supports the concepts presented in the book.

The team spent five years exploring what it takes to make a “good” company a “great” one. The team focused their efforts on studying 11 companies who had average stock returns of 6.9 times the market over a 15 year period following a transition point in their company. The researchers spent time interviewing people from all levels of these organizations to find trends. Some of the concepts brought out of the trends are:

• The truly great companies had Level 5 leaders in their senior executive positions. These leaders are humble and not ego driven in their leadership. They are the first to take responsibility when the company is sinking and give credit to the team when the organization is flying high.

• You have to make sure you have the right team members on “the bus”, as Jim Collins puts it, before you decide where you are going.

• Confront the brutal facts. Leaders need to be ready to have candid conversations with their organization in order to make it a great place. The book gives four practices to creating a climate where the truth can be heard.

• Create a culture of discipline. Great companies have a culture of freedom and responsibility within a framework. They give employees who are self-disciplined and dedicated to their work.

• The hedgehog concept. A way of simplifying a complex world into a single idea which guides how your organization interacts with the world and is successful time after time. This comes from an understanding of how the following three circles intersect.
  o What can you be the best in the world at?
  o What drives your economic engine?
  o What are you deeply passionate about?

These are just a few of the concepts found at play in the 11 companies studied by the research team. I found the book to be an easy read with uncomplicated charts to illustrate the concepts. I believe the concepts from Good to Great are very applicable to the work we do as housing professionals. This book could be a great staff development opportunity for a senior level management team, housing department, or an individual. I would highly encourage reading this book. I have found myself using the words I had strongly doubted a few weeks ago when I mention it to others, “life changing”.

Book Review by

Mark Whitesel
Area Coordinator for the Myers Community
The University of Georgia

Read a good book lately? Write a review and send it to SEAHO@UGA.Edu for inclusion in a future issue of the SEAHO Report.
Florida Housing Officers Meeting

The Florida Housing Officers met for the annual spring meeting May 16 - 18, 2004 at the University of Central Florida. Our spring meeting is a chance for chief housing officers throughout the state to come together and discuss issues and topics relevant to Florida and the housing and residence life field. Twelve institutions were represented. In addition, the host committee for SEAHO 2005 Jacksonville, spent one of the days updating, planning, and continuing preparation for the conference. An enjoyable time was had by all in attendance.

SEAHO Advance Weekend 2004
“Advance to Success”

This past weekend, the University of Central Florida was honored to host the annual SEAHO Advance Weekend for ACUHO-I interns working in the region. The SEAHO Advance weekend began in 1991 when interns from the SEAHO region gathered to discuss the internship process and their experiences. The weekend has grown to include professional development and other intern interaction. This year, 10 interns and four supervisors traveled to Orlando for the weekend, with individuals representing Florida State University, University of Florida, University of Alabama, Valdosta State University, Mississippi State University, Georgia State University, Florida International University, and the University of Central Florida. Presentations from professionals during the weekend included “Mastering the Job Search,” “The Transition from Grad to Full-Time,” “Advising and Supervising,” and “Building Traditions in Residence Life.” The weekend allowed the interns the opportunity to reflect on their experiences thus far, participate in discussions about valuable professional development issues, and get advice from a variety of professionals in the field.

“Advance is a great idea! I have never gotten so much info in one day. The advice is the most important part of the conference. The connections have also been wonderful.”

~Jessica McClure, Intern,
Mississippi State University

“I had an awesome experience visiting UCF for the SEAHO Advance conference. I was able to meet some great future colleagues. I was also able to get valuable information through the programs that were presented. I would encourage any and every intern in the region to attend.”

~Aramis Watson, Intern,
University of Florida

Submitted by

Katie Rutkowski
Intern
University of Central Florida
Georgia is On the GHO with Professional Development!

The Georgia Housing Officers provide many great opportunities for both professional and student housing staff members throughout the year. We try to scatter the workshops and conferences around the State since our institutions are so spread out. People come from far and wide to rejuvenate themselves and gain wisdom and ideas from their colleagues and friends in the field. Here are some opportunities available to Georgia Housing Professionals:

**Mid-Managers Conference**- Developed specifically to fit the needs of the mid-manager, this workshop is a time for those folks to learn from each other and their experiences in the field so far. Topics discussed included supervising new professionals, pursuing a PhD, and staff development. This year’s workshop was held at Columbus State University in May.

**New Professionals Conference**- This is an opportunity for new professionals in the State to come together to discuss issues and ideas specific to their adjustment and development in their new positions. The date and location of this conference is TBA.

**GHO Annual Conference**- This annual state-wide conference is always a great chance for professionals to come together at a member institution to get some great new ideas and spend time with colleagues. This year’s host is Valdosta State University and the dates are September 30-October 1, 2004.

A special note about this year’s conference: GHO created a new award to recognize the contribution of Georgia housing officers to areas outside of housing. The recipient of the award will exemplify leadership, problem solving and involvement in their institutions’ community. The first Contribution to Campus award winner will be announced at the 2004 GHO conference.

**GRHOTH**- This student conference is specifically developed for students involved with RHA, either as an officer or resident. This year’s host will be Georgia Southern University on October 9.

**GRASS**- The Georgia Resident Assistant Saturday Seminar is designed to be a wonderful training and development opportunity for our student staff from across the State. This year’s host is the University of Georgia and it will be held on January 22.

In addition, GHO is currently developing another professional development opportunity specifically for our invaluable support staff in the various housing offices. We hope to have that conference planned and in place by 2005.

**Announcing the 2004-2005 Georgia Housing Officers Executive Board!**

**President**
Countess Hughes, Georgia State University

**Vice President**
Todd Myrick, Columbus State University

**Past President**
Katrina Dorsey, Spelman College

**SEAHO State Representative**
Teddi Walker, Valdosta State University

**SEAHO Report State Editor**
Ann Pitini, Georgia Tech

**Secretary/Treasurer**
Christopher Kinsey, Columbus State University

**GRHO Advisor**
Chad Clark, Georgia College and State University

Georgia Welcomes ACUHO-I to Atlanta!

The state of Georgia is tingling with anticipation of ACUHO-I 2006. The international housing officers conference will be held in Atlanta, Georgia. GHO would like to extend a round of applause—and of course a helping hand—to Andrea Trinklein of Emory University who is the chair for the conference.
James Madison University

On June 14th and 15th the ORL staff at JMU hosted a “Summit on Housing” with 22 guests from NSU and VSU. Our visitors included Directors, Assistant and Associate Directors, Resident Educators, Hall Directors and Support Staff.

The agenda covered:

CHO Overview - Mission, Organization & Philosophy
Staff Selection & Training
First Year Involvement Program & The C.A.M.P. Programming Model
Hall Supervision and Behavior Management
Facility Tours

We closed with a large group discussion, facilitated by one of JMU’s Associate Vice Presidents of Student Affairs.

It was a wonderful exchange of ideas and philosophies and the beginning of some terrific friendships. We all learned so much and I encourage you to consider making your own “summits!”

Chris Gatesman
VACUHO President

College of William & Mary

Book Club

The residence life professional staff at The College of William and Mary is taking a new approach to staff development this summer. They have decided to read a student affairs related book over the summer entitled “How the Garcia Girls Lost Their Accent” by Julia Alvarez. Periodically during the summer, the “book club” will gather to discuss what insights they may have gleaned and how it might be applicable to our professional and personal lives.

Jack Harris
Area Director

Bronze Knots

The Bronze Pin is the most prestigious, nationally recognized award given by the Residence Hall Honorary. The pin is awarded to a limited number of students nationwide who have set a precedent of excellence in leadership on their campus. This year, Megan Ertel 04’ and John Turcotte 04’ are the recipients of the Bronze Pin for their unmatched dedication, service, and outstanding leadership to the College of William and Mary. Congratulations!

Jess Byrne
Area Director
EAST HALL ENGINEERING PROGRAM

Beginning fall 2004, more Engineering majors may be calling East Residence Hall home. Due to the proximity of East Hall to several Engineering labs and classroom buildings, Engineering students naturally migrate toward East Hall. This past year, residents requested a more formal connection between Housing and Engineering, so that is what they will see when they return in August.

While the hall will not be limited to only Engineering majors, there will be a programming focus on issues such as: internship and career options in Engineering; tutoring and study groups for Chemistry and Physics; lab tours; women in Engineering; and, of course, some fun, community development oriented programs geared toward all majors.

"MURPHREE CULTURALISM"

Residents of the Murphree residence area will experience some "Murphree culturalism" through enhanced programming with the Institute of Black Culture and the Institute of Hispanic-Latino Cultures (La Casa). The Institutes are located across the street from the Murphree area on University Avenue and the three entities are planning to share programming space, ideas, and students!

GATORWELL AT THE SPRINGS AND JENNINGS

Gatorwell in the residence halls is a Student Health Care Center initiative in partnership with the Department of Housing and Residence Education. Residents of the Springs Residential Complex and Jennings Residence Hall will have direct access to a full-time health educator and health education services right in their residence area. Residents will have the opportunity to:
- Enhance their academic success through high quality programs and services provided
- Build community and a foundation for a healthy life
- Participate in events and screenings that focus on a wellness theme each month
- Use self-assessment methods to monitor personal wellness goals
- Participate in events and activities that encourage balance and allow personal exploration and growth
- Become aware of resources related to wellness on campus.

RESIDENTIAL EXPLORATORY ADVISOR AND CRISIS COUNSELOR

This new position is a collaborative endeavor with the Department of Housing and Residence Education, the College of Liberal Arts and Sciences Academic Advising Center, the College of Agricultural and Life Sciences, and the Office of the Provost and Academic Affairs. The professional assuming this role will be responsible for academic advising and crisis intervention in the residence hall setting in an effort to promote student success and support the academic mission of the institution. After all, if a student is in crisis, s/he will not succeed academically; and if a student is not succeeding academically, s/he will be in crisis.

FACULTY MEMBERS LIVING ON CAMPUS?

Faculty members aren't only spending time in their classrooms and offices at the University of Florida anymore! It is not unusual to find them hanging out with students in the residence halls, and some of them have even decided to move in!

Currently, there are faculty members living at the Lakeside Residential Complex and the Honors Residential College at Hume Hall. By the time the halls open in Fall 2004, there will also be a faculty member living in Broward Residence Hall.

The goals of the Faculty-in-Residence program are:
- To increase faculty presence and role modeling in the residence halls.
- To provide opportunities for faculty and students to interact outside the classroom.
- To provide a seamless transition between the classroom and the residence hall environment.
- To increase personalization of the residence halls, and ultimately the university community, leading to higher student retention, satisfaction, and success.

For more information about any of these programs, please contact:

J. Diane "DP" Porter
Assistant Director of Housing for Academic Initiatives
University of Florida
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Kennesaw State University Residence Life goes from “Zero to Sixty” in 6 Months!

In January 2004, Kennesaw State University established a new Department of Residence Life to coordinate the on-campus housing that was opened in fall 2002 through a cooperative venture of KSU, the KSU Foundation, and Place Properties. Michael Sanseviro was hired in January 2004 to serve as the first director of the new department, and Amy Wrye is continuing on and serving as assistant director. Two new coordinators will begin July 1st to help as on-campus housing grows from 1100 to 2000 beds this fall: Sharon Fellers joins the staff from the University of Georgia and LaShondra Little joins the staff from the University of South Carolina. Joining KSU as assistant coordinators and graduate assistants are Chris Moore from Oxford of Emory and Robin Crawford from Kennesaw State University. Including the additional new RAs and office staff being hired this summer, KSU’s Residence Life is going from “zero to 60” in just six months!

Gordon College

I am excited to submit the first subscription from Gordon College. There are some crazy yet wonderful things happening here. We plan to bring a new 459 bed complex on-line in the fall of 2005. Three buildings will hold 153 residents each. There will be a mix of 2 and 4 bedroom suites with common living room space. All suites will be supplied with a large size refrigerator, space saver microwave, and an option to add full stove capabilities in the kitchenette area. There are four separate bedrooms that will be furnished with a twin size bed, desk, chair, telephone/computer/cable jacks, and plenty of closet space. Four bedroom suites will share 2 baths and 2 bedrooms will share 1 bath area. Each building will share a courtyard area and will be located adjacent to the indoor pool, outdoor basketball courts and tennis courts. With the establishment of these three buildings, Watson and Connell Halls will be renovated into a similar suite look. Both buildings are sorely in need of renovations as they existed during the days when the College was Gordon Military.

Christopher Newport University

Christopher Newport University’s Office of Residence Life is entering the summer months of 2004 with an anticipation of dynamic change and growth for the staff and facilities within our residential program. May has brought with it the demolition of forty-four units of the Barelay Apartments as pre-construction of a new University Village containing apartment-style residential spaces, a parking garage and retail shops has begun. Completion of this project is slated for August 2005. Simultaneously, construction is rapidly progressing on Potomac River Hall, a 482 bed upperclassmen suite-style facility slated for opening this August. Potomac River Hall will additionally be home to a heavily expanded Programming Resource Center that, building on its phenomenal success this past inaugural year, will provide programming and community development resources to Resident Assistants, Hall Councils, and the Residence Hall Association. The expansion of the professional staff continues in May and June as interviews will bring two new professional live-in Hall Directors to campus in July, increasing our professional complement to 7 staff members. Likewise, August training will see the student Resident Assistant staff grow from 49 to 61 and the student Front Desk Assistant Staff will grow to from 35 to 45 in preparation for the 2004-2005 academic year.

Shenandoah University

Greetings! With the semester ending, the students moving out, and our summer programs beginning, we at Shenandoah University feel as if we are finally able to catch our breaths, but just for a bit. This summer we are looking to do some serious introspection, examining our policies and procedures to insure that we are delivering the educational value to our students. We are in the middle of hiring for two new positions, a part time resident director and a full time living and learning coordinator. We are excited about the many changes that we will be implementing this summer, and are already looking forward to orientation in the fall.
Florida International University

The Department of Housing and Residential Life proudly introduces the newest members of our family. Aarika Camp and Ro-Anne Royer have joined us to serve as Residence Life Coordinators. Ro-Anne comes to us from Ball State University, and Aarika Camp has joined us from Brandeis University. Both served their previous institutions as Residence Life professionals. New Graduate Assistant Residence Life Coordinators at FIU include JoeAnn Nguyen from the University of Texas at Austin, Julie Leos from Florida International University, and Natalie Moses, from the Mississippi College for Women.

Florida State University

Steve Crudup is our new Community Director for the Eastside. Steve is coming from Clemson University. Steve was a graduate of our higher education program many years ago and we are excited to have him back. John Stinchon is a new Residence Coordinator and he is a recent graduate from Florida International University. Ashley Darnell is a new Residence Coordinator and he is coming from George Washington University. He is a graduate from Mississippi State University. Miguel Hernandez is a new Residence Coordinator and he is a recent graduate from Appalachian State University. We are also excited that Nancy Magnuson will be continuing with us at FSU as the Residence Coordinator of the New Hall.

We also have three new graduate assistants this year: Alaina Krebs from Denison University, Rachel Siddlisky from SUNY-Binghamham, and Roger Montiel from University of Miami, FL.

We would also like to say a big thank you to our two wonderful ACUHO-I summer interns, Magda Augustin and Alaina Krebs.

University of Central Florida

The Department of Housing and Residence Life congratulates Meredith Varner as the new Apollo Area Coordinator. Meredith was a Graduate Assistant with the department for the last two years. Sarah Weaver, former Apollo Area Coordinator has moved to the Hercules Community as Area Coordinator. We wish Jason Jones, former Hercules Area Coordinator, good luck with his new position as Director of Residence Education at Ferrum College. We would like to thank Katie Rutkowski, ACUHO-I Intern from Loyola University Chicago, for the outstanding work she did for us.

University of Florida

The Department of Housing and Residence Education is pleased to welcome the following new staff members to our team: Melissa Neider, Residence Director, who joined us in January from the Great White North at Binghamton University in Binghamton, NY. Azfar Mian, Associate Director of Housing for Administrative Services, who comes to us from Kent State University, arrived in early June. Catherine Odera, Residence Life Coordinator for the Tolbert/Keys Area, arrived mid-June, from Miami University, Oxford, Ohio. Keisha Hill, Residence Director for the Lakeside Residential Complex, also joined us mid-June, by way of Michigan State University.

Jasmine Johnson has been promoted to Residence Life Coordinator for the Hume Residential College and Graham Area.

We would like to acknowledge the following former staff members for their service:

Nora Kilroy, former Residence Life Coordinator for the Tolbert/Keys Area has accepted a position as Assistant Dean/Director of Off Campus Life at the University of Florida.

Mohana Rajakumar, former interim Residence Director at the Lakeside Residential Complex has accepted a position as Coordinator of Leadership Programs at Carnegie Mellon University.

University of North Florida

The Department of Residence Life at UNF would like to welcome three new staff members. Heather Weeter will be the new Area Coordinator for Osprey Hall. She joins us from Florida State University where she earned an MS in Higher Education Administration. Scott A. Burgess from the University of California at Santa Cruz will serve as Assistant Director for Residence Life Conduct & Mediation Services. Rachel Bukan from Brandeis University will serve as the Assistant Director for University Conduct.
Valdosta State University

We have four new RHDs joining the Valdosta State University housing team in July 2004:
- Willa Curry
- Ryan Teter
- Njeri Pringle
- Baranby Knoll

We are very excited to have them join us and look forward to an awesome year.

Of course in order to say “hello” to some new folks, we had to say “good bye” to others. We had three RHDs who left to pursue other things:
- Kristen Frangiamore
- Ashley Smith
- Jenny Slear

Each of them contributed to the success of our department and we will miss them. We know they will be an asset to their new pursuits.

UNC Charlotte Update

We wish the following staff members well and thank them for their dedicated service as they leave our department for new opportunities: Amy Alexander (Witherspoon Residence Coordinator), Kim Robeson (Scott/Sanford Residence Coordinator), Mistie Bibbee (Hawthorn/4A Residence Coordinator), Adam Payne (Village Apartments Graduate Assistant), Stacey Joiner (Witherspoon Hall Graduate Assistant), and Sherrie Smith (Hawthorn/4A Graduate Assistant)

Additionally, we wish to welcome the following new members to our staff:

- Ebony Ebroun joins our team as the Residence Coordinator for Squires Hall. She joins us from the residence life staff at North Carolina State University where she recently completed her Master’s degree.
- Ashly Nickel will be the Residence Coordinator for Cypress Hall. She joins us from Colorado State University where she has served as a Graduate Assistant in Student Affairs while completing her Master’s degree.
- Walter Snipes joins us to become the Residence Coordinator for Holshouser Hall. He joins us from the residence life staff at the Emory University where he recently completed his Master’s degree.
- Caitlin Gordon joins our team as the Residence Coordinator for Phase V. She joins us from the residence life staff at Hood College where she recently completed her Master’s degree.
- Chiao Cheng joins our staff as the Graduate Assistant in Scott and Sanford Halls. She is a 2003 graduate of North Carolina State University with a double major in Psychology and Sociology. During her time at State, she served as an RA.
- Marius Dan will be the Village Apartment’s Graduate Assistant while he pursues his graduate degree. He joins us from Wingate University where he majored in Finance and served as an RA.
- James Davis joins us as the Graduate Assistant in Moore Hall. He is a graduate of UNC Charlotte with a bachelor’s (1999) and a master’s (2002) in Education. He served as an RA for two years and, most recently, has been teaching sixth grade.
- Shanelle Joyner will be the Graduate Assistant in Cypress Hall. She is a 2004 graduate of Western Carolina University where she majored in Health Information Management. While at WCU, she served as a Resident Assistant and Resident Manager.
- Caleb Stroup joins our staff as the Graduate Assistant in Phase Hawthorn/Phase 4A. He is a 2004 UNC Charlotte Honors graduate with a double major in Philosophy and Economics. During his time as a student, he served as an RA in Squires Hall for 2 years.

Oxford College

Oxford College is pleased to introduce Andre Clanton to Georgia, as our Assistant Director for Residence Life. Andre comes to us from Eastern Michigan University where he was an apartments manager. He also has experience as an area director and hall director at EMU, Mary Washington College, and Bridgewater College. As AD, Andre’s primary responsibilities will include occupancy management, hall government, and communications with prospective students and staff.

Melody Wiggins has joined the Oxford staff as a residence life coordinator. Melody comes to Oxford from NCWesleyan where she was a resident director.

Georgia Tech

Georgia Tech would like to welcome 7 new Hall Directors to our Freshman Experience Program Staff!
- Teresa Pickarski
- Mitch Tappen
- Christina Patrick
- Joe Slade
- Shane Caldwell
- Tobias Spears
- Carrie Harper
James Madison University

Kathleen Campbell joins us as the Assistant Director for Student Learning Programs. She comes to us from Averett University. Paul Krikau will serve as the new Village Area Coordinator. He is most recently from University of Wisconsin- Eau Claire. Martha Kent will serve as the new Administrative Assistant for the central office, and she brings much experience from the DMV to our office.

We bid a fond farewell to Sara Owrey, who has been a part of the ORL family since the end of her freshman year. Sara is moving on to exciting new experiences and we wish her only the very best.

University of Virginia’s College at Wise

The University of Virginia’s College at Wise welcomes two new staff members during the summer of 2004. Jason Lewkowicz is the new Assistant Director of Residence Life, joining us from Baylor University and Julie Adkins, a UVa-Wise graduate, joins the staff as the Coordinator for Residence Life and Placement. Our Chief Housing Officer, Jeff Howard, will assume additional responsibilities and will become the Dean of Students effective July 1.

University of Virginia

The University of Virginia is pleased to announce that Joshua Farr has been hired as the Area Coordinator for Focused Communities. Joshua has previous experience at Dartmouth College, the University of Missouri-Columbia and the University of Maine.

Virginia Intermont College

We are pleased to announce the following staff changes:

Darby Peoples’ title has changed to Assistant Dean of Students/Director of Residence Life. Dorian Hurst no longer works for us-she moved to Kentucky and our newstaff member is Myron Rogers, title Residence Hall Director/Multicultural Affairs Coordinator.

Virginia Intermont now offers apartment housing for our students (24 beds)
If the individual listed on the label above is no longer at your institution, please forward this publication to the person who is now in that position. Please contact the SEAHO Report editorial staff with any changes.