

SEAHO

SOUTHEASTERN ASSOCIATION OF HOUSING OFFICERS

HOLIDAY 2020

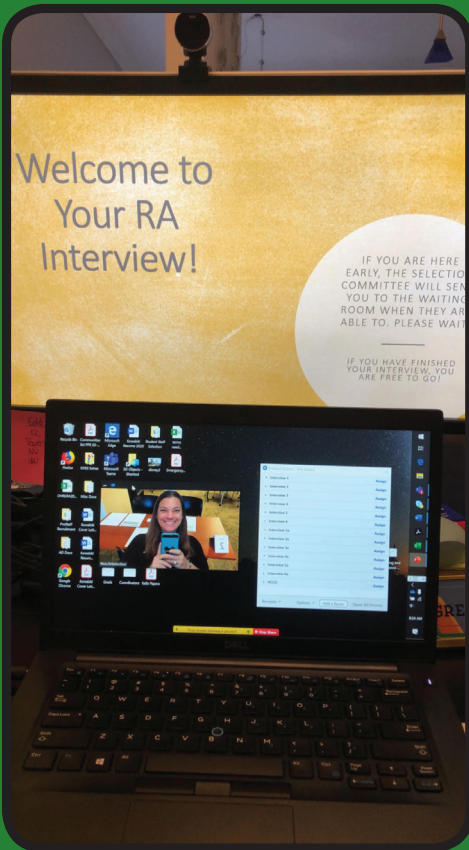


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**Next SEAHO Report
submission deadline
is February 1, 2021**

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SEAHO Report Editorial Policy:

All members of SEAHO institutions are encouraged to submit articles for publication. Articles should be typed and can be submitted through the SEAHO website at <http://www.seaho.org/general/custom.asp?page=seahoreportsubmit> or e-mailed to the SEAHO Editors. Be sure to include the author's name and institution, and SEAHO committee or task force affiliation as appropriate. Photographs or other camera-ready graphics are welcomed. Material that has been submitted to other publications is discouraged. Any questions should be referred to the SEAHO Report Editor or State Representatives.

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



I hope this message finds you all as well as can be. It seems like just yesterday (despite how tumultuous 2020 has been) we were in Louisville for our conference and now I find myself writing these words in my final address as President. I must say that serving in this role has been the highlight of my professional career so far! I am honored and humbled that you had the trust in me to serve in this capacity! It has certainly been an experience like no other in a year that has likewise been like no other.

As we approach the SEAHO 2021 conference, I hope you will join us in a virtual format from your office, home, or other location. You can register for the conference by going to <https://www.seaho.org/page/seaho2021> and following the instructions on the page. Ben Wicker and the SEAHO 2021 host committee have done a great job in adjusting their launching point to bring you a virtual experience. It certainly isn't what they signed up for, but it is what they got and they have made the most of it. I am excited for the experience that they have created and appreciate their labor of love and I am especially excited that we will be able to bring you the experience at no cost! I ask you to keep an open mind as you partake in a conference that is different from our traditional experience. It is my hope that you will find opportunities for growth as a professional and engage in meaningful interactions with your colleagues even if the medium is a computer screen. At this point, I know that we can all count ourselves as experts in online platforms/interactions and will be able to navigate this experience well.

This past year has been filled with various firsts that have made this organization more nimble and have challenged us in unexpected ways. We participated in our first ever virtual reception as a part of the ACUHO-I annual conference, we had a virtual SEAHO mid-year where we conducted the business of the organization, and we are not far from having our first ever virtual conference. Thanks to the creative genius of Marketing Coordinator Ben St. Cyr, we were able to bring you both the #TipsWithTryman series and #SEAHOTrivia series. I hope that you got a good chuckle and maybe a small nugget of wisdom that was useful from the tips. Through the trivia series, we were able to support members of our region attending the ACUHO-I fall series conferences by using the Legacy Fund to distribute \$2,850.

I also want to give a special shoutout to Corporate Partner Chair Katie Lewis. She has done an extraordinary job in reaching out to our corporate partners and creating new touchpoints to stay engaged with this important portion of our region. The organization has also moved forward with year 1 of implementation of the 2020-2025 strategic plan passed under the leadership of Gavin Roark. Even in a pandemic when other traditional business has been halted, we continue to move forward with the items outlined as our guiding principles in the strategic plan.

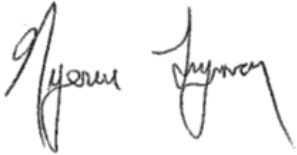
As I close my final message I must say thank you to the executive board and the entire governing council of SEAHO. You all have remained steadfast in a year that has thrown us curveball after curveball and you have not flinched. You have continued to press forward and do everything possible to make this organization run smoothly. You have given your time, talent and energy to this organization and for that I am indebted to you.

I also want to thank my supervisor Dr. Matt Kerch as well as the leadership in the Division of Student life at The University of Alabama for allowing me the opportunity to step into this space. They have supported me from day 1 of this endeavor and made space for me to participate fully in this experience.

I would be remiss if I didn't thank God the most high for blessing me beyond measure and bestowing his grace and mercy upon my life. God has been and continues to be faithful on His promises even when I have been less than deserving and He continues to guide me in all I do. Last but certainly not least, I want to thank my partner Martina. She has been my rock and my biggest supporter through all of this. She has taken the kids out when I needed to conduct SEAHO business and they were a little too rambunctious. She has been there when I've needed SEAHO time over the weekend and throughout the week. She has been unwavering in supporting me and standing in the gap for me in my other duties and I love her dearly.

It is my sincere hope that I have adequately carried the torch of leadership that has been set forth by previous presidents. Leading in the year of COVID has not been easy, but it has been an honor that I don't take lightly.

Peace and blessings to you SEAHO

A handwritten signature in black ink, appearing to read 'Nyerere Tryman', written in a cursive style.

Nyerere Tryman
SEAHO President 2020-2021
president@seaho.org



Dear SEAHO,

If you are reading this, I sincerely hope you have made it to the other side of winter closing or find yourself close to safely sending students home for the break. This semester has been nothing short of truly great work by every Residence Life and Housing employee, that does not go unnoticed. As I sit in my office trying to sum up the semester at hand, I haven't a clue where to begin. So instead, I have decided to write below, "Twas the Night Before Winter Closing," a rendition of the "Twas the Night before Christmas" poem. I hope in it you find humor, a laugh, solidarity in the COVID struggles, or simply a sigh of relief as we run

(And I Do Mean RUN) out of 2020 into the new year.

Thank you once again to our Feature Article Editor, **Michael Dobrin**, Residence Coordinator at Louisiana State University, for his hard work getting these articles ready for publication. As you complete this edition of the SEAHO Report, we welcome you to visit seaho.org to submit for our next installment. The submission deadline for the Conference edition of the Report is February 1st!

Twas the Night Before Winter Closing

Twas the Night Before Winter Closing and All Through the Halls,
Not a resident was stirring, not even in a fraternity house.
The fridges were defrosting and trash askew,
In hopes that the rumors of RA inspections would not be true.

The students quite sleepy though none touched their beds,
While reruns of the Tiger King danced in their heads;
Residence Life and Housing in their decorative masks,
Reviewed their RA Checklist to ensure they missed no tasks.
Preparing for the last night on call, the team drained all the coffee and brewed a new pot
No longer caring that their nerves were shot.

Then out on the Quad there arose such a clatter;
The Hall Director on call sprang from their bed to see what was the matter.
Away to the window they flew like a flash,
Grabbed the master key, joined by the Grad on call who was about to crash.

Outside the window, among fallen snow,
The fire alarm blared in the residence hall, oh no!
And what to their wondering eyes did appear?
Another burnt macaroni and cheese canister and a keg of beer.
With a deep sigh knowing their Maxient dashboard was no longer clear,
They knew in a moment there must be seniors near.

Residence Life and Housing locked eyes and they said,
All of the thoughts that were filling their heads:
*"Where are their masks? Why aren't they distancing? It's still a pandemic, the world is basically ending.
Please share your ID number and dump out this keg, and for the love sir, please come out from under the bed!"*

Some students complied, other's still shot their shot,
"It wasn't me, you see...I didn't know I could not..."
The Hall Director on call replied, *"I hear you, I do. But as you may know the best way to spread Holiday Cheer is by following directions the first time my dear."*

The team documented the incident and recited COVID protocol in a jiff,
Another alnighter, another story for the year,
Yet the following day Residence Life still appeared.
Cherry and bright-eyed wishing students adieu,
As they checked out student after student across a 6-foot-wide space on the floor.
Res Life logged out of zoom, set up their Out of Office Email, locked up the doors and whispered with cheer,
“Yay! The time has finally near for PTO aka Prepare The Others, because I have got to go!”

“We did it! We made it! This year to remember is nearly over; it’s been quite a pest!
So Happy Holiday’s to all! And to all might we finally rest!”

Happy Holidays Friends,



Briana Creswell
SEAHO Report Editor
seahoreport@seaho.org
#SEAHOAllYear



THE

SEAHO

WE

ARE

CORPORATE PARTNERS COMMITTEE:

Hellooooo, SEAHO! Greetings from Corporate Partner Committee world! We hope things are going well for you, your loved ones, and your team! I have personally been trying to spend as much time outdoors as possible with my little dachshund fur nugget, George, while Florida is gracing us with some crispy “lower humidity” weather.

Our committee has a few updates to share with you:

- We have an update to the Assessment Sub-Committee Team – Corey Ulloa will be serving as the sub-committee leader. We appreciate David DiLouie in the work and energy he put forward; he set this group up for data success!
- Throughout the remainder of the fall semester, our team will be gathering feedback on our Corporate Partners’ experiences at other recent conferences they have participated in. This will help us to inform our potential practices for SEAHO 2021. Our goal is to also host our version of “intentional conversations” with our prospective and past Corporate Partners – allowing them to spend 1:1 time to chat with a committee member about questions, concerns, suggestions, etc.
 - If you attend other conferences that include Corporate Partner engagement and/or sponsorship, and would like to share your thoughts as a delegate, you’re welcome to send me an email! Any insight is helpful. Email: corporatepartners@seaho.org
 - If you notice Corporate Partners at other conferences and think they would enjoy SEAHO, encourage that vendor to reach out to me! You can also send me the company information and any contact information you have.
- As a SEAHO Delegate, we encourage you to reach out to a Corporate Partner you work with at your institution and collaborate on a SEAHO Report article! This is a great way to promote #SEAHOAllYear and to share the wealth of knowledge.
- There are many exciting options of SEAHO Delegate and Corporate Partner engagement we are exploring, so please be on the lookout for these opportunities to connect before, during, and after the conference!
- Major snaps to the Research and Information Committee for compiling the conference assessment survey and providing our committee specific

information pertaining to Corporate Partners. It has yielded great insight for our group!

- Please continue to keep our Corporate Partners in your thoughts and good vibe spirits. Any amount of outreach and recognition goes a long way!

That's all we have for you at this time. If you have any questions, concerns, suggestions, ideas, etc., please do not hesitate to reach out!

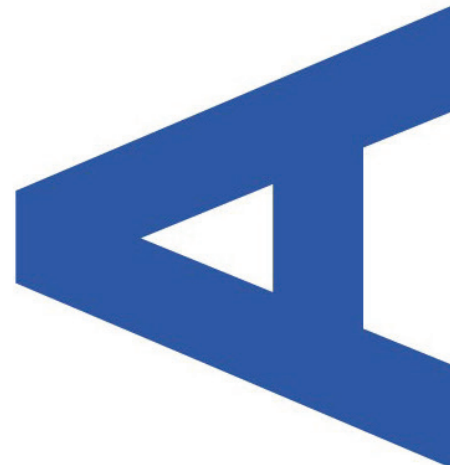
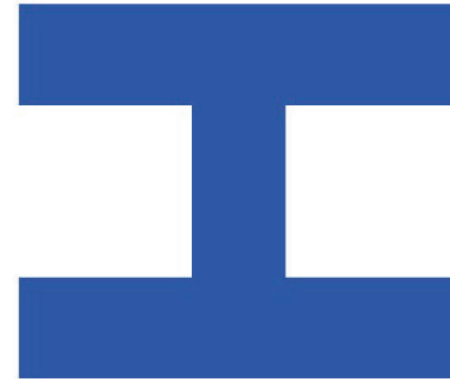
MARKETING AND ORGANIZATIONAL PROMOTIONS COMMITTEE UPDATE:

Host the SEAHO Instagram Account - We spotlight a SEAHO Institution on Instagram for a week of your choosing. We would love to see what a week looks like at your institution! Showcase your students, staff, facilities, resources, and more through this opportunity. Sign up to host at tinyurl.com/seahoinsta.

The SEAHO Swag Store is still up and running on our website. We are now offering RELI (Regional Entry Level Institute) apparel in addition to the SEAHO apparel already on the site. Visit seaho.org and click the "Connect and Engage" banner then "SEAHO Swag Shop". In addition to your purchase, you will notice that we are also donating \$2 from each item sold to the ACUHO-I foundation!

Are you interested in joining the Marketing & Organizational Promotions Committee? You can do this at any time by submitting an involvement form located on the [seaho.org](https://www.seaho.org) website. Direct link: [https:// www.seaho.org/page/SEAHO_involvement](https://www.seaho.org/page/SEAHO_involvement). Be sure to click Marketing & Organizational Promotion before you submit the form. Once we receive your submission, we will reach out to you via email and get your cell phone number to add you to our active GroupMe.

Remember, SEAHO is all year not just during the conference! Make sure to follow SEAHO on Instagram, Twitter, and Facebook for more opportunities to learn and engage. #SEAHOallyear



Teamwork Makes the Dream Work: Utilizing Current Staff to Fill Vacancies

Aramis Douglas & Jessica Watts, University of Tennessee Chattanooga

Working in higher education, specifically in housing and residence life, there is the possibility of not being fully staffed throughout the entirety of the academic year. At the University of Tennessee Chattanooga, our department entered the 2019–2020 academic year with one Resident Director vacancy for Lockmillier Apartments and Stagmaier Hall. The department's response was to attempt hiring a new Resident Director during the fall semester and have one of the current Resident Directors step into the role in the interim. For that Resident Director, this would involve overseeing an additional complex that consisted of two buildings with a combined occupancy of 480 beds, two Residential Learning Communities, and one Faculty in Residence. The Resident Director chosen also gained supervision of 13 additional Resident Assistants and one Assistant Resident Director who was a graduate student new to the position. It is important to note that during this time, the Assistant Director who would oversee the impacted area of campus was also new to their role and the institution.

The following will detail the process followed at the University of Tennessee Chattanooga to approach the vacancy of a Resident Director role during a new academic fall semester. While the solutions provided are specific to our campus, we understand that it may not work in every situation or institution. Our hope is that advice can be found

through the experiences of the Resident Director who stepped into a role of covering the vacancy along with the new Assistant Director who assisted with support.

MAKING IT WORK: RESIDENT DIRECTOR PERSPECTIVE.

One of the biggest challenges for me as the RD was the doubling of the size of the RA staff that I supervised, as well as gaining supervision of a first-year graduate student. Between my Assistant Director, the graduate student, and myself, we were able to split up the RAs of Lockmillier and Stagmaier for their 1:1s. The graduate student held 1:1s with the four RAs in Stagmaier, my Assistant Director held 1:1s with the six returning Lockmillier RAs, and I held 1:1s with the three new Lockmillier RAs. While I was still the primary supervisor for the RA staff, having the 1:1s split between the three of us ensured that the RAs would be able to have a specific person with whom they could meet weekly, instead of all of them trying to schedule a meeting with me. One downside to this was the nine Lockmillier RAs and the four Stagmaier RAs showed signs of a lack of overall cohesion, grouping together within their buildings and seeing themselves as two separate staffs instead of as one complex staff.

An additional challenge with supervising two staffs was that the two complexes I supervised had different layouts and served

two distinct populations. I initially attempted to hold two separate staff meetings, so the RAs could bond with their own staff members and they would not feel they were having to sit through information that did not apply to them. Splitting up the staff meetings was not a sustainable system, and I had to shift to a joint staff meeting after a month. It became a challenge running a larger staff meeting, and I had to reserve a space in our University Center because neither complex had adequate space to accommodate everyone. In the end, this method was better, and I found out that even though the RAs had different communities, many of their questions could apply across the complex. The RAs also had the opportunity to interact with one another and develop as a larger team.

Once the semester began, I set up my calendar so that I could split my time in both offices. I tried to work out of my original office during the mornings, and then spend parts of the afternoon working out of the Lockmillier office. This took some finessing to figure out, since 1:1 meetings with RAs had already been scheduled. What started out with good intentions quickly began to be inconsistent, mainly due to conduct. As the semester continued, conduct cases and hearings became a larger part of my weekly responsibilities. Due to the formatting of the letters sent out, students were notified that hearings with me would be held in my original office and students

would almost always schedule their meetings for the afternoons, during time I was supposed to be working out of the Lockmiller office. There were several instances when I would have to walk from one office to the other and then back again for meetings held back to back in different locations. It is important to note that the two offices were roughly half a mile away from each other. I was fortunate to have a reliable Building Assistant in my original office who communicated with residents with whom I was meeting and letting them know if I was running late or needed to reschedule. When first deciding to split my time, the uncertainty of conduct hearings, and meetings with students in general, was not a challenge that I had thought would impact my schedule.

MAKING IT WORK: ASSISTANT DIRECTOR PERSPECTIVE

With this being a unique situation, and one occurring during the first year as an Assistant Director supervising a Master's level professional, it was important to me as the AD to support my Resident Director to the best of my ability. This involved having the conversation as soon as the placement was decided to see how I could best support my staff member. I wanted to be thorough in what that support looked like for them and how I could show up for them. I made it a priority to advocate for them throughout this time and ensure that they were to receive the benefits associated with taking on additional tasks beyond their specific position. We were very fortunate to have the summer months to establish that working relationship and discern how we would work together to best manage Lockmiller and Stagmaier.

In order to support my Resident Director, I mainly assisted with the supervision aspect of 6 of the 9 Resident Assistants for Lockmiller. I met weekly with those who were returning RAs and would

theoretically need less guidance regarding certain issues/concerns they would be addressing in their role. By meeting with the RAs each week, I was able to ensure they were feeling that support as one of our major goals as a team was to ensure they never felt undervalued and unsupported. Additionally, this involved me being present for events taking place at the complex after hours and attending staff meeting in place of my RD when assistance was needed.

Another piece I took on as the Assistant Director was the conduct cases specifically for Lockmiller Apartments. The Assistant Resident Director assisted with the Stagmaier cases while I took on the majority of Lockmiller cases to minimize the volume on my Resident Director's plate. The other building they were managing, Boling Apartments, had over 100 conduct cases for the fall semester alone. Assisting with conduct was my way of ensuring that my RD was not going to burn out during the semester.

I think while I have previously mentioned the importance of supporting my staff throughout this time, I believe it is important to note that it was all about presence for me. I knew something I have valued or wished for in previous experiences was when mid-level staff would show up and be present during difficult moments. While I knew this situation was not ideal for anyone involved, my RD, ARD, and RAs were always a priority. This was always at the forefront of my decision making. The overall balancing of taking on these aspects of Lockmiller Apartments while being a full-time Assistant Director was certainly not easy at times. I was fortunate to have great support from my Director and fellow Assistant Directors for Residence Education. Where I maybe had to step back from things to assist properly with Lockmiller, they were quick to step in when needed.

THE HURDLES

This situation impacted the Assistant Resident Director and gave her an experience that was different from the other ARDs working for the department. One of the most significant impacts on the ARD came at the very beginning of the semester during RA Training. With the full-time RD doing complex-specific in-hall training with their originally assigned staff, the ARD became responsible for facilitating complex-specific in-hall training for the Lockmiller and Stagmaier staff of RAs. The full-time RD led and facilitated as many joint in-hall trainings as possible; however, it became understood that it was unreasonable and not beneficial to have the two RA staffs together during most of the in-halls since a lot of the topics covered were specific to each complex. The RD and ARD made sure to have open communication and meet to discuss the expectations of in-hall training and what was to be accomplished. During our opening weekends, the Assistant Director oversaw the Lockmiller move-in process and the ARD oversaw Stagmaier while the RD was in their originally assigned building. In-hall training sessions and opening of the complexes would not have been as successful without the dedication and attention to detail of the ARD and the support of the Assistant Director.

During this unique situation, one of the defining factors that allowed for it to go as smoothly as it did was the relationship between the Assistant Director and Resident Director. From the beginning it was understood by both that communication would be key in the success of ensuring the staff would not feel unsupported by Housing and Residence Life. We communicated weekly during 1:1s regarding any updates on the RA staff for the Lockmiller Apartments and ensured follow-up on weekly reports they were submitting. Additionally, the AD and RD were

able to establish a strong rapport during the summer leading up to the RA staff arriving, which allowed for a clear, unified front when assisting with staff details throughout the semester.

During this time, the Lockmiller/Stagmaier complex shared a Building Assistant when there is normally one per building. This brought forth its own set of challenges as the AD and RD served in a joint supervision capacity of the full-time Building Assistant. The RD was the primary contact for any approved time off that the Building Assistant submitted, while they would submit frequent sick leave and long-term absence requests to the AD. While the one Building Assistant was out of the office, the AD, RD, and ARD had to work together with contingency plans for the office to be staffed and for someone to be available to help residents who came to the office for needs such as packages, lockouts, and maintenance concerns. It was important for the AD and RD to ensure that the ARD was not working more than their contracted 20 hours per week, causing a bulk of the office coverage to fall on the RD, RAs, student workers, and the AD as necessary.

The Lockmiller and Stagmaier staff of the previous academic year had been supervised by a single RD with no ARD in the role. The staff reported having a very close connection with one another and saw themselves as one complex unit. However, under the circumstances in which the Lockmiller/Stagmaier staff had to share a full-time RD, even with an ARD in the role, the staff demeanor fractured along building divides. The four RAs in Stagmaier and the nine RAs in Lockmiller began to see themselves as separate units, and this sentiment was stronger from returning RAs.

AT YOUR INSTITUTION

We know that every institution is different and that supervisory



styles vary, but these are the things that worked for us at the University of Tennessee Chattanooga when not fully staffed. Our hope through this article is to provide insight into some ideas for addressing the concerns that come with this challenge that we know is common within the field of housing and residence life. Through our experience we have put together a list of things to consider when approaching a similar situation at your institution:

- 1. Establish a strong relationship between professional staff members involved.** The strong united front between the Assistant Director, Resident Director, and Assistant Resident Director was crucial in this experience. The ARD having the experience of taking ownership of their staff was something of importance for both the AD and RD.

- 2. Intentionality behind**

relationships built with the Resident Assistants. At the forefront of every decision was the RAs and ensuring that they did not feel like an “add on” to the staff the RD already was responsible for before the vacancy. We wanted to ensure they felt cared for and that they mattered.

- 3. Transparency with all staff members. This came from leadership specifically and was a priority for the Assistant Director.** The student staff members were a part of hiring discussions for who their new supervisor could be in the spring and were always kept abreast of any updates pertaining to the search process. Also, the AD kept the RD and ARD in the loop of all decisions that could impact their work.

PICTURED ABOVE: Resident Director, Aramis Douglas, with both staffs he supervised over the course of the Fall 2019 semester.

Dismantling Race Conversations and Implementing Practices for Supporting Students

Jayla Beeler, University of North Carolina at Greensboro

In our current society, beyond the global pandemic, race is at the forefront of many minds. Just as we are seeing the CNN headlines about COVID-19, there are just as many, if not more, headlines related to justice for Black and Brown people. This reflection will not be about police brutality or systemic racism; it is however, about race and how it impacts our students, staff, and other stakeholders in our institutions. It is my hope that this reflection challenges your way of thinking about race and will provide implications for how to support our students and colleagues now in our new virtual reality, and when we all return to campus.

This article, *Pushing Back Against Racism and Xenophobia on Campuses*, sheds light on how powerful race is all over the world, but also, how it should be approached in conversations in the classroom and beyond. My reasoning for choosing this article was simple, understanding race is so important in how we understand our residents. Race is central to understanding human behavior in the United States and throughout the world. It continues to be one of the most significant issues of our time (Hamedani, Markus, & Moya, 2020). Though it is only one aspect of our students' identities, it is a large one. It is one that cannot go unnoticed and for some, it is what defines them, or it is the only way they feel viewed by society. I believe race has so much to do with how we operate in this world, but I want my residential community, whether that be here at the University of North Carolina at Greensboro (UNCG) or wherever, to be a space where race is not the only identifying factor in building rapport and relationships. Students should not be made to feel uncomfortable when

race is brought into conversations. Much like the article mentions, conversations about race are difficult to have, and I 100% agree. However, just because it may bring discomfort, that does not mean we should stop engaging in them. We cannot afford to let our commitments to diversity, equity, and inclusion fall to the wayside. I think this work of dismantling social constructs attempts to break down negative connotations surrounding race and begins at the faculty and staff level.

There were five key takeaways from the article, each one giving context or advice on how conversations surrounding race should be addressed. I won't discuss each in detail, but I will talk about what I learned from most of the points that were made, as I found them to be tremendously interesting and I hope to be able to take this information into conversations with my Resident Advisors (RAs), so they can do some powerful work in our residential community. The first point: *Use the Language of "Doing."* The article suggests that in both conversations and learning experiences about race, we should use the idea of race as a doing; as a starting point to create common ground and dispel misunderstandings (Hamedani, Markus, & Moya, 2020). In full transparency, when I first read that, it didn't make a ton of sense, but as I sat with it, things became a little clearer. Typically, when conversations surrounding race are happening, there seems to always be tension in the air, but from my understanding of the first takeaway, we should not start out in defense mode, rather use the topic of race to gauge an understanding of what participants know and to assist them in learning from a different perspective.

There should be an understanding of race as a dynamic system of social distinction that helps clarify for our residents/students what race is, how it works and what we at UNCG can do about it (Hamedani, Markus, & Moya, 2020).

Their second point: *Learn to Perceive How Race and Racism Operate in Society*. Race operates at various levels within society: individual, interactional, institutional, and ideological levels (Hamedani, Markus, & Moya, 2020). Each of these intersect and have influence on one another. In my personal opinion, we each have our own perception on how race is viewed in society, which then feeds into how we interact with others, which then affects how we see and engage with institutional systems, and all of this affects our idea of how race has been done for hundreds of years. However, if we never dive deep to have these conversations, first with ourselves and then with our residents/students, the conversations about race may continue to be hostile, uncomfortable and defensive. Therefore, it is important to look beyond individual biases, beliefs and attitudes to see how race is done (and reinforced, reproduced and reflected) throughout the social worlds that these individuals inhabit (Hamedani, Markus, & Moya, 2020). The third point: *Know the History of Race and Understand How it Influences The Present*. Yes, ideas about race may change over time, but they will forever be rooted in an ongoing history and the actions of the past (Hamedani, Markus, & Moya, 2020). As educators, if we are going to engage or encourage our residents to feel comfortable having race conversations and/or interacting with other racial groups, we have to understand how people do race. Individual pasts are necessary for understanding someone's present.

The fourth point is in my opinion one of the most important to comprehend. We must *Acknowledge That All People "Do Race"*; all people "do race" as they interact with one another and the institutions and practices of society (Hamedani, Markus, & Moya, 2020). But it is our cultural narratives about race that powerfully shape how we each, in our own unique ways, see one another and the world around us. No one is exempt. We as student affairs professionals, professors, administrators, etc., must also be cognizant not only of how our students do race but

also how we do it as well. In doing so, we could potentially have a huge impact on our students and the conversations/interactions that arise. Finally, and I think we saved the best takeaway for last, but even through all that has been discussed, we should constantly *Recognize that since People Do Race, they also Have the Power to "Undo Racism!!"* While people are shaped by the societies they occupy, they can also change or disrupt the norms, values, institutions, practices and policies that reinforce and reproduce racism. We have the power to change our world and undo racism (Hamedani, Markus, & Moya, 2020). This must be the most powerful point in the entire article. In a time where race is seen in a variety of avenues daily, it can be hard for students and even professionals of color to engage with their White counterparts with everything taking place around us. Though not directly intentional, trauma affects us all in a variety of ways. Societal happenings do effect how we do and see race each and every day that we wake up.

If I am being fully transparent, reading this article was both educational but also hard to take in. As a Black woman living in America, it's difficult to ignore all the disheartening and tragic things happening to my racial community. Though I may not be directly affected, I still very much feel the pain of those around me. I was talking with my mom and best friend right around the time the killing of Breonna Taylor took place and I was telling them about how difficult turning on the news has become. In addition to all the COVID news occupying space in the headlines, my social media has been filled with hashtags about justice for various Black people who have recently lost their lives (one even in my hometown of Louisville, KY) to some racially motivated issues and it truly feels like no one is being held accountable for their actions. Recently, I have been feeling defeated and I was sitting in my apartment thinking about how our students of color are also being affected by what is happening. Are they fearful as well? This then made me think about what this looks like when they return to campus both for the fall and spring semesters. Will their interactions with other students, admins, even our campus police be different? Will they feel comfortable and supported while they are here?

This article is important for so many reasons in the work that we do. Our primary focus is the student experience, so how are we ensuring that students in general, but more specifically our students of color, continue to have an enjoyable and quality college experience. If we claim to be a student serving, are we holding ourselves accountable in making sure our minority students feel supported in the work we do. In more ways than one, if the goal is educating and equipping students to live and work in our current diverse and divided society once they walk across that stage at graduation or virtually, an understanding of racial dynamics is a key component of their college education (Hamedani, Markus, & Moya, 2020). Again, these conversations surrounding race can be difficult and uncomfortable but we as educators have to be willing to lean into discomfort for a greater outcome. Do I think all higher education professionals should engage in these conversations? No, but that is not my decision to make. However, I do feel as though this article does provide some powerful insight to assist those who choose to do so. Increasing one's own racial literacy by learning how to perceive when, where and how race is done is essential (Hamedani, Markus, & Moya, 2020).

In thinking about some tangible tasks, we can do in here in Housing and Residence Life, this could look like Coordinators, Resident Directors, Assistant Directors, etc. hosting programs about race or collaborating with our RA staffs to do

building/department wide events. This could be beneficial in cultivating communities and environments within our residence halls where students feel accepted and comfortable being their authentic selves. We could potentially craft sessions during RA training surrounding race, about how to have intentional and difficult conversations, etc. At a divisional level, I believe this would require us to look at our strategic plan. We talk frequently about what we can do to abide by our 'Culture of Care' initiative, as such, we should truly make note of if the work we are doing is benefiting our student populations. I do believe the article does a good job overall addressing this topic, but there could have been more discussion on examples and how we do the work outside of simply having conversations, as it requires more than just talk. What actions are we doing in tandem with what we say. Do our actions align with the conversations we are having? If we can collectively do an efficient yet impactful job addressing race on our campus, we can then empower our students to be the change agents in building a more equal and inclusive world!!

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5 TIPS IN NAVIGATING YOUR NEW PROFESSIONAL ROLE

Alan Rucker & Anastasia Chaky, Morehead State University

The world of housing and residence life can be a tricky road to travel for a new professional. Navigating the standard adjustment issues of a new (and sometimes first) professional position is tough enough in and of itself, without the added unknowns of the university community and its various cultural needs. Throw in the common talking points about housing being “a small world” or the interconnectedness of the field, and the pressure on a new professional to step confidently and correctly through a field full of unknown potential landmines and it can be overwhelming.

Oftentimes, and in an ideal world, the best kind of roadmap to navigate these tricky travels is through meaningful mentorship. From early in one’s career, the value of mentorship is preached and prioritized, but what happens when that mentorship is missing? Perhaps senior staff and new professionals within a department place mentorship at different levels of priority. Maybe amidst the competing demands of the modern-day housing operation, mentorship and professional development take a backseat in institutional, divisional, or departmental efforts. Without mentorship, how is one to know what the unspoken tips and tricks are to get ahead? Who shares this information that can help professional development and subsequent advancement?

In this article, critical areas of professional development will be

explored through the lens of both a chief housing officer (CHO) with nearly twenty years of experience and a new professional (NP) with under three years of experience. What follows are five critical areas of development and both the chief housing officer and new professional perspective on why these areas are important along with how to achieve maximum results.

PROFESSIONAL DEVELOPMENT IS SOMETIMES YOUR RESPONSIBILITY.

NP: There are a plethora of professional development opportunities in which you can choose to partake. However, there may be limitations with available funding, time commitments, and knowledge of opportunities. While it can be easy to see something and express you want to do it to better yourself professionally, ideally, you should come from a different mindset. By focusing on where your passions lie and what you want your next professional step to look like, you can start to map out what skills you might be lacking and how you can expand your skillset and professional toolbox to make that jump. The easiest way I have found is to look at job postings and compare needed skills with current experiences to determine where deficiencies lie. I also reflect on areas in which I am not as knowledgeable and would benefit my students to learn more about. Once those areas are identified, you can then do research to see

what opportunities are available. Some examples of these could include webinars (some are free!), publication opportunities, books about the topic, conferences, and book clubs. The most important piece though is you should not try pursuing professional development opportunities if you are struggling with your job functions unless it is something that will aid you in performing better.

CHO: In sort of a Choose Your Own Adventure sort of mindset, it’s helpful to accept that professional development opportunities both on campus and off are both needed but won’t just fall in your lap. It is through fruitful conversations with senior staff that we can begin to be mindful of your professional desires and help you reach them through things that come across our desks. As the person who signs off on conference attendance, professional development funds, etc., it’s vital that I understand what you’re wanting and what we’ll be getting out of the development as a department or institution. Demonstrate a return on investment and your path gets much easier to walk.

ADVOCATE FOR YOUR OWN NEEDS.

CHO: In a similar sort of mindset, I can only address or correct what I know about. If you need time off, a late start after a challenging duty situation, or additional support, don’t be afraid to ask. Most senior officers have a vast array of multiple competing demands, but

we also have additional resources and help at our disposal for things that may be making your experience not so positive. Help us help you and loop us into what's going on. We're ultimately all in this together and if staff members are not ok, we want to know that. More often than not, your senior staff were in similar positions to those in which you may find yourself. And though our day-to-day functions are different, it's not hard to remember the late-night duty calls or the need for just a mental health day.

NP: As an entry-level housing professional and a human being, there is so much that can happen in your life, professionally and personally. It is important to assess what your current needs are and advocate for yourself because no one else understands what those needs are as well as you do. While your supervisor and CHO do not need all the details to every situation, sharing some and asking for what you need can be beneficial. In order to get the support you need, you must communicate that. Some examples of times when you might need to advocate for yourself include: flexing your hours so you can go to a doctor's appointment, spending a day away from campus so you can refresh, and sleeping in because of a long late-night duty call you responded to.

SELF-REFLECTION IS CRITICAL.

NP: As a new professional it can be hard to see how well you are performing and handling everything that is coming your way. You are being pulled in different directions because that is often the nature of housing. It is important to take time to reflect on what is going well and what is not. By engaging in self-reflection, you are able to see what you have done well and what your areas of improvement are. It can be easy to focus on your never-ending to-do list or what

did not go as expected. While this is important, you have probably accomplished a lot in your day that you might not even realize. You can then become a better professional in understanding where you might need assistance, finding new ways to do things, discussing with your supervisor where you are at, and understanding where your strengths are.

CHO: Even now, with more days working behind me than are likely ahead of me, there are still times when realistic evaluation of what's going on is going to make the days that follow better. Whether it's realizing that not every bad day was all bad or that not every good day was all blueberries and paper airplanes, sometimes you just have to take a breath and reflect. Too often, it's easy to be so focused on the next brass ring that we forget to take a beat and celebrate the ring we've made it to. Ultimately, no matter where you are in the organizational hierarchy, you are going to have losses and wins each and every day, it's just the learning from both that helps get that scale more in your favor.

RELATIONSHIPS MAKE THE DIFFERENCE.

NP: It is important to know how to navigate personal and professional relationships. Maintaining positive professional relationships and not burning bridges aid in your ability to become a better practitioner. You should work to develop relationships professionally in the department, within your new institution, and with colleagues across the nation. By doing so, you are able to work and gain different insights into various projects. There are different approaches that can be taken to best support our residents that you might not know about or have not thought about. These relationships can help you become a better professional and even advance your career given the interconnectedness of this

profession.

On the personal side, it is important to have those friends who share interests in different areas of your life. They can help you relax and not get burned out by focusing solely on your new professional role. These personal relationships can pull you away from being in a work mindset and aid in establishing your work-life balance. It is also incredibly relieving to have someone you can vent to that does not necessarily understand all the innerworkings of your occupation. These people can listen to your frustrations and be on your side as you continue to navigate this position.

CHO: Throughout my career, I can count on one hand the number of work projects I remember with significant clarity years after the fact. Ask me instead about meaningful personal relationships and I run out of fingers and toes quickly with many people still unaccounted for. This business is personal. People are why we're all here, and are why we all stay here. No one, and I mean no one, gets into this business for the money or fame or late-night phone calls. I'm in this, and I stay in this, because of the people I work with and the students I serve. There isn't a day that goes by that we don't get something accomplished or a new initiative passed easier than it could be solely because of the relationships we've built. That organizational connection is absolutely mission-critical to every level of our work.

Outside of the institution, and like Anastasia said, it's vital to have your tribe to celebrate your wins and losses with. They may not know about the intricacies of your work or your day-to-day responsibilities, but they know you. My circle has kept me grounded, balanced, and resilient, and I hope yours fills your bucket with

whatever you need to personally thrive.

UNDERSTAND THE POLITICS WHERE YOU WORK.

CHO: No matter the size of the institution, there will always be politics at play. It's a difficult area to navigate and an even harder skill to learn as almost everything is unspoken, unwritten, and exceptionally campus-specific. The easiest way to learn about institutional politics is to sit back and observe. Follow up with supervisors about the why for things that didn't seem to fall in line with the standard operating procedure. Often learning the political landscape is best described as figuring out the rationale and reasons behind the political-driven decisions. What was the bigger picture? How did the department benefit?

NP: As a new professional, there is a lot that you might want to do to

improve the halls and support the department. That being said, every idea you have is not necessarily doable within the political climate of your department and institution. Understanding why certain processes are in place and why certain decisions are made can assist you in understanding these politics. This can also help you see how the institution operates. Observing your students, your colleagues, and your supervisors will allow you to see what the political landscape is and how you can navigate those waters without stepping on any toes or harming any relationships the department has with other areas of campus along with seeing what areas could potentially be changed. Once you understand the political landscape, you can then begin to work to improve and benefit the resident's lives. It will, however, take time to understand these politics because there is a different political atmosphere in every role you fill

and at every institution you work.

While this list is far from exhaustive of each detail or nuance needed to be successful as a new professional, the five concepts included are applicable to almost any new role or institution. These are a viable starting point for meaningful conversations with supervisors, colleagues, and mentors to thrive and further develop. If you are one of the many in this field who may not have a strong established mentor relationship with someone, there are many individuals in this field willing to support you. Though it will likely require some level of effort to find these individuals, the benefits of connecting and collaborating can have magnificent and meaningful results as you shape your career path as a new professional in housing and residence life.

AN ARTICLE ABOUT ARTICLES

*Contributors: Briana Creswell, Wake Forest University
& Demarcus Merritt Sr., Virginia Commonwealth University
Curator: Katie Lewis, University of North Florida*

When I grew up, I vividly recall reading and rereading the childhood book, *Something From Nothing* by Phoebe Gilman. This is a story about a boy, Joseph, receiving a blanket from his grandfather when he was a baby. Over time, the blanket transformed into many things: a jacket, a vest, a tie, a handkerchief, and finally a button. When the button went missing, Joseph morphed the symbolism of the missing button into a beautiful story. While the amount of fabric dwindled into physically nothing over time, the family still benefited from what it represented. The question asked is: How can you make something from nothing?

When our team learned the news about professional development funds needing to be allocated elsewhere, there was a sense of feeling lost and uncertain on how to grow. Much like Joseph, staff often look for guidance from supervisors on what to do next – how are they expected to learn something with nothing. As supervisors, we are helping our staff members to manage and navigate these changes that COVID-19 has forced our higher education hands to “think and do” aspects of our job in ways to which we may not be accustomed. One of those aspects directly impacted is having to recalculate and reallocate how we access professional development. We wanted to coach and encourage our team on free (or low cost) professional development opportunities. One way included

the concept of article writing for a professional platform. We assessed that many of our graduate and entry-level staff were new to the concept of article writing or had not submitted many articles in the past. Our knowledge, ideas, and words are arguably one of the most powerful (and free) tools we have at our disposal. We found it helpful to share the voices of those that are highly experienced in articles – that’s where Briana Creswell and Demarcus Merritt, Sr. came in! Briana is currently the Assistant Director of Residence Life, Learning, Leadership, and Programming at Wake Forest University; she also serves as the current SEAHO Report Editor. Her leadership role includes leading a committee to address the review and edition of submissions, as well as working with an external company to produce the publication for regional release. Demarcus also holds a leadership position within SEAHO, as he was voted into a two-year term as the Secretary of the SEAHO Executive Board at our regional conference in early March of this year. He is currently a second-year doctoral student, the COO and Diversity Doctor for The Demarcus Merritt Signature Enterprises (The DMSE), and a badass dad of two little boys. Some regard him as a SEAHO celebrity. He has presented at several professional conferences and has submitted 12 articles to be published in past SEAHO Report publications since 2016. These two professionals in our field know what they’re talking about, and it

was important for us to share their insight with our team.

In order to prepare for an in-house professional development session for our professional staff related to article writing and conference presentation proposal submissions, I conducted an informational interview with Demarcus and Briana using a series of questions related to article writing and editing. *Side Pro Tip: reaching out to different professionals in the field (whether you directly know them or not) requesting to set up a time to chat, to learn about their journeys, to hear their stories, to shadow them on projects, etc., is a prime way to expand your network!* Once the interview session concluded, I curated their advice and gifted our team with their wisdom via a professional development workshop. Now, it’s your turn, SEAHO, to learn the tips and tricks of the trade. Whether it is your first or fifth article to get published, we hope you find this beneficial, reassuring, and inspiring. Read through, marinate on these shared thoughts and tactics, pick up a pen (or keyboard), and write away. We look forward to seeing your name as an author soon!

Q: What are readers looking for in a housing/student affairs article?

A: If you’re still reading this, there might be something that comes to mind. There are always new members in the audience, someone trying to learn from you. Readers want you to write about your experience and what you are

passionate about. Treat your words like your personal microphone – what do you care about? What do you want to say and to be heard? Then, tell your story. Is your story relatable? Does it apply to the reader’s world? Does it answer a question? Does it provide insight to current challenges? These are some helpful questions to get the writing juices flowing.

Q: Well, what are the hot topics right now that reports/publishers are looking for?

A: Within student affairs, a given is anything regarding COVID. Some key COVID questions to consider include:

- How is your institution responding?
- What are you learning?
- What are the best practices you are utilizing?
- What does virtual engagement look like?
- What is the impact of COVID and virtual learning on your students of concern?
- What does navigating mental health during this pandemic while in our professional roles look like? How are your identity and intersectionalities impacted?
- Overall – how are we adjusting effectively, ineffectively, and innovatively?

COVID aside, what creative and new ways of thinking and doing our respective roles have emerged? Readers are continuously looking for ways to engage around racial tensions in a healthy way. What does navigating vulnerability look like in general, including how our field views our work? Is the infrastructure of higher ed sustainable? The job search process – the complexities of the candidate and employer, shifting gears from the on-campus experience, and the overarching questions about the student affairs bubble – is this

right for you, or is it time to pop?

Q: What differentiates a good article and a great article?

A: One word – Clarity! Consider how clearly you can get your ideas across. Think about the publication platform’s viewership and who may comprise their reading audience. Why use a \$20 word when a \$1 word can pack just as big of a punch! Our attention spans are a bit shorter – keep our attention and focus material on what you intend to do, and then **do it**. No tangents. Simon Sinek would say to *Start with Why*: why should the reader care what you will be discussing? The way to keep our attention is catchiness – lure the reader with the sexiness (and directness) of your title and first few sentences. Once you have them hooked, keep them hooked. A more nuanced skill that comes with time and practice is flow. As a writer, we suggest you brain dump; I call it word-vomiting. Once you complete your brain dumping part of the process, revisit to edit, cut things out, link thoughts, and use research to back you up.

Hint: Research takes the pressure off you feeling the need to be an ‘expert’.

A great article creates engaging and thought-provoking content. What books do you typically enjoy the most? The one in which you knew the ending from the first sentence, or the one that left you lingering over questions? People love a good story – narrate through your thought, as it can help drive a point home and connect the dots from theoretical to contextual. Once you’ve painted the picture, create action and movement. Help the reader understand how to apply the insight and information you just bestowed. It is totally okay to use **meaningful** imagery and

videos. They illustrate your point, enhance the reading experience, and reinforce lessons. Additionally, consider adding visualization as it provides value; particularly for those of us that best learn visually. Oh, one more thing... one publication biggie is: no stock photography, please.

Q: How do you entice the reader with understanding data?

A: Tell. The. Story. Understand that the readers have not been studying your story as long as you have. It might even be their first time. Make your data precise and understandable for their level.

What does that mean, you ask? Fully describe the numbers and graphs you’re showing. Provide accurate labeling and units of measure; avoid labels that are completely obscure (ex: single-word labels, algebraic symbols). In change data, say “percentage point change” and not just “percent”. Use the full form of percentages (65.1%) as opposed to the decimal form (.651).

Like unnecessarily complicated words, avoid unnecessarily complex numbers. Our most widely and intuitively understandable numbers are in the range from 0 to 10, and then the range from 1 to 10. These numbers are our friends. If you need to expand beyond that, utilize numbers that are only as detailed as the reader needs. Too many numbers or words detract from the main point. Does your brain comprehend *2,816,013 people* or *2.82 million people* quicker?

Q: What are some of your editor pet peeves?

A: If there is no applicability. You do not want the reader to think, “Okay, cool, but I can’t see how this applies.” Is the reader

asking themselves questions to provoke thought or to unpack their confusion at the end of your article? If an article's idea is not clear, that is a major gear grinder.

From a logistical standpoint, be mindful of the type of publication to which you are submitting. Know the audience before you submit. It is helpful to read some example articles from the publication to get a feel for suggested writing styles, format, length, etc.

Copyright infringements are not fun. Do not submit your article for publication to more than one publication. If you are denied from one, then you can send your article to another. It is extremely important that publications are not publishing the same articles – it can end very poorly for everyone involved.

Q: What advice do you have for transitioning a presentation to an article?

A: Congratulations! Presentation-to-article tends to be the easiest transition since you already did the research and preparation for it. Consider what you are trying to say, as you have a shorter window to get your point across. Think about the engagement factor: in a presentation, you can be lively, interactive, and intertwine the audience – how can you make that translate to an article?

In a technical approach, each presentation typically has 3-5 main points supporting the thesis of your topic. Use these as writing points and paragraphs in your article. If you have a recording of your presentation, transcribe what you said and utilize the transcript as your sturdy skeleton and adjust accordingly. Extract the points and perspectives that are most important. Don't forget you can always reference the article to

the audience members for further reading, review, and application of your information for a later time.

Q: Ahhh – I'm still nervous. What advice do you have for someone hesitant about writing an article?

A: It is normal to be nervous! Just like all the articles submitted to our regional publication, the SEAHO Report Article of the Year started with one word at a time. Know that sharing our stories can be therapeutic for ourselves and for those that read it. Keep a catalog of your thoughts, ideas, curiosities, and drafts. Start with notes on your phone; when you are ready to expand on them, then send yourself an email. Just please, oh please, do not waste your wisdom. Do not lean on your belief that you will remember it later – we are getting old!

If you have an idea you would like to run with, reach out to those that can help you flush it out more – mentors, report editors, faculty, friends, etc. Identify both your cheerleaders and your peer review board members. Include at least one person within our field and one outside the field (the academic side of the house is a great place to look). Then, trust these people with whom you are surrounding yourself. Study the feedback they give so you can apply that for future work. When you receive positive praise, utilize that and drive that point home. The more holistic support you garner around your piece, the better it will be.

Reach out to someone whose style and perspective you enjoy and appreciate; ask them to walk you through their thought processes. Diversify your platforms; look in various places where articles are housed and pinpoint what you like about an article when you read it. You can even collaborate

on articles! It can help ease some of the nerves of writing solo. It also provides the opportunity for multiple perspectives and voices, creating a richer tapestry of knowledge.

Try not to be afraid to submit an idea to a publication that does not have all your points fully developed. Editors will likely ask more questions, can tell you what they are looking for, and provide you some direction.

In sum: let the reader or editor block you, don't do it yourself. Give them the opportunity to read what you have to say, and then allow them to decide if they want to drink the water or not. You never know where your article may go!

Many housing professionals have gifted this gem of a book to staff, and so I would like to propose some relevant modifications:

You're off to great [ideas], today is your day! Your [article] is waiting, so...get on your way!
(Quote modified from *Oh, The Places You'll Go* by Dr. Seuss)

If you are looking for additional information about article writing, here are some helpful links to explore:

[How to Write a Good Article - Quickly](#)

[Article Writing Tips and Advice from the Masters](#)

[Tips on Article Writing](#)

Remembering the Negro Baseball Leagues

Gary Kimble, University of Southern Mississippi

At an ACUHO-I Annual Conference and Exhibition in the mid-1990s, I participated in a silent auction to benefit the ACUHO-I Foundation. I had the winning bid on a baseball bat (donated by my good friend Renardo Hall from Bowie State University, a public historically black university) that was signed by 20 different former players from the Negro Baseball Leagues. The bat had 23 signatures, as three former players signed it twice. The Negro Leagues were not a subject I was fully aware of, so the bat became the incentive for me to learn more. In 2001, when the Annual Conference was held in Kansas City, I had the opportunity to visit the Negro Leagues Baseball Museum. Over the years, while working in residence life, the bat and the story of the Negro Baseball Leagues became the subject of a number of programs I conducted for staff, both throughout the year and as featured programs for Black History Month. Being able to pass the bat around to participants to see the signatures always seemed to infuse the program with more reality. With my pandemic isolation free time, and the knowledge of the passing of Ollie Brantley in April 2020, the last surviving man who had signed the bat, I decided to update the information and share. This is a period of American history unknown to many and it is my hope that it will be appreciated by those who read about it.

BRIEF HISTORY OF THE NEGRO LEAGUES

African Americans began to play baseball in the late 1800s on military teams, college teams, rival athletic clubs and company teams for recreation. They eventually found their way to professional teams with white players. Moses Fleetwood Walker and Bud Fowler were among the first to participate. Baseball's popularity increased following the Civil War in 1865. There were white teams, black teams, and integrated teams. In what was called "A Gentleman's Agreement" (though not written), on December 11, 1868, integrated baseball teams were abolished. The National Association of Baseball Players barred black players from participation. The following year, 1869, baseball achieved professional status. The amateur association's ruling did not restrict professional teams and thus integrated teams existed, however, racism and "Jim Crow" laws would force players from these teams. By the 1890s, African Americans were increasingly excluded from professional teams and by

the start of the 20th century, no black players were in professional baseball. Thus, black players formed their own teams, "barnstorming" around the country to play anyone who would challenge them.

In 1920, an organized league structure was formed under the guidance of Andrew "Rube" Foster—a former player, manager, and owner for the Chicago American Giants. In a meeting held at the Paseo YMCA in Kansas City, MO, Foster and a few other midwestern team owners joined to form the Negro National League. Soon, rival leagues formed in Eastern and Southern states, bringing the thrills and innovative play of black baseball to major urban centers and rural countrysides in the U.S., Canada, and Latin America. The Leagues maintained a high level of professional skill and became centerpieces for economic development in many black communities. (It was in 1885 that the first black professional baseball team, the Cuban Giants, was created. They played as an independent ball club until the organization of the first black league in 1920 when Rube Foster, known as the "father of black baseball", founded the Negro National League.)

In 1923, Ed Bolden formed the Easter Colored League. These two leagues thrived for several years but eventually declined because of financial difficulties. In 1933 a new Negro National League was formed, and the Negro American League was chartered in 1937. These two leagues prospered until the color line was broken. At their height, the Negro Baseball Leagues held World Series and All-Star games. They were especially successful during WWII when black urbanites, flush with cash from well-paid defense jobs, crowded into stadiums across the nation. The Negro Baseball Leagues provided African Americans their own American pastime.

The end of Negro League Baseball came quickly following World War II. In 1947, the re-integration of the baseball leagues started with the signing of Jackie Robinson by the Brooklyn Dodgers. Robinson became the first 20th century black baseball player allowed in the all-white professional leagues. After that signing, the signing of other leading Negro League players soon followed. The Negro Leagues quickly and quietly folded.

These are the twenty former Negro Baseball League players whose signatures are on the bat I received at the ACUHO-I Foundation fundraising event:

1. Joe Barnes
2. Ollie Brantley
3. Sherwood Brewer
4. Melvin Duncan
5. Joe Henry
6. Cowan "Bubba" Hyde
7. Thomas Jackson
8. Josh Johnson
9. Verdell Mathis
10. Gib Meeks
11. Lee Moody
12. Buck O'Neil
13. Marvin Price
14. Ted "Double Duty" Radcliffe
15. Bobby Robinson
16. Joe B. Scott
17. Al Spearman
18. Gene Smith
19. Sam Taylor
20. Jim Zapp

So, who of these Negro League contributors might be worthy of more frequent consideration by the Hall of Fame? Here are 10 deserving of at least another look:

1. **Buck O'Neil:** Perhaps the worst moment in Hall of Fame history came in February 2006 when 94-year-old O'Neil had a chance to be among the 17 Negro League inductees that year but inexplicably wasn't selected. O'Neil died within a year. But it's not too late to correct an injustice and give him a plaque in Cooperstown. He's the greatest ambassador in baseball history. He was also one of the finest first basemen the Negro Leagues ever knew.

2. **Gus Greenlee:** A pioneering Negro League owner, Greenlee's possibly gotten short shrift because he accumulated some of his fortune through bootlegging and running illegal lotteries in Pittsburgh in the 1920s and '30s. But the 2006 committee enshrined Alex Pompez, who once fled the country and later turned state's evidence to beat a murder rap. Several other Negro League executives made money through illicit means as well. Meanwhile, Greenlee built the first black-owned ballpark in black baseball. He also had a hand in scouting Jackie Robinson for the majors.

3. **John Donaldson:** Donaldson ranks as one of the best black pitchers of the 1910s, pitching for J.L. Wilkinson's integrated All Nations barnstorming team. The challenge for Donaldson? He starred before the founding of the Negro Leagues, overlooked in a similar way to white players such as Jim Creighton from before the founding of the first major league in 1871.

4. **Bud Fowler:** Decades before Jackie Robinson, Fowler played with whites in the majors of the Reconstruction Era 1870s. African Americans were pushed out of the majors in the 1880s, though Fowler's page on Baseball-Reference.com shows professional credits as late as 1895.

5. **Home Run Johnson:** Johnson was a candidate for the 2006 special election. His candidate page for that election makes him sound like he should have been a shoo-in, noting him as the best shortstop in black baseball before John Henry Lloyd (an inner circle Negro League selection to Cooperstown) and attributing his nickname to him once hitting 60 home runs in a season.

6. **Spottswood Poles:** A speedy centerfielder of the 1910s, some called Poles the black Ty Cobb. Negro League historian John Holway wrote, "We can only guess what (Poles) might have hit in the major leagues. The hints we do have are eye-popping, to say the least. In ten games against the best white big leaguers of his day, Poles came to bat an estimated 41 times and drilled 25 hits for an average of .610!"

7. **Newt Allen:** No less an authority on black baseball than Buck O'Neil considered Allen a first-ballot Hall of Famer, Negro League Baseball Museum President Bob Kendrick tweeted a few years ago. The website CooperstownExpert.com also noted that O'Neil included Allen on his all-time Negro League All Star team.

8. **Bingo DeMoss:** DeMoss' page on Baseball-Reference.com doesn't make him out to be among the greatest second basemen in Negro League history, with him showing for just a .227/.301/.278 slash line. The thing to remember about Negro League statistics — they're spotty at best, with some teams refusing to keep stats because of the cost. A 1952 Pittsburgh Courier poll listed DeMoss as the second-best Negro League second baseman behind Jackie Robinson.

9. **Dick Lundy:** Like many Negro Leaguers, Lundy had an epic career spanning 22 years from 1916 through 1937. It was a superb one, too, with legendary New York Giants manager John McGraw labeling Lundy the best shortstop in baseball aside from Honus Wagner, according to Lundy's candidate profile in 2006.

10. **Ted Radcliffe:** Famed sportswriter Damon Runyon nicknamed Radcliffe "Double Duty" after watching him pitch one end of a doubleheader and catch the other. Remarkably durable, he played until he was 52.

More than likely, this list just scratches the surface. Negro League baseball remains enigmatic, with some elements that may never be fully known. But that doesn't mean the Hall of Fame shouldn't at least try to paint a better picture.

FLORIDA UPDATES

Auburn University Florida Agricultural and Mechanical University

FAMU Housing welcomes Pamela Grissett to the Residence Life Team. Pam joins the College of Love and Charity as a recent graduate from UGA's College Student Affairs Administration master's program. A native Fort Lauderdale, Pam's "homecoming" has been an integral part to the department's success thus far.

FAMU Housing recently opened the brand new, state of the art FAMU Towers. The suite-style traditional hall will serve 700 upper-class students. This addition to the on-campus community will further enhance the department's stature as the epicenter of the student experience on the hill.

LOUISIANA UPDATES

University of Louisiana Monroe

The Board of Supervisors for the University of Louisiana System approved Valerie S. Fields, Ed.D., vice president for Student Affairs at the University of Louisiana Monroe at the Oct. 23, 2020, board meeting. Fields is the first woman to serve in a vice president's position in the university's 89-year history. Along with other departments, the Vice President for Student Affairs oversees Auxiliary Enterprises and the Department of Residential Life.

Tulane University

Tulane is almost one month away from the end of a successful, COVID-aware fall semester. We are happy to report that we have been able to host students in on-campus residence halls and hold both online and in-person courses this semester. The Division of Student Affairs and Housing and Residence Life have maintained our focus on virtual support and resource opportunities for students, such as virtual workout classes, office hours/meetings, and engagement activities, that began in the spring of last year. The University continues to move forward with the construction of two brand new residence halls to be open in the fall of 2022. In terms of new hires, Housing and Residence Life hired Jillian Solomon as a Resident Director for Sharp Hall and Sophie LaBella as our Program Assistant. Additionally, we are actively recruiting for two live-in positions: a Resident Director and an Assistant Director to fill immediate vacancies. We hope that you and our fellow colleagues across the region are staying safe!

Nicholls State University

Here at Nicholls State University, we have restored two buildings to housing Isolation/Quarantine students and provide an option for students to live in a community that is more secluded because they have identified that they are more "at-risk" for COVID-19. We are also making a large transition to Portal X for StarRez, which will be huge for our students. I am also extremely excited to announce that we are currently updating our laundry system to be a coin-free operation for our students, so they can wash at any time at no immediate cost to them

Southeastern Louisiana University

New hires consist of Keonta Johnson--served as Interim Assistant Director of Operations. Recently hired as Assistant Director of Operations and Joelle McWilliams--Recently hired as Assistant Director of Residential Life. Posted positions consist of Administrative Assistant III--Will start advertising for position in January 2021 and Administrative Coordinator--Will start advertising for position in January 2021. We are currently working on StarRez upgrade to PortalX. Roll out begins in November 2020.

Louisiana State University

Here at Louisiana State University, we hired Josh Finch as the Assistant Director of Training and Development. The Highland Hall renovation project was completed prior to Fall opening. Greenhouse construction project is continuing to progress and is scheduled to open in Fall 2021.

MISSISSIPPI UPDATES

Mississippi State University

NEW STAFF

MS State would like to introduce our newest team members to our housing organization.

Bob Morton, Associate Director for Student Housing Facilities & Maintenance. Bob joins us from most recently as the Director of University Housing and Residence Life at Clayton State University in Morrow, GA.

Timothy Bush, Senior Custodial Supervisor, South Campus

Carolette Evans, Senior Custodial Supervisor, North Campus

Elizabeth Douglas, Business Manager

B. Nick Nichols, Community Director, Deavenport and Dogwood communities

Travis Houston, Community Director, Magnolia and Oak communities

Clair Bailey, Graduate Residence Director, Cresswell and Hathorn communities

Christian Barefield, Graduate Residence Director, Griffis and Nunnelee communities

Maggie Schmutz, Graduate Residence Director, Hurst and Ruby communities

Cassidy Snapka, Marketing and Communications Coordinator

I'd like to thank **Tina Belcher, Jason Boler, Makeetha Crain, Dante Hill, and Jessica Thornton** for taking on additional responsibilities in the 8 months before we were able to successfully hire Bob to the team and restructure the residential education leadership members. I'd also like to thank our facilities & custodial, and residential education team members for their patience as we worked through all things COVID-19 amid significant departmental leadership vacancies.

NEW SUCCESSFUL PROCESSES

"Safe Return Home" for our students, including managing 4 isolation and quarantine sites, and health and safety initiatives for our students and staff members.

Residential Curriculum revised and launched our 3 Educational Priorities for Mississippi State: Personal Responsibility, Inclusive Residential Communities, and Global Citizenship.

Launch of MS State's Luckyday learning community. Created in 2019 by the Luckyday Foundation of Jackson, the inaugural class of nine will receive a \$6,000 annual scholarship for up to four years, must be a first-time entering first-year student from Mississippi, and has earned at least a 3.0 GPA in high school and ACT of 20-28.

The Mississippi State Residence Hall Association (RHA) and Department of Housing and Residence Life is pleased to announce a donation of \$10,000 to the Boys and Girls Club of Starkville, MS from their annual Haunted House event.

University of Southern Mississippi

New Staff Member – Marti Wein (Residence Life Coordinator for Hattiesburg & Mississippi Halls & Cedarbrook Apartments)

The housing department have worked to create efficient processes in various areas, in spite of the COVID-19 challenges:

- Extension of the self-assignment to the incoming freshmen students.
- Merging the Desk Operation application process to Mercury (housing software).
- Condensing over half of the housing online forms into Mercury for a unified tracking purposes.
- Successfully extending the fall Move- In process to accommodate the COVID-19 requirements.

SOUTH CAROLINA UPDATES

Clemson University

Tiffany Deal joins us as the Community Director for Douthit East. She comes to us most recently from Presbyterian College.

South Carolina Housing Officers Association

SCHOA hosted our annual conference virtually in October and had 86 attendees from 16 institutions register for the conference! A big shout-out to Dan Colascione and his team at the University of South Carolina for hosting a great conference! Catherine Kareores won the Best of SCHOA Award for her presentation titled "Collaborating with Faculty as a Graduate Student" which she will be presenting at SEAHO in the spring!

Elections for vacant executive board positions were held at the annual SCHOA business meeting and we are excited to welcome Cody Dunlap as our President-Elect and Daniel Francis as our Secretary/Treasurer! We have two remaining vacancies that the board will work to fill.

The SCHOA executive board for 2020-2021 includes:

Past-President: Dillon Beckford
President: Kale Jeffords
President-Elect: Cody Dunlap
SEAHO State Representative: Kayla Harvey
Secretary/Treasurer: Daniel Francis
Graduate Student Representative: Vacant
Technology and Marketing Committee Chair: Vacant

VIRGINIA UPDATES

Virginia Association of Colleges and University Housing Officers

VACUHO continued to host virtual Governing Council meetings throughout the pandemic to ensure that we were touching base and discussing how we want to proceed as a governing body. Our most recent meeting was held on September 25th in which we discussed holding a virtual award ceremony for our Resident Assistants in place of our annual RA conference and a virtual election process to elect the new Governing Council. We have schools identified as hosts for our annual RA Conference and the Virginia Association of Residence Halls (VAARH) Student Leadership Conference for when in-person events can resume. VACUHO has also continued monthly Senior Housing Officer meetings to ensure that SHOs have the opportunity to discuss how their campus' are managing the COVID-19 pandemic.

James Madison University

JMU is thankful and excited to welcome Keanté Eppes in to our program as a Full-time Hall Director! She's coming to us from the coastal side of Virginia and brings with her great experience and enthusiasm for her new role and student affairs. She recently graduated from James Madison University's CSPA program and was a graduate hall director during her time there. She has continued to step up and lead our professional and student staff during this unprecedented time and we couldn't be happier to have her on our team.