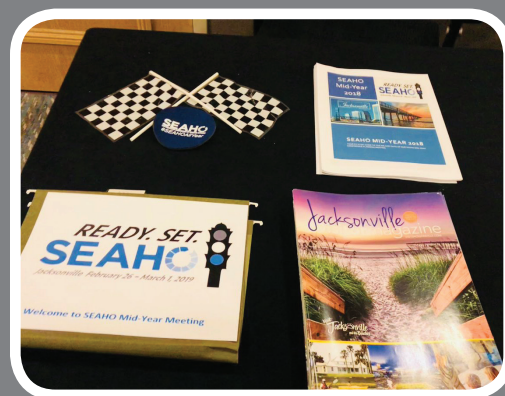


FALL 2018

SEAHO

SOUTHEASTERN ASSOCIATION OF HOUSING OFFICERS



READY. SET.
SEAHO
Jacksonville, FL 2019



features

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Editorial Information:
SEAHO Editors
seahoreport@seaho.org
Mailing & Fax Information
Available Upon Request

Next *SEAHO Report* submission deadline is February 5, 2019.

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=seahoreportssubmit> or e-mailed to the SEAHO Editors. If necessary, articles can be faxed or mailed, but e-mail attachments are preferred. Be sure to include the author's name and institution, and SEAHO committee or task force affiliation as appropriate. Photographs or other camera-ready graphics are welcomed. Material that has been submitted to other publications is discouraged. Any questions should be referred to the SEAHO Report Editor or State Editors.

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

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Hello SEAHO!

The track is set and engines revved up for SEAHO 2019! There is a lot of work that goes into planning the annual conference, and so many volunteers of our organization have been busy getting things just right for our time in February. We cannot wait to welcome you to Jacksonville, Florida, to engage in learning and networking opportunities with other colleagues from around the region.

The midyear meeting took place October 23-25th at the Hyatt Regency Jacksonville Riverfront hotel. Members of the SEAHO Governing Council, SEAHO 2019 Host Committee, and the Program Committee spent time touring meeting spaces, reviewing schedules, and finalizing many details to make the annual conference one for the ages. The Program Committee reviewed more than 200 program submissions with the most coming from the state of Florida. The Host Committee worked through logistics and worked with the hotel to provide samples of local cuisine to be featured during the conference. The Governing Council, which consists of the Executive Board, Committee Chairs, and State Representatives, spent time reviewing and discussing the strategic plan and the most recent member needs assessment.



Listed below are themes that emerged from the member needs assessment. The Governing Council reviewed themes and brainstormed different approaches and initiatives that may address a number of these themes. We look forward to making progress in these areas and incorporating them into 2019 goals of the strategic plan.

- Inclusion of smaller and budget size institutions
- Committee effectiveness
- Corporate partners
- Diversity, equity, and inclusion
- Focus on mid-level practitioners
- Focus on research initiatives

This fall semester has been a busy one for many of our institutions that have been directly impacted by Hurricanes Florence and Michael. Some of our institutions in North Carolina and South Carolina are resuming classes while still dealing with storm aftermath, while other institutions in Florida and Georgia are continuing to support students and staff that lost homes and so much more. Let's continue to keep all of our colleagues in our thoughts and provide support as they rebuild in the coming months and years ahead.

I would like to thank the Governing Council, SEAHO 2019 Host Committee, and the Program Committee for all the work they have done and will continue to do from now until the start of the annual. We can't wait to connect with each of you in Jacksonville and hope you are "Ready. Set. SEAHO."

Respectfully,

Chandra Myrick
SEAHO President 2018-2019
president@seaho.org
#SEAHOAllYear

Greetings SEAHO!

I don't know about you, but it has been an eventful fall semester on my campus. Students and staff have been busy with great events, research, initiatives, and, yes, football and fun. Here in Mississippi the leaves just recently started to change and full Autumn seems to finally have arrived. With the change in weather comes a slight change in our campus population as well. Students seem more settled, student staff more confident, and overall there is a great sense of accomplishment in the air as we look to wrap up another great semester in the coming weeks.

This Fall edition of the *SEAHO Report* is designed to fit right into that mood – use a break in your schedule to read about the exciting things happening around our 10-state region and marvel at how much we have accomplished already as a profession in only a few short months this year.

In the following pages, you will see some timely SEAHO news as we just completed the Mid-Year Meeting in Jacksonville, FL where the Host Committee welcomed the Program Committee and Governing Council to our conference site for the year to make plans for the future of our organization. It was a very productive meeting and you will find a little recap in our News section. The Program Committee has also announced a fantastic team, Drs. David Parrott & Kelli Peck Parrott, as our Keynote Speaker and Scholar in Residence for the year, so be sure to read their introduction to SEAHO.



We have seven fantastic feature articles lined up for you as well: a great look at how one institution brought last summer's ACUHO-I Reads book, *Radical Candor*, to life in their everyday supervision, an in-depth look at the intricacies of transition for students and families, how writing a blog helped one GA while acquiring an emotional support animal helped another GA bravely face her mental health needs. Finally, we wrap up with two undergraduate students giving us a recap of their wonderful experiences at STARS College over the summer. I am delighted by and proud of the diverse experiences and voices heard in this edition of the *SEAHO Report*. Thank you once again to our Feature Articles Editor, **Breanna Cresswell**, Residence Life Coordinator at Louisiana State University, for her hard work getting these articles ready for publication.

Last note: I am so excited to share that for the first time in my memory (which is pretty vast), we have ALL TEN states represented in our Student Affairs Around the Region section. Shoutout to all our amazing State Reps!!

Once you have completed this edition of the *SEAHO Report*, visit seaho.org to submit for our next installment. The submission deadline for the Conference edition of the *Report* is February 5th!

Thanks!

Jeannie Hopper
SEAHO Report Editor
seahoreport@seaho.org

Mid-Year Meeting Recap

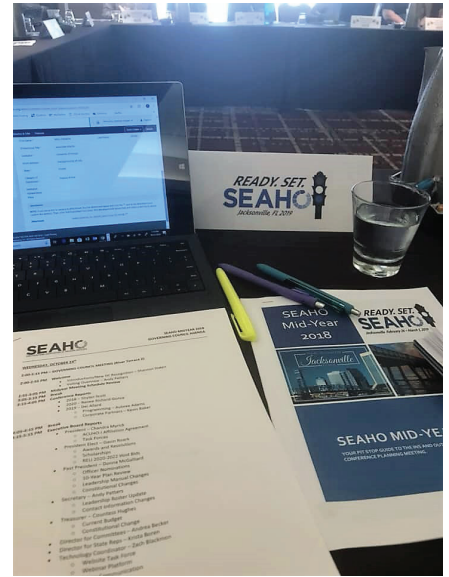
From October 24- 26th, Jacksonville, FL got a little sneak peak of what's to come in about 5 months when SEAHO 2019 kicks off. Members of the Executive Board, Governing Council, Program Committee, and, of course, our amazing Host Committee met up for a jam-packed few days of meetings, walk-thrus, brainstorming, and decision-making.

A highlight from the meeting included an in-depth tour of the Hyatt Regency hotel and conference center where we were able to see potential program rooms, vendor areas, meal locations, etc. The entire space is connected, easy to navigate, and more than meets our needs!

The Program Committee reported a total of 207 program submissions and successfully slated their 72 available slots. The Host Committee worked tirelessly finalizing logistics and confirming details with the conference center staff. The Executive Board and Governing Council groups focused on membership needs with Committee and State Reports as well as extensive discussions regarding the 2018 Member Needs Assessment data and updates to the Strategic Plan.

Updates and pictures from the Mid-year Meeting can be found on our SEAHO social media sites on Instagram, Twitter, and Facebook. Full minutes from the Governing Council meetings at Mid-Year will be made available on the SEAHO website.

There are many exciting things planned for both the upcoming annual conference and the future of SEAHO as a whole, and we are incredibly excited to continue keeping SEAHO at the top of the Housing profession thanks to the hard work and dedication of our many, many volunteers! Can't wait to see you all in Jacksonville February 26th!



SAACURH 2018

Over the weekend of October 19-21, residential students and professional staff members from across the South Atlantic came together for the 2018 Regional Leadership Conference: Journey into Leadership, hosted by North Carolina State University. During this weekend, students were able to connect with peers, learn how to better their campus communities, and develop their leadership skills through educational sessions, keynote speakers, and boardroom sessions. Advisors were able to attend Advisor Resource Training sessions to encourage professional development and ensure they possess the tools they need to help student leaders at their institutions succeed.



The South Atlantic Affiliate of College and University Residence Halls is made up of institutions from Virginia, North Carolina, South Carolina, Tennessee, Mississippi, Georgia, Alabama, Kentucky, Florida, and the Bahamas. With a mission to create environments that empower, motivate, and equip residence hall leaders by providing them with skills and resources in order for them to excel and positively influence their campus communities, The South Atlantic Affiliate is part of NACURH, one of the largest student-run organizations in the world. With nearly 100 member institutions affiliating each year, SAACURH is the largest region within NACURH.

Visit saacurh.nacurh.org for more information and to sign up to receive The South Atlantic Affiliate's monthly newsletter "On the Prowl."



RELI 2019

The Regional Entry Level Institute will provide you with in-depth training including:

- Assessing your current skill levels
- Learn how to thrive and survive as a mid-level professional
- Participate in mentoring sessions
- Learn from experienced professionals



SEAHO

Regional Entry Level Institute

For professionals with one to three years experience

May 29-June 1, 2019
University of South Carolina
Columbia, South Carolina

seaho.org/reli

to access application you must have a seaho username and password

SEAHO 2019 Keynote & Scholar in Residence: Drs. David Parrott & Kelli Peck Parrott

The Program Committee are happy to announce that we have scheduled a dynamic pair to serve as Keynote and our Scholar in Residence for SEAHO 2019. Dr. David Parrott and Dr. Kelli Peck Parrott have a rich background in housing, student affairs, and higher education. They plan to provide a dual presentation for our keynote address and will both serve as Scholar in Residence. We look forward to having them present at our opening luncheon and to their presentations throughout the conference. Here is a little information for our members as you rev your engines for SEAHO 2019 in Jacksonville, Florida!

Dr. David w. parrotT
Vice President for Student Affairs
DParrott@ufsa.ufl.edu

Professional Background:

Dr. David W. Parrott is the Vice President for Student Affairs at the University of Florida, where he is responsible for developing and leading effective student services and programs. Departments within Student Affairs include Housing & Residence Education, the Counseling & Wellness Center, Multicultural and Diversity Affairs, GatorWell Health Promotion Services, the Career Resource Center, the Center for Leadership & Service, Student Activities & Involvement, the Dean of Students Office, the J. Wayne Reitz Union, Recreational Sports, the Machen Florida Opportunity Scholars Program, Student Legal Services, and Off Campus Life.



Prior to his arrival at the University of Florida, Dr. Parrott served as the Executive Associate Vice President for Student Affairs and Chief of Staff at Texas A&M University. Additionally, he taught in the Department of Educational Administration there. Dr. Parrott earned his doctorate at the University of Louisville in Educational Psychology with an emphasis in Student Affairs Administration. His dissertation research focus was racial identity development. He holds an M.A. in College Student Personnel and a B.S. in Business Management from Western Kentucky University.

Dr. Parrott was the Associate Dean of Students and later the Assistant Vice President for Student Affairs at Western Michigan University. Before arriving at Western Michigan University, he served in a number of capacities at Western Kentucky University including assistant hall director, hall director, assistant director of housing, director of residence life, assistant to the vice president, and assistant dean of student life.

Dr. Parrott has taught higher education law at Western Kentucky University, Western Michigan University, and Bowling Green State University, and Texas A&M University to both Student Affairs Master's and Higher Education Administration Doctoral students. Dr. Parrott has also consulted extensively in the areas of race relations, conflict management, legal issues, and student conduct policies and processes. He has served on the faculty for the Gehring Academy, the national training academy for student conduct officials, and for the Student Organization Institute, the national training institute for those who supervise or train advisors of student organizations.

Dr. Parrott has served on the Board of Directors for the Association for Student Conduct Administration (ASCA) (formerly ASJA) in the following capacities: Director at large, President-elect, President, and immediate past President. Currently, he also serves as Chairperson for the ASCA Foundation. Additionally, he is active in the National Association of Student Personnel Administrators (NASPA) and has presented numerous times at both NASPA and ASCA. Dr. Parrott is a charter member of ASCA, an honorary member of the Golden Key Honor Society, and was awarded Life Membership in Delta Sigma Pi - the International Business Fraternity. He is the 2013 recipient of ASCA's highest honor, the Donald D. Gehring Award that is given in recognition of sustained exceptional individual contributions to the field of student conduct administration. Also, Dr. Parrott was recognized by the National Orientation Directors Association (NODA) with the 2013 President's Award.

Dr. Kelli Peck Parrott

Clinical Professor and Program Leader, Higher Education Administration and Policy, Student Personnel in Higher Education Programs Associate Director, School of Human Development and Organizational Studies in Education
 kpparrott@coe.ufl.edu

Professional Background:

Dr. Kelli Peck Parrott is a Clinical Professor and the Program Leader for the Higher Education Administration and Policy programs, and the Associate Director for the School of Human Development and Organizational Studies in Education. Her research interests center around student affairs administration and college students.

More specifically, Dr. Peck Parrott has written and presented extensively regarding generations in the workplace, particularly in the student affairs administration workplace. She has served as an ongoing trainer for Halliburton, the Texas A&M Engineering Extension Service, and the Bill Blackwood Law Enforcement Management Training Institute. Her most recent published work was the book, *Careers in Student Affairs: A Holistic Guide to Professional Development in Higher Education*, which she co-edited with Dr. Peggy Holzweiss.



Additionally, Dr. Kelli Peck Parrott serves on the Advisory Board for *Journal of African American Males in Education* since 2009 and has received the Educational Administration and Human Resource Development, Teaching Achievement Award at Texas A&M University in 2016. She has also provided countless presentations throughout her career including: *Finding Your Fit (NASPA)*, *The Well-Rounded Professional (NASPA)*, and *Inspiring Millennial Professionals within Student Affairs: Issues between workplace readiness, retention, and generation (NASPA)*, and *Enhancing Effectiveness across Generations* (Alumni Professionals of the South East Conference).

Dr. Kelli Peck Parrott received her Bachelor of Arts (B.A.), English Language and Literature at Western Kentucky University. She completed her Doctor of Philosophy (Ph.D.), Higher Education/Higher Education Administration from Bowling Green State University. She has worked in several areas in higher education, including as a Re-accreditation Administrator at Western Michigan University, as an Assistant Professor at Grand Valley State University, and she served at Texas A&M University as a Clinical Professor and Director for Student Affairs Administration in Higher Education prior to joining the University of Florida faculty in the Higher Education Administration and Policy programs and the School of Human Development and Organizational Studies in Education.

Dr. David Parrott and Dr. Kelli Peck Parrott often present to professionals as a team. They have provided the following highlighted presentations to several groups over the years:

- Peck Parrott, K., Parrott, D., & Woods, C. J. (2016, January). *Law, administration, and theory: Insights for Greek life advisors*. Invited training for the Greek Organization Advisor Workshop, All Greek Leadership Conference, Texas A&M University, College Station, TX.
- Peck Parrott, K., & Parrott, D. (2015, November). *Culture, generations, and law collide to frame campus conflict*. Invited training presentation for the housing staff at Western Kentucky University, Bowling Green, KY.

Personal Background:

Dr. Parrott and Dr. Kelli Peck Parrott will celebrate 20 years of marriage in June. They have two sons, Jackson (13) and Jason (12). Dr. Dave Parrott enjoys coaching, being a sports spectator, speaking to groups, fishing, shooting target pistols, tinkering with old Jeeps, and doing small projects in his garage. Dr. Kelli Peck Parrott enjoys reading, watching football and other sports particularly when her boys are playing, exploring small towns, and finding random diners and dives with delicious food.



Research and Information Committee

On behalf of the Research & Information Committee, we hope all had a wonderful and smooth opening season! Work on the Research & Information Committee has been steady. At this time, the Committee is reviewing expectations of the Outstanding Contributions to Research Award. Based on recent outreach, we are developing an external research protocol for partners who would like to survey our membership. Finally, the Committee is investigating the viability of reviving Research Grants. We are hopeful to have a draft process to share at Mid-Year.

We have appreciated outreach from other Committees looking to learn from the Member Needs Assessment and SEAHO 2018 Conference Evaluation. Your feedback has been greatly appreciated and is already being accounted for in future conference planning.

For more information or involvement opportunities, please contact research@seaho.org.

Program Committee



When we left Biloxi in 2018, the Program Committee made it their goal to build on a successful year. The SEAHO 2019 theme was strategically chosen to challenge each state to push themselves and submit quality program proposals. With 198 program proposals in 2018, the committee knew it would be difficult to top. However, we are thrilled to share that we received 206 proposals covering a wide range of topics from varying professional levels across 10 states. Are you curious as to what is to come in Jacksonville? Look no further as we speed ahead to 2019! Ready...Set... SEAHO!



Program Proposal Marketing

We really love our theme this year: Ready...Set...SEAHO! It paved the way for some awesome marketing strategies. Our committee partnered with SEAHO Marketing often to put out some amazing teasers to get the delegation engines revved for programs submissions:



FreeForm Series

One of the units that operates under the Program Committee is the FreeForm Series Subcommittee. Its primary responsibility is to schedule and facilitate professional development opportunities throughout the year.

Join your SEAHO Program Committee for the continuance of our Free Form Professional Development Series for 2018-2019! We will host more spaces for us to connect and hold true to our #SEAHOALLYEAR mindset. We will be continuing our popular professional development series regarding current trends and topics, involvement chances, and question to answer opportunities with experts of the various functional areas in our field. These hot topic sessions will be conducted in various formats including but not limited to conference calls and webinars. We will host our first one for the new semester on Thursday, October 18, 2018! Call in information will be shared via your respective SEAHO State Reps and on the SEAHO website!

FREEFORM DATES AND TIMES

None of the topics have been decided except February's because we are working through gauging the interest in the region so we can better serve.

- Nov 15 9:30-10:30am EST
- December 13 9:30-10:30am EST
- Jan 17th 9:30-10:30am EST
- Feb 21 9:30-10:30am EST - What to expect at SEAHO?
- March 21 9:30-10:30am EST
- April 18 9:30-10:30am EST
- May 23 9:30-10:30am EST
- June 6 9:30-10:30am EST

FREEFORM MEETING INFORMATION

For all FreeForm offerings, please utilize the following information to participate:

- Join from PC, Mac, Linux, iOS or Android: <https://vcu.zoom.us/j/3094071972>
- Telephone: Dial(for higher quality, dial a number based on your current location): US: +1 646 558 8656 or +1 669 900 6833 (Meeting ID: 309 407 1972)

Committee Reports

Pre-Conference Institute

We are excited to be able to offer a Pre-Conference Institute to the membership again in Jacksonville. This year we are proud to offer a topic we feel will benefit all levels of the membership including Graduate Students all the way to CHOs: Legal Issues. We are still developing the schedule and session formats to ensure it is a meaningful experience for all involved but are hopeful you will consider this exciting opportunity for professional development and stay on the lookout for more information.



Moderator Opportunities

The program evaluation and moderator training subcommittee works hard to ensure that programs offered at the conference run smoothly and aid in determining the “Best of SEAHO”. This committee will determine the “Best of SEAHO” program by processing the evaluations each attendee completes for the session that they have attended. The evaluations will be conducted by the program moderator which will be recruited and trained by the members of this subcommittee as well. If you are interested in volunteering at the conference as a program moderator please be on the lookout for sign up information to come out in January or when you register for the conference.

Committee Involvement

The Program Committee is always looking to recruit some new individuals who may be interested in helping us further our mission of developing, implementing, and evaluating professional development opportunities for the region while providing our members with involvement and educational experiences. If you wish to have a taste as to what it is like to serve on the Program Committee, we invite you to volunteer as a Program Moderator. Program Moderators assist presenters with introductions, connecting them with technology experts, and ensuring that session attendees complete the online evaluations which contribute to the selection of the Best of SEAHO award. If you are interested in joining our team, we would love for you to join us Thursday, February 28th, at 4:15PM.



Comparing 2018 to 2019

After an extremely successful 2018 conference with 198 proposals, 2019 went a little bit further! We had 206 program proposals. The following compares the past two conference proposal cycles:

Programs By State	Totals
Alabama	21
Florida	35
Georgia	21
Kentucky	12
Louisiana	8
Mississippi	10
North Carolina	42
South Carolina	18
Tennessee	14
Virginia	17
Arkansas	1
Total	199

Programs By Topic Area	Totals
Administrative Ops and Tech	20
Assessment	8
Business Operations	9
Crisis Management & Legal Issues	9
Diversity, Equity, and Inclusion	21
Facilities Management	13
Partnerships	14
Practitioner Development	65
Student Development	40

Programs Submitted By Date	Totals
August	11
September	114
October	73

Programs by SEAHO Value	Totals
Collaboration	33
Connected	41
Ethical	3
Inclusive	19
Innovation	29
Intentional	73

Corporate Partner Submissions	Totals
GLE Associates, Inc.	1
Design Collective, Inc.	1
VMDO	2
Res Life Cinema	1
Total	5



Programs By Experience Level	Totals
Graduate Assistant	13
New Professional	59
Mid-Level Professional	65
Upper Mid-Level Professional	25
Senior Leadership/CHO	33

Programs w/ Multiple Presenters	Totals
2 Presenters	41
3 Presenters	9
4 Presenters	2
Multi-Presenters/Different States	29

Programs by Target Audience	Totals
Graduate Students	21
New Professionals	105
Mid-Level Professionals	45
Upper Mid-Level Professionals	14
Senior Leadership/CHOs	13
Total	198

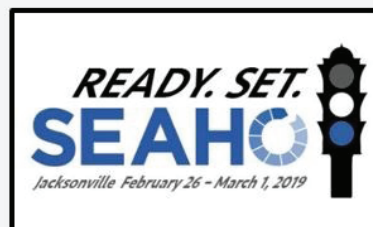
Programs By State	Totals
Alabama	14
Florida	56
Georgia	32
Kentucky	13
Louisiana	11
Mississippi	9
North Carolina	34
South Carolina	7
Tennessee	15
Virginia	15
Total	206

Programs By Topic Area	Totals
Administrative Ops and Tech	16
Assessment	12
Business Operations	4
Crisis Management & Legal Issues	12
Curriculum Development	10
Diversity, Equity, and Inclusion	28
Facilities Management	15
Partnerships	15
Practitioner Development	64
Student Development	30

Programs Submitted By Date	Totals
July	2
August	11
September	193

Programs by SEAHO Value	Totals
Collaboration	38
Connected	38
Ethical	3
Inclusive	32
Innovation	26
Intentional	69

Corporate Partner Submissions	Totals
Clark Nexen	1
Design Collective, Inc.	1
VMDO	1
Campus Living Villages	1
Ayers Saint Gross	1
Acorn Sign Graphics	1
Total	6



Programs By Experience Level	Totals
Graduate Assistant	17
New Professional	66
Mid-Level Professional	59
Upper Mid-Level Professional	32
Senior Leadership/CHO	28

Programs w/ Multiple Presenters	Totals
2 Presenters	37
3 Presenters	8
4 Presenters	3
Multi-Presenters/Different States	34

Programs by Target Audience	Totals
Graduate Students	16
New Professionals	112
Mid-Level Professionals	42
Upper Mid-Level Professionals	21
Senior Leadership/CHOs	15
Total	206

Career Support Services Committee

Career Support Opportunities:

Southern Placement Exchange:

- Save the Date- January 31 - February 2, 2019 in Denton, TX
- Did you know that SEAHO offers scholarships to cover the cost of registration to attend SPE? Keep an eye out for more details on how to apply for one of these scholarships!
- Have you attended SPE and want to share your experience? We are looking for current members and Graduate Students working in the SEAHO Region to share their SPE Stories! Contact careersupport@seaho.org to learn more!

Mock Interviews and Resume Reviews:

- This year we are working to expand our services during mock interviews to focus on Mid-Level and Specialized Roles (Leadership Development, Housing Operations, Recruitment and Selection, Assignments etc)! We are looking to compile great questions used to interview candidates in order to truly focus on providing our membership with tools to prepare for their next roles and professional development! If you have questions you love, find value in, and/or are specific to areas of specialization, we would love to hear from you! Send us your favorite questions and you may see them on some grab and go resources for our membership at the Annual Conference!
- Be on the lookout for volunteer opportunities to help assist with mock interviews and resume reviews during your SEAHO 2019 Conference Registration.

Professional Development:

- October is Careers in Student Affairs Month! Members of the committee compiled some quick and easy ways to grow as a professional and to support others who may be interested in a career in Student Affairs or just starting out in need of a mentor!

Professional Development Made Easy

Kimberly Hardaway, Assistant Director – University of Tennessee, Knoxville

Gina Ondercin, Assistant Director – Appalachian State University

David DiLouie, Coordinator – University of Central Florida

Dedicating time to professional development is often an activity we tend to put aside and say ‘it is not in my budget, right now’ or ‘I can do this another day’, only to find your budget will not change or ‘another day’ never comes. Professional development does not have to be expensive or a chore and means a lot more than attending conferences. It should be something that is meaningful to you as it is meant to develop you both personally and professionally. Let’s explore a few ways you can participate in professional development activities and not stretch your time or budget.

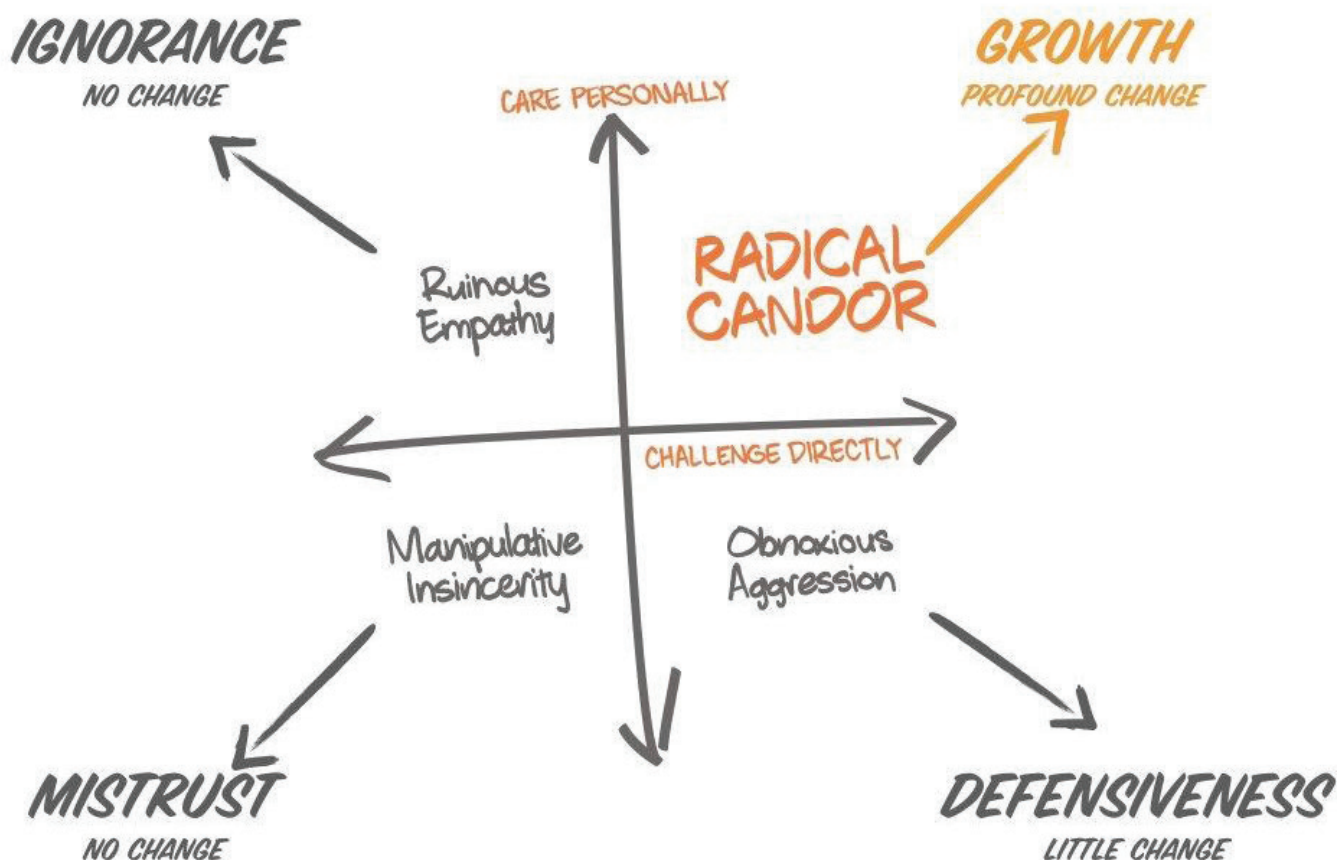
- **Reading Journals, Blogs, and Books:** Set time aside during the week to read a Student Affairs journal, blog, or book. The journal or blog you read does not always have to pertain to the typical Student Affairs topic. You can branch out and look at books or blog posts that focus on organizational culture and how to navigate systems and personality types.
- **Webinars:** ACUHO-I, NASPA, ACPA, SACSA, and other professional organizations (state or national) often offer webinars on subjects that can be beneficial for you, those you supervise, and colleagues. Many webinars are free or are incorporated in your membership dues. Topics can range from infusing social justice into your work to how to be better supervisors to graduate or entry-level staff members. Bonus with webinars – you can expand your network of resources by interacting with panelists.

- **Offerings from your Human Resources (HR) Department:** HR departments are hidden gems within an institution. They can do so much more than help onboard new staff and store performance evaluations. HR departments often provide trainings and workshops on campus that can help strengthen supervision skills and knowledge of resources on campus.
- **Offerings from other offices on campus:** The HR department might not be the only department with professional development opportunities. Consider attending workshops from other offices such as teaching and instruction, library, and information technology.
- **Podcasts:** Who doesn't love a good podcast?! You can take a podcast anywhere – listen in the car, while working out, traveling – you can take a podcast wherever you go. There are some great podcasts that will expose you to different perspectives and ways of thinking. The Student Affairs Spectacular podcast series from *The Student Affairs Collective* has various podcasts on topics from allyship to crisis management. These podcasts are also free and are recorded for future use. There are also podcasts available from national organizations like ACUHO-I and NASPA.
- **Presenting on Your Campus:** Is improving your public speaking or presentation skills part of your professional development plan? If so, there might be an opportunity for you to present on your own campus.
- **Informational Interviews:** Have an area of student affairs that you don't know a lot about? See if you can meet with leaders from different departments to pick their brains on trends they are seeing in their area and how they are serving their students. This is also a great place to ask about transferable skills and potential opportunities to partner with the office/unit to grow in your abilities as a professional.

ACUHO-I Reads: Supervising with *Radical Candor*

By Jennifer Bradley and Ellen Kaasik, *University of Mississippi*

In the summer of 2017, the Department of Student Housing at the University of Mississippi bought all their professional staff members in the Residential Learning team the book, *Radical Candor: Be a Kick-Ass Boss Without Losing Your Humanity* by Kim Scott. This book was selected by ACUHO-I as their community read in April 2017. For our Community Coordinators, this book helped start a conversation about what it meant to be a supervisor and encouraged self-reflection about personalized supervisory styles. Scott (2017) provides the framework for radical candor and speaks about caring personally while challenging directly. In this article, two Community Coordinators from the University of Mississippi show how they have implemented the framework provided by *Radical Candor* (2017) with their own staffs and supervisory styles.



Ellen's Story

I completed my first year as Community Coordinator at the University of Mississippi at the beginning of May. During this year, I had several members on my staff who were returning to their third or fourth year as a community assistant (CA). While I appreciated the experiences that they brought from years prior, a challenge for me as their supervisor was figuring out ways to make sure they stayed engaged with their roles, while still being challenged within their positions.

Radical Candor labels this concept as “growth management”. As a supervisor, it is your responsibility to figure out who needs what types of opportunities and how you are going to provide them (Scott, 2017, p. 182). When I read that statement last summer, the questions that ran through my mind were, “but how?” and “would the student not just tell me if they wanted an extra opportunity?” I will explore the answer to the “how” piece further on, but the answer to question two was a resounding no. This was mostly because our community assistants, while plugged into the ongoing across campus, do not always know the opportunities available to them.

With a brand new staff, I only had limited knowledge of who my direct reports were, what their goals were, and what they brought to the position. My first step was to figure out the answers to those questions. In order to build rapport, I needed to build trust between myself and the CA. In our particular job expectations as Community Coordinators, we are required to hold regular 1:1s with our staff. If this is not a job expectation for your current position, but you oversee a staff of any type, I still highly encourage you to set up time to meet with your direct reports. It is a good way to spend a little time alone with each of your direct reports and begin getting to know them as people (Scott, 2017, p. 121). In one of my initial 1:1s with Alaina, a fourth year CA, her and I had a conversation about what her goals were for the upcoming semester. Alaina stated, “Honestly, I’m not sure. I’ve done the new-comer thing where I needed to learn the job. I’ve done the returner thing where I’ve been a mentor to the new-comers. I’ve done the 3rd year returner thing where I’ve been a mentor to the 2nd year returners. I’m not really sure what direction I should go from here.” I prompted her further by asking about her interests and what she enjoys about the position. I also asked her about what she wanted to do after graduation. Through our conversation, it became evident that she really enjoyed the leadership aspect. This made sense. After all, she wanted to eventually become a member of the FBI, which requires a tremendous amount of leadership.

As a contextual background for you, each of our buildings has an individual community council. However, when I asked Alaina if she wanted to work with the community council for our area, she said she wanted a more generalized experience with leadership. As further contextual background, our Department of Student Housing has three different sectors of student leadership that is available to residents. Those are: Residential Housing Association (RHA), National Residence Hall Honorary (NRHH), and the University of Mississippi Community Assistant Association (UMCAA). We have a wonderful graduate assistant who is specifically over student leadership and works with all three organizations. I asked Alaina if she would be interested in working with that graduate assistant and Alaina said yes.

Now that we had found something Alaina was interested in, my next step was to go through the proper channels of trying to make this possibility happen. Specifically, I contacted my supervisor first to sell her the idea. Like most institutions, our community assistants are strictly limited to working twenty hours per week, six of which are dedicated to working the front desk of their respective buildings. To ensure that Alaina would stay within those confines, we wanted to see if she could trade her mandatory desk hours to mandatory hours with the Graduate Assistant (GA) of Student Leadership. While my supervisor was on board, she also needed to get in contact with the supervisor of the GA and the GA herself to see how they felt about the idea. Once it was approved from those ends, I was notified. Because at this point we were already fully operating the front desks, there was a waiting period of hiring a community desk assistant to fill the hours Alaina would give up. However, once it was filled, Alaina was able to work with student leadership for the remainder of the year.

In the month of March, Alaina was offered a graduate assistantship in housing while she pursued her master’s in criminal justice. A standout attribute for Alaina was her experience in student leadership. See how we can help our students develop in ways we did not even imagine by caring personally? Kim Scott knows what she is talking about!

Another example of this presented itself at the end of the first semester. I had a third year community assistant who was in the middle of applying to law schools named Jack. Jack was really interested in student conduct and how we applied due process as a department. Luckily for him, we have two graduate assistants that work closely with student conduct and restorative justice. In lieu of his mandatory six hours, he started working with the conduct process in the spring semester, which he found valuable.

These are just examples of situations where you can help your CAs find opportunities that help develop them inside the student staff position, while also helping them toward their future goals. While not every department has graduate assistants, I encourage you to see where your staff members can get some hand on experience. There may be things you are involved in on campus that the staff member might have an interest in. Get to know your reports and their ambitions. Brainstorm with your supervisors and co-workers. Lastly, www.radical-candor.com offers other stories and advice from people who have implemented the ideas discussed in *Radical Candor*.

Jenn's Journey

For me, the best way to grow and become a better professional is to learn what you are doing wrong or how you could improve. Giving and receiving feedback, both positive and negative, is a critical component of being a professional. Through graduate school and my current work as a Community Coordinator at the University of Mississippi, end of semester/year evaluations are given by a supervisor who takes into consideration anonymous feedback from the staff I supervise. One of my biggest frustrations with this process is that my student staff are not trained to provide constructive criticism and I usually end up with multiple pieces of feedback that are not useful due to lack of situational context or the feedback is too broad to determine an actual solution. Now I do not blame my student staff members for this issue. Like I said, they are not trained in providing constructive criticism and for many of them, this is their first time being asked to provide feedback of a supervisor. Instead, I consider this an issue I need to work on as it relates to my supervisory style. If I can create a culture within my staff that encourages and supports critical feedback of myself and each other, I may be able to find a way to better myself for my staff members and this is where I started using the book *Radical Candor* (2017) by Kim Scott.

The book mentions what we all know to be true, “when you are the boss people *really* do not want to criticize you or to tell you what they really think” (Scott, 2017, p. 130). I would be lying if I said I never struggle with this myself. So if I struggle with this concept, how can I expect my undergraduate student staff to begin providing feedback to me? Scott (2017) has a couple ideas to help encourage this type of behavior in her book and this past semester I tried some of it out. Chapter 6, Guidance, is all about “ideas for getting/giving/encouraging praise and criticism” (Scott, 2017, p. 129) and although each idea might not be best for your staff, there are a few you could pick out and try. One idea that stood out to me was the thought that as a supervisor, “you are the exception to the “criticize in private” rule of thumb” (Scott, 2017, p. 131). For me, it was important to show that I am open to feedback and am willing to make changes based on what they suggest. During spring training in January, I pulled my staff together and projected my anonymous evaluation from them onto the big screen. I then went through each question and showed how I was rated. Specifically, we looked at areas they believed I was doing well in and what they would like to see me improve upon for the spring semester. During this discussion, I remained open to the pieces of feedback I received and asked clarifying questions for the pieces of feedback I needed further information about. After we reviewed my entire evaluation, I showed and described my plan on how I would make adjustments based on their feedback. My staff began making suggestion to how I could improve the plan to ensure that it was feasible for all of us. This was a powerful moment for me, because I could see that they were buying into it. In general, we are told to criticize in private but when I opened myself to be vulnerable and share my feedback in public with those who it impacts was a rewarding experience. I found that my staff seemed to appreciate that I was open with them and I saw a different level of comfort when

sharing feedback for me throughout the semester.

The other important piece of advice I took away from this book was to *embrace the discomfort* (Scott, 2017, p. 132). Scott (2017) discusses that even if you give your staff an opportunity to provide feedback they might be hesitant but you should not give up if they say “everything is fine”. Instead embrace the silence that may come up and count to six to allow them time to best determine how to word their answers. For example, the spring semester brought on several unforeseen events that impacted my staff negatively. I had to terminate two staff members which caused the staff to face interpersonal conflict with one another as well as with me as their supervisor due to the reasons behind the termination. I knew that the staff needed time to come together and talk about the issues that had happened to repair the damage that resulted. In order to do this, myself and my student staff sat down with my supervisor and our Assistant Director for Conflict Resolution and Student Conduct who lead a conversation to aid in meditating the issues. One of the questions that the Assistant Director for Conflict Resolution and Student Conduct asked my staff members was how they felt about me before and after the terminations took place. I did not know beforehand that he would ask this question and I had to quickly prepare myself to embrace the discomfort I was about to feel when my staff voiced the concerns they had with everyone else in the room. It was important to remember that embracing the discomfort also meant that I needed to listen to learn and not listen to respond. During the meeting, I thought that getting feedback, especially if it has the potential of being negative, in front of your staff and supervisor is scary. I braced myself to feel the worst. However, by embracing the discomfort, I realized that it is ok and should not be something that is scary. The question that our Assistant Director asked, and the conversation that followed, provided me with honest feedback that allowed the staff to release built up frustrations from the experience, along with a way for us to move forward.

I learned many things this past semester by allowing myself to embrace discomfort and be given criticism in front of others. Because of this experience, I plan on continuing these efforts in the fall semester. I believe that by starting your staff in a culture where it is normalized to get, give, and encourage praise and criticism, you will find yourself in space that respects and supports one another. *Radical Candor* (2017) has provided me with a greater understanding of how to in fact be a kick-ass boss. Although I still have a lot of learning and growing to do, this has given me a framework in which to start.

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Six Simple Reminders for the Student Affairs Practitioner

By Anastasia Chaky, *Old Dominion University*

Imagine, receiving over 100 emails while student staff members consistently stop by your office to voice concerns or pitch program ideas. Your office phone is ringing off the hook with parental concerns, facility issues, and roommate disagreements. Your supervisor keeps asking you where that report is at. You are so busy that you forget what is truly important and what isn't. You stress yourself out to a point of almost mental breakdown. It's unhealthy. You aren't thinking of what is most important-our students. Below are six simple reminders we must keep in mind in this profession.

1. Remember that our students are humans first, students second, and whatever other position they might hold third.

If we, as professionals, cannot remember this, then we should not be given the opportunity to serve them. There are times when our students have a lot on their plate and stress themselves out. If it ever comes to the point of hurting their human side, we should reflect on how that student is doing mentally and see what we can do to further develop the human aspect of that individual.

2. Take some time for yourself whenever you need it.

We must set the example we want our students to follow. If we choose not to take vacation time or relax when needed, we are not only doing ourselves a disservice; we're also doing a disservice to our students. As professionals, we are role models for our students. Through this role model opportunity, we should let our students know what we are doing to take care of ourselves. Thus, we are showing it is okay to take care of yourself mentally and physically to further assist others as needed.

3. Ask the students what they want and how we can support them.

Sometimes, it is easy to get caught up in the work. We think we know what is best for the student; however, we don't truly know what the student wants. When working with student staff, you must figure out where they are at, meet them there, and help guide them appropriately. Besides, a staff that feels supported will work harder for you and your department's goals than a staff that does not.

4. Don't be afraid to point out other campus resources for your students.

There are times whenever students come into our offices and vent about what is going on in their life. Depending on our positions, there is only a limited amount of support we are able to provide those students. We must understand that we cannot handle every problem that we become aware of. We can, however, point those students to receive other campus resources that could further assist them.

5. Remember that student success is our main goal.

We are there to help the students. Our goal is to let the students grow and become productive adults. As professionals, we are there to advocate for their needs. We're there to give students a better education, both inside and outside the classroom. We need to ensure that student organizations are truly student organizations and are not run by Student Affairs Professionals. We cannot control what our students do, but we can give them the resources to make their own decisions and receive support and help if they so choose.

6. It is okay to leave work for tomorrow.

While it might seem like everything has to be done all at once, it does not. There are certain times whenever you are put on a timeline and must complete a project by that deadline. There are other times where we can stress out so much from everything on our plate that we don't take a chance to breathe and reflect on what can be done later. Taking some time out of your day to reflect on how you are doing and what needs to be done first will help your work and your emotional well-being.

Metamorphosis: A Strategic Reimagining of Student and Family Transition Needs from a University Housing Lens

By Jennifer Todden & Mary C. Jordan, Ph.D., *University of Florida*

In the fall of 2015, the Residence Life and Education team in the Department of Housing at the University of Florida was given the following charge by Norbert W. Dunkel, Associate Vice President for Student Affairs:

For decades, the campus housing residence life and education component has maintained a structure and purpose with only minor revision. It has program requirements and models, room condition inventories, student conduct processes and standards, residence hall government systems, crisis intervention consultants, residence directors, residence life coordinators, hall directors, area coordinators, complex directors, assistant directors, and directors. While departments have made continuous improvements over the years – they have been incremental in nature. Change a title, adjust a process, and revise dates for each of the sub-functions of RLE. Broad-sweeping change has not occurred. Meanwhile, the traits and trends of students (their parents and families) continue to change, higher education continues to experience far-reaching shifts, and the institution's vision continues to reach greater heights.

It is time to review RLE as a whole. Is RLE structured, purposed, and designed for today/tomorrow's University of Florida resident student? What type of personnel support will be necessary? What type of academic relationship will exist? What will be required to support and education up to 10,000 resident students and their families at the University of Florida?

A multi-disciplinary team involved in qualitative research, user experience strategy, project management, and administrative support worked under the strategic guidance of the Steering Committee to design and execute a qualitative research plan. The research was designed to provide a concrete and detailed understanding of how students live and learn on campus:

- How students experience pre-arrival, move-in, transition and stabilization in their college experience, specifically for those students who choose to live on campus
- The range of factors and events that impact a student's experience living on campus
- How students conceive and experience their interactions with the staff, programs, and resources affiliated with the Department of Housing and Residence Life and Education

As work progressed into the summer of 2016 and beyond, it quickly became apparent that the project's outcomes would need to include areas other than Residence Life and Education: Facilities, Security, Information Technology, and Communications have responsibility for areas crucial to residents' experience.

At its heart, the Metamorphosis Project is a project that is designed to build off the existing strengths and assets of Residence Life and Education, the Department of Housing, and UF students themselves.

A project of this size requires an investment from many people, at all levels within the organization and from external partners and stakeholders. Over 100 staff, students, parents, community partners, and thought leaders participated in the project, taking on various roles. Students and parents formed the core of the research participants, with voices from custodial staff, residence life staff, and professional partners also represented. Thought leaders – experts with longevity from within the field of student affairs – provided context and regional perspective. Eight resident assistants provided in-depth interviews, including video diaries detailing their day-to-day

interactions with students and the impact of their role on the lives of those in their charge. The research team also conducted focus groups with custodial staff, professional residence life staff, and key partners. As the project gathered steam, two additional sets of voices were identified that would prove valuable: parents of incoming and current students, and graduate-level staff members. A design session and an insights session brought in the voices of approximately 40 full-time staff and students; a working group of 20 housing staff continued to meet weekly over the next year to bring ideas to action. Finally, the steering committee of three Housing staff plus outside consultants kept the project moving forward and working to meet deadlines.

Design Thinking Process

Metamorphosis utilizes a design-thinking process that asks “What is? What if? What wows? and What works?” During the design, session participants worked individually and in small teams to ground themselves in the findings that emerged from What is? identify challenges, brainstorm ideas, and begin developing solutions. The design session culminated in the development of 32 concepts and an additional one-hundred or so ideas that can be further shaped and combined in the next phase of the project.

Emergent Themes

From the research emerged three central domains where high impact and high opportunity converged. Students’ *physiological*, *transition* and sustained *engagement* needs serve as the umbrella areas for the new University of Florida residential experience. The following section extensively details research findings and corresponding shifts in each of these areas. Transcendent themes, listed below, informed changes in multiple or all areas:

- Residents make no differentiation among internal HRE units; to them, “Housing” is a singular entity.
- The frontline student position (RA) is clearly an important position for our residents as well as our staff.
- Proximity and access are intertwined for our residents. Simply put, if something is difficult to get to or access, students don’t use it.
- Students are deeply impacted by a lack of standards demonstrated by their fellow residents, and this impacts their experience greatly. Issues around cleanliness, noise, and conduct appear to stem from how residents interpret, accept responsibility for, and are held accountable to standards for living with other people.
- The consistency of vision is important for all levels of staff.
- The need to belong is paramount for all students.
- Students and families are overwhelmed by the number of decisions that need to be made at the University of Florida, beginning even before even arriving on campus. These decisions have a significant impact on the on-campus experience.
- Students assign value to their on-campus experience; while many indicated living on campus was “expensive,” they agree the nature of their experience dictates whether the cost is “worth it.”
- Families and students alike expect family members, particularly parents, to be involved in their students’ lives while they are in college, including their on-campus experience.

A NEW SIGNATURE RESIDENTIAL EXPERIENCE

Students’ *physiological*, *transition* and *engagement* needs to drive the vision and implementation of the new University of Florida residential experience. This article will provide an in-depth explanation of the transition theme unearthed through this process.

Transition to college and life on campus begins well before the student ever matriculates at the University of Florida. As soon as the student expresses interest in applying to the University, the information stream begins – first as a trickle, and then as a flood. The timing of the housing application process to coincide with the admission process was frequently cited as very overwhelming for students and their parents. “I felt pressured and

rushed to commit to housing and pay the deposit before I knew my final decision,” one of the research participants commented. (Traxler, Wills, & Connor, *Metamorphosis Design Session Report*, 2016) Another participant mentioned that she was “overwhelmed by the number of decisions [she] had to make every day.” Many of the participants indicated not knowing how to find out an answer to a basic question – the Housing website was difficult to navigate and calling the phone number resulted in a busy signal or a voice mailbox.

The move-in experience generated strong feedback as well. Move-in occurred over several days, and although it was fairly organized, it did not feel like a signature, welcoming experience for students and their families. Many participants spoke highly of their experience with Preview, the summer first-year student orientation program, and expected that they would have the same level of service and energy when they arrived at move-in; when this did not occur, it left students and families feeling somewhat disappointed.

While exploring these themes, it became apparent that a new communication strategy for pre-arrival was needed, and that move-in should be reframed to be a culminating community event for the transitional phase that begins with the student applying to the University of Florida.

The new pre-arrival communication plan is comprised of several parts: a strong presence at Florida Days (an admissions event for students who are considering coming to the University of Florida); enhanced community information on the Housing website with an ability to refine and filter by area or building style; the creation and roll out of a series of “Family Chats,” including at least one prior to move-in; and an updated, enhanced experience for move-in day for all incoming students. Moreover, some adjustments were made to internal processes and workflows based on student and parent feedback. These included the purchase and deployment of a phone queueing system; a shift to allowing students to select building and room type rather than specific rooms; and moving room selection day away from weekday afternoons to a series of Saturdays. Taken together, this comprehensive strategy will allow students and their families to have information “just in time” for when it is needed, remove some of the frustrating information chokepoints, and help create a more welcoming experience for first-time residents.

First, the enhanced presence at Florida Days seemed like a natural way to start greeting prospective residents. Florida Days began in the spring of 2016 as a way for admitted-but-undecided students to take a closer look at the University of Florida. Admitted prospective students were invited to come to campus and learn more about the academic and non-academic parts of the University of Florida. Since the admission process and the housing application process run on parallel timelines, this seemed like an easy way to start the flow of information. In 2016, the Department of Housing had a table set up and coordinated some last minute tours of student rooms for students and families; in 2017, a more intentional approach included a formal presentation, hand-selected student rooms to tour, and better wayfinding information. In 2018, more tour locations and transportation were added.

Second, significant changes were recommended and eventually made to the Department of Housing’s website. In addition to a fresh look and easier navigational tools, a “community selector” was added based upon feedback gathered during the Metamorphosis Project. Students now have the ability to learn more about the variety of living options with filters for type of building, living-learning community and location. Each residence hall’s information section includes photos, floor plans, and unique facts about the building, bus routes that serve the hall, a list of amenities, contact information for the front desk, and information about proximity to different academic units. During the summer of 2018, a project commenced to also include dimension information for typical rooms as well as for the furniture contained within the space; this information will be added to the website in the coming months.

Another developed successful concept are the “Family Chats.” Based on a series of successful question-and-answer sessions hosted online by the Dean of Students Office, these Family Chats invite parents and families of on-campus students to ask questions of Housing staff with a topical focus. The first one that families are invited to participate in happens before move-in and is focused around the process and emotions of moving a student into the residence halls. Nearly 120 students and families participated in the first move-in family chat.

Although move-in had long been a successful process at the University of Florida, the Metamorphosis project forced a reframing of move-in day from a process a student endures to a signature experience welcoming students and their families to housing. Creating a signature experience meant having a clear beginning, middle and end to the process and having more of an emphasis on the celebratory and transitional nature of the day rather than the logistics. First, the department shifted to a first-year student move-in day being separate and apart from returning students. This shift meant a few big changes: staff more appropriately to provide quick service and a celebratory environment, hold first floor meetings all at the same time as a transitional event for first-year students, and organize a new student and family welcome and ice cream social with the help of colleagues in the Dean of Students’ Office. This experience was treated like a warm hand-off from the team who recruited, admitted and oriented students and their families to the team who would support the students all year long as they lived in the halls. The first attempt at this event was wildly successful, with more than 1500 students and families participating. One area for future consideration related to move in, however, was to provide more detailed instructions or a step-by-step guide on how to move-in.

While not concepts developed formally through the Metamorphosis Project workgroup, the assignments team made several changes based on real student feedback and frustration that have contributed to a more positive student experience. For several years, residents have been able to self-select into rooms or buildings at the University of Florida based on the date of application for housing. While the ability to customize their experience was important to students, this often left operational challenges when rooms would only partially fill: roommate pairs would find no availability, and those choosing rooms later would be frustrated with buildings that appeared to be full. Instead, residents are now able to select a building and room type and are assigned a particular room at a later date. This allows the assignments team to control vacancies with more precision and allows more students to be able to select communities that will work well for them while alleviating much of the frustration of availability.

An additional change made by the assignments team was to move room selection dates from weekdays to Saturdays. The weekdays were originally chosen because they were easy for the assignments team; feedback from residents and parents, however, showed that this caused a lot of stress for them. Driven by the fear of being “shut out” of certain buildings or rooms, some students even admitted to leaving high school classes early on their appointed day so that they could make their selection at the proper time. Shifting selection to a series of Saturdays has lessened the stress for room selection for students considerably; members of the assignments team recognize that this makes for an overall better process, and do not mind working a series of weekend shifts to help students have a more positive experience.

Finally, one of the significant points of negative feedback from residents and parents had to do with the amount of time and effort it took to get help when calling the front desk of the housing office. Students or parents would often reach a voicemail box instead of a live person during peak periods, and it could take several days for them to get a callback. Additionally, if a caller was transferred to a specific person and got that person’s voicemail, the caller would have to hang up and call back again. In 2017, a new phone call queuing software was debuted. Now, a caller is routed into a call queue and the next available person who is answering calls will pick up the phone. Callers are told about their place in the queue and call information is available on a computer dashboard for housing staff. This has decreased wait times dramatically and few callers who call during

business hours end up being routed to voicemail. In essence, a simple product purchase has improved the experience of students and parents; in turn, students and parents are able to get the information they need more quickly, which lessens the stress of decision-making before arrival to campus.

LOOKING FORWARD

Assessment

Just as a substantive and multi-pronged evaluation of our organization, students, and families guided the Metamorphosis project, a commitment to comprehensive and mixed method assessment strategy ensures our capacity to be nimble, adaptive, and effective as we continuously meet the evolving needs of our stakeholders. While some aspects of this approach will be illuminated as we move into the future, some are clear now.

Continued participation in the ACUHO-I endorsed Skyfactor survey instrument will allow our organization to stay abreast of our students' experience and benchmark against peer institutions across a wide-ranging and inclusive group of factors defining the on-campus experience. Local focus groups and individual exit interviews will provide greater depth into our understanding of the overall residential experience.

Other components of assessment to inform our cycle of continuous improvement will be identified as we move into this next chapter of Housing and Residence Education. A key lesson from this Metamorphosis Project is that we cannot write in stone now the philosophy, approach, or formula for success in even the very near future. Our commitment to being uniquely attuned, deft, and agile extends to how we will continue to measure and test our processes, programs, and practices.

Concluding Thoughts

Two overarching lessons carry us into this next season of Residence Life and Education. The design thinking process as a framework for this process provided key learning opportunities, and this approach has permeated our very organizational culture. The capacity to consider "what could be?" without limitation represents a fundamental shift in our department. We reject operating within what has always been or even what our peer institutions have identified as good practice. Our organization has committed to looking at our own students, families, and staff, and endeavoring to discover, create, write, and rewrite the approaches that will do the greatest good for them.

Finally, this project began as the Residence Life and Education Metamorphosis Project, but we quickly identified that for our residents and their family members there is no Residence Life, no Facilities, no Housing Operations or Building Services. For them, there is only Housing; and it is essential that we as an organization function as such. Resultantly, siloes have been dismantled, communication has been broadened, and staff have rolled up their sleeves to do the work of Housing in an unprecedented way.

As we look to the future, we celebrate that we have assembled a team committed to truly listening to and understanding our stakeholders, particularly our students; to leaning into innovation, risk, and change; and who embrace our new organizational philosophy: "One Team, One Goal, One Housing."

Blogging through Grad school: How it Helped Me Develop

By Dylan Ruffra, *Middle Tennessee State University*

One thing that I am thankful I have always done is take advantage of new opportunities when they have come my way. I started graduate school at the University of North Dakota in the fall of 2015 and at first, I was a unsure of what I had got myself into and where I was going. In my undergraduate career, I was an involved student in multiple different organizations. Little to my knowledge, I would soon be learning how to best work with college students as well as supervising and advising them. While prepping for my first semester of graduate school, I saw a post on Facebook looking for people in their first years of Students Affairs and willing to blog about their adventures. Writing was not one of my fortes in my undergraduate career, but I thought this could be a way to try something new. Over the course of my two years of graduate school and a little of my professional experience, I wrote over fifty different blogs. Some were Higher Education related like: resident assistant training, job searching, conferences and various things I was learning in class. While some topics were just about life, the new movie I saw, the struggles about being far away from home or the awesome trip that I took that week; whatever article I wrote that week or month helped me reflect, share ideas with others and even continue to grow professionally.

Each time I would sit down and write an article it would help me reflect on what had happened that past week or month. When I could have a moment to myself and reflect it helped me analyze the good and bad parts of what had happened that week. When looking at different presentations and trainings, it made me think of how I befitted from doing that specific type of development activity. I was also able to process what could have gone differently and how I could enhance my experience for the next time. For instance, when I wrote about my ACUHO-I internship, I was able to joyfully reflect on everything I learned and how I can take that experience of working in different areas of housing and apply it to the current. When my article was not Student Affairs related it was a great way to reflect on the fun adventure that I just got to have. Reflecting weekly helped me share ideas with other professionals.

Writing blogs also allowed me to share the things that I was starting to do in my Student Affairs career. For example, when I debriefed my TPE (The Placement Exchange) experience and my first Student Affairs conference. For each of these experiences I revealed things that went well and gave tips to other people who soon might be going through the same process as I was. While writing my blogs, I added different ideas about successful programs on my campuses as well. I let others know about the Green Dot initiative and how our campus was promoting being a bystander and intervening when needed. One of the more recent events I shared about was my contribution to our campuses, Tunnel of Oppression and how we educated students. This has been a great opportunity to provide different ideas and tips for other professional.

Blogging is something I never thought I would be doing. Grammar is not one of the strongest suites that I have excelled in, so it was great to keep developing my skills. I believe that each time I wrote an article I was developing myself as writer, but also growing in my journey in Student Affairs. As I would look for new topics to write about, I would always go back to reflecting on the many opportunities I was part of and the various skills I developed. Writing an article helped me develop set deadlines and how I could complete tasks efficiently. Each article represents a new challenge I was able to accomplish, and how I developed while writing.

I learned about myself over the three years that I was a blogger. Each week I reflected on my graduate school and first professional position and how I was able to teach other professionals. This experience also brought new ideas to the forefront and how I could help new students navigate through some of same experiences as me. In addition, being a blogger helped me develop by strengthening my writing habits and instill time management in my daily routine. This experience was one I will be thankful for and will define my graduate school experience.

Becoming Me: My Journey as a GA with an ESA

By Heather Broughton, *University of Mississippi*

In my time as a graduate assistant, I have come to know two things about myself: I need to advocate for myself and my mental health, and I need to accept myself for who I am, flaws and all. During my graduate assistantship, I had to learn how to work through my depression and anxiety, and it was not easy. I know that I have struggled, and it makes me think of others who face similar problems, who are scared of speaking up.

I believe that too many times, graduate students will brush off feelings of sadness or low points as homesickness, transition problems, or being a “loner,” when in reality it could be so much more. We need to stop side-stepping these feelings and bring them to the light for what they are. As a field, we talk about mental health, being open about these issues, and creating a supportive environment. We advocate for our students and student staff, but what about for ourselves or for our fellow co-workers?

I struggled for two months before finally searching for help, because I was alone and afraid of how others would see me. How many other graduate students go their entire program, struggling and being afraid? How many graduate students can not advocate for themselves or don’t have someone to do it for them?

Instead of asking a half-hearted “How are you?” when we notice something is wrong, we need to be asking “How can I help?” When we see our fellow co-workers struggling, why do we brush it off as a bad day instead of extending a helping hand or an ear to listen? It only takes one moment to truly impact someone and change their course. That’s all it took for me; one person took the time to really look and see how deeply I was struggling, and gave me their hand to pull me up.

With the help of that one person, I found a way to cope and support myself and that was with my emotional support animal, Lacey. Since then, life with Lacey has been easier and happier. I have someone to come home to at night and she comforts me when I am lonely or depressed, which is often. I still feel like an outsider sometimes and normal seems far out of reach most days, but I’ve come to terms with these things and I fight every day to be the best me, personally and professionally.

It’s easy to make a difference for someone who could be struggling. Connect with your co-workers that are quieter than the others and be intentional with your inclusivity. Do not wait for them to come to you because sometimes, others need a little more of a push. I know I did, and I want to share my story with you now, in the hope that others will connect with it and be encouraged to seek help or speak out.

I am a girl from a normal, small town with an abnormal family life. An addict for a dad, a mom whom I love dearly even though she never dared to stand up to the abuse that was given, and two amazing older brothers who fiercely protect each other and myself. That was my life, and I thought it was normal. I grew up, and for 20 years, I never dealt with the emotional pain and never realized the damage it caused. I carried on. I went to college, worked my way through, became a resident advisor, and sought to help those and be the role model I always wished I had when I was growing up.

I knew that working in housing and student affairs was my passion and purpose. By the time I graduated with my Bachelor’s degree, I had my graduate assistantship in housing and graduate program in higher education lined up at the University of Mississippi, and I started to recognize that I was facing a few challenges. I had

been seeing an on-campus counselor and knew that I suffered from anxiety as well as co-dependency issues that stem from my abnormal childhood. However, I did not have the courage to go to a doctor and be diagnosed at that time. I did not want someone to tell me there was something wrong with me, as I had not fully accepted it myself.

After I moved to Oxford, it was hard. The first couple of months I tried to find my place, and sometimes I felt like I did, but then other times I felt a horrible loneliness. I would go out with the other graduate assistants in our office, try to fit in and have fun with them, but I never stopped feeling that loneliness. It was this feeling that told me I did not belong. I found support in a couple of the second year graduate assistants and they helped keep me afloat.

After a long heart to heart with one of my Community Assistants, she recognized how lost I was, and pushed me to the counseling center on campus. I will forever be grateful for her and the support that she showed me at that moment. I had a wonderful counselor who helped me work through my issues and she set me on the path of getting an emotional support animal. It was hard to get to this point, but I understood that I had three options: do nothing and get worse, start medication, or get an ESA.

The process of getting an ESA was simple after I got a diagnosis. To do that, I had to go see a psychiatrist on campus and discuss my symptoms and what had been going on in my life. The whole ordeal took about a month, and then I had Lacey--the best dog a girl could ask for. I kept a lot of this to myself, because I was scared of how I may be viewed by others in the department that I worked in. I believed that there was this stigma around having a support animal or just being open about your mental health in general, because that is how it was at my undergraduate and with my family. I was very nervous, as I am sure others going through this, about others thinking less of me as a professional or believing that I could not do my job.

If you ever feel that you cannot talk with someone about something like this, do not be afraid. My supervisor, and everyone I work with, was more than understanding and supportive. In the end, I had nothing to worry about, and getting Lacey was the best decision I could have made for myself. Having Lacey in my life had a huge impact in me deciding to not care about how others see me. I knew that having her made me better, mentally, and it also had a huge positive effect on my residents and Community Assistants, because she became like our mascot. I want to encourage others to make that decision as well, if you are being hindered by what others may think or say about you. You are doing what is best for your mental health, as I did, and you can't let others dictate that for you, despite what some may say.

I believe that by having an ESA as a staff member, it has not only helped me personally, but also professionally. I feel like I am able to have open conversations now with my staff, my residents, and others I work with about what I have gone through and where I am now. I have become more open with my mental health journey, and I also encourage others to do the same. My journey has really opened a lot of doors for me, and I hope that it does the same for others. I have much closer relationships with my supervisor and my supervisees because I am able to discuss these issues with them and also help them when they are struggling. I understand that this may not always be the case with some going through this journey, but it's my hope that this is encouraging to those who have or continue to struggle.

One of my biggest takeaways from this experience is that no matter where you go, you will not always feel like you belong and you cannot always control what others are going to think about you. That is okay, and you should not give away your energy on this. I discovered this quote a year ago, and it has been one of the few quotes that I have ever identified with. I am not a "quote person". Others' words typically do not speak to me or

provide me guidance, but this quote came to me when I needed it the most, and I constantly remind myself of these words that are written to help me confront the chaos that is my life. I hope they do the same for you.

“The best thing you can do is master the chaos in you. You are not thrown into the fire, you are the fire.” -Mama Indigo

The STARS Experience

By Zachary Bevis, *Florida Gulf Coast University*

In the last 2.5 years at Florida Gulf Coast University, I have served in a variety of different roles from an Area Council Vice-President, RHA Director of Communications, RHA Vice-President, to a Resident Assistant on a Transfer Student floor. If you had asked me what my experience was going to be as a transfer student at FGCU it would have never included the roles that I have now had the pleasure of serving in. Nor, would I have expected my career path to be changing from going to law school to now going to graduate school for Higher Education.



In my new pursuit to figure out just a sliver of my new path, one of my friends that I also consider a mentor told about her experience at STARS College last summer and I was eager to learn more. “STARS College is a three-day experience designed for students who are interested in learning about student affairs and campus housing as a profession, STARS College offers large group presentations, interactive activities, role-play situations, self-evaluation, and small mentoring groups to educate participants about what a career in campus housing offers.” (AUCHO-I) Now a couple of months later as I reflect on my experience at STARS College I couldn’t be more satisfied with the things I’ve learned from an amazing group of peers and faculty.

STARS College was held in Colorado Springs, CO from July 5th – July 8th, I arrived a day early on July 4th like a few of my fellow STARS. That night we went out to eat and talk about our role on campus and what made us decide to apply to STARS. We all were passionate about our students/residents and wanted to further our knowledge in this career as we begin on our own path. July 5th, the first official day of STARS College began, we woke up early as a group of 60 students/Faculty to eat breakfast together in the roaring fork before heading to the room where we would all learn together in over the next 3 days.

Inside of our classroom, we were broken down into smaller groups that were led by the STARS College Faculty. My STARS group was led by Kim Otchere from the University of Illinois at Urbana-Champaign, where she serves as the Assistant Director of Social Justice and Leadership Education. Kim encouraged us to be venerable with one another and open to everyone’s opinions/experiences so that we could learn and grow from them together as the week went on.

In those three days, I learned countless amount things that have helped me as I finished my graduate school search, took the GRE, and prepared to apply to my next institution, my next home. My STARS College had a variety of exercises that helped us to reflect on ourselves and what is going on in the field of student affairs. One the exercises that helped me the most was called “Our WHY: Who are you? How did you get here? And your Contributions?” It was a simple exercise but helped really reflect why I wanted to pursue student affairs and how I wanted to make a difference in my passionate area of transfer students.

STARS College was an experience I never expected to have, but one I couldn't be more grateful for as it reassured me this was the field for me.

If you're an undergraduate student who's considering going into to student affairs, I implore you to look into what STARS College could mean for you. If you are a professional in the field of student affairs I implore you to apply to be a STARS College faculty if the opportunity presents itself. Between my fellow STARS College students to the faculty I had, I couldn't have been more impacted.

Reference

"STARS College: Mentor Resources." ACUHO-I, www.acuho-i.org/events/stars/mentor-resources.

STARS College

By Drew Nardolillo, *Florida Gulf Coast University*

This summer, I had the wonderful privilege of attending the STARS College conference. What began as a very unsure and mixed decision quickly became an experience I was exceedingly glad to have had.

I was initially very apprehensive about applying to STARS at the behest of my mentor; it costed a lot of money I did not have, and would certainly test my fear of flying. Ultimately I decided that I would apply and leave it in the hands of fate, depending on whether or not I was accepted. Lo and behold, I got accepted into the conference and SEAHO generously provided me the economic assistance to attend, and that was that.



"I probably want to work in residence life after college." That was an attitude I had for around a year and a half leading up to this experience, but there was some lingering uncertainty accompanying it for the longest while. I can safely say that after going to STARS, the lingering doubt is gone. I was afraid that I might just really love the housing department of my home institution, Florida Gulf Coast University. After all the positive interactions at STARS with the other RAs and the associate/executive directors, I can safely lay that misgiving to rest and feel assured that everybody else in the field is pretty cool, too.

Aside from the greatly improved mindset, STARS left me with a great deal of practical, useful information. I never wondered much about the history of housing, but being exposed to that module left me with a great appreciation for how far we have come. By all accounts, housing started off as a highly exclusionary, elitist realm with most of its focus in academics. Now it has morphed into a field bursting at the seams with inclusion, open-mindedness, and a focus not just on academics, but on building communities that leave students feeling fulfilled and happy that they get to be a part of them. And that was not even the best part of the learning experience! No, the insight I was granted into the graduate school process was invaluable in so many ways. I started off not even knowing what a cohort was or how to even find graduate school programs, and now I'm spending weekends compiling a spreadsheet of information as I seek out the best ones for me.

My biggest takeaway from STARS had to be that the world is a big place, and it's just about time I get out and explore it. I have spent the last ten years now in Florida. I went to a conference called FRAS, the Florida Resident Assistant Seminar, during my sophomore year. Meeting people from all over Florida was a humbling

experience at the time, but I realize now just how small of a pond I have been mingling in all this time. Getting the opportunity to travel to Colorado and meet people from all over the country (and even a few friends from Canada!) was just crazy, for lack of a better term. My STARS College mentor was this awesome guy from Texas, and never in my life did I think a random guy from Texas I had never met would be so insightful and helpful. Now, I can hardly contain my excitement at the prospect of going to graduate school in another state and all the new experiences which that will bring with it.

Alabama Updates

Huntingdon College

Our campus is ever growing and the college recently purchased some community homes, the local bookstore, and an apartment complex with the intention of expanding campus housing and campus operations (such as the campus bookstore). Among other improvements, On-campus residents are enjoying new campus internet with Troy Cable that has some of the best residence hall internet speeds around. The College hopes to continue to transition the rest of campus to this internet.

Come to visit us in the Gump! Hawk 'em!

Auburn University

Auburn University at Montgomery kicked off the Fall 2018 semester in an AUMazing away! We opened at 105% occupancy and are still operating on a waiting list for Housing. We're delighted by AUM's growth and Housing will continue to grow as our student population does.

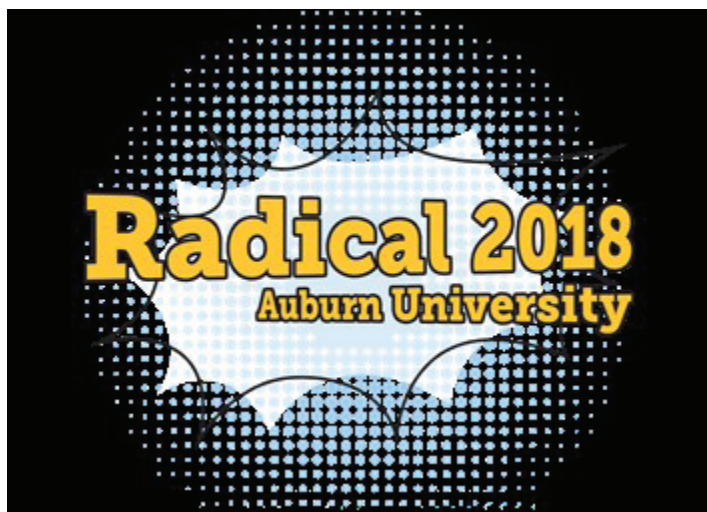
Our current Associate Director, **Lancelot Darville, Jr.**, has been part of the AUM Housing family for five years, but will be beginning a new adventure in another state this month. We are currently looking for a new Associate Director of Housing and Residence Life. The position can be found at www.jobs.aum.edu and we are hoping to find our new AUM Housing family member as soon as possible.

Spring Hill College

Spring Hill College is excited to welcome **Mrs. Tiquera Hall** as an Area Coordinator. Tiquera started this past July and is a graduate of the University of South Alabama.

Auburn University

Auburn University Housing is excited to be hosting the Resident Assistant Drive-In Conference of Alabama (RADICAL) on October 27, 2018! We are enthusiastically preparing to welcome everyone to Auburn for a day of fun, learning, and networking. Everyone in attendance will hopefully enjoy the



superhero-themed event and even get a chance to save the day for our local Boys and Girls Club, the selected philanthropy. Registration is open until October 10, and program proposals will be accepted until October 12. Full details and information on registration can be found on the Auburn University Housing website

Birmingham-Southern College

It is with great excitement and enthusiasm that we share that **W. David Miller** has been promoted to Associate Dean of Students at Birmingham-Southern College.

W. David will continue to oversee the Offices of Residence Life and Accessibility. Along with

these offices, he will provide additional oversight and provide best practices to student conduct policies and procedures. W. David has been a visionary and reputable leader that has help increase student and staff satisfaction in the time he has been at the College. Please join us in congratulating our new Associate Dean of Students!



University of South Alabama

NEW RESIDENCE HALL

The University of South Alabama opened a new, four-story, 370-bed residence hall for freshmen named

Camellia Hall. The 100,000-square-foot facility features modern rooms for two students with an in-room private bath and individual thermostats in each room similar to Azalea Hall, which opened fall 2013. The new facility also features luxury vinyl tile wood plank flooring, which is very durable. There are spacious lounging areas and multiple study rooms throughout the interior-hallway building.



ACUHO-I MARKETING AWARD

USA Housing's 2018-2019 Brochure was awarded a 3rd place tie in the 'Brochure / Booklet' category of the 2018 ACUHO-I Marketing Awards! The ACUHO-I Marketing Awards serve as an annual opportunity to recognize well-designed and innovative media for residence life and housing operations. Awards were announced during the 2018 ACUHO-I Business Operations Conference. The 'Brochure / Booklet' category was 1 of 13 total categories. The Awards committee received a total of 427 submissions from 90 different institutions from countries around the world. A showcase of all 2018 ACUHO-I Marketing Award winners can be viewed by clicking [here](#).



We are home.



ACUHO-I EXECUTIVE BOARD POSITION

University of South Alabama Director of Housing, **Dr. James Bridgeforth**, has been elected to serve as the Facilities & Physical Environments Director on the ACUHO-I Executive Board (2 Year Term 2019-2020, beginning on January 1, 2019). Join us in congratulating our new ACUHO-I board member! Learn more about each board member online.



Student Affairs around the Region



Christina Reyes



Heath Marker



Luis Aleman



Hailey Holke



Bryn Bowden



Nathan Bentley

NEW HIRES

The University of South Alabama welcomed several new staff over the past year as referenced below. Learn more about our staff members by visiting our online staff directory.

- **Christina Reyes**, Assistant Director of Housing, started August 2018
- **Lauren McAnally**, Assistant Manager of Housing Business Operations, started July 2018
- **Hailey Holke**, Residence Education Coordinator, started June 2018
- **Bryn Bowden**, Community Director, started July 2018
- **Heath Marker**, Community Director, started July 2018
- **Luis Aleman**, Community Director, started July 2018
- **Nathan Bentley**, Community Director, started July 2018

Alabama A&M University

AAMU Enrollment Growth Enters Sixth Consecutive Year

Alabama A&M University's enrollment is 6,108 for fall 2018, an increase of nearly 1.7 percent over fall 2017 and a 25.83 percent increase since fall 2012. The

fall 2018 enrollment is the largest since 2005. This year marks six consecutive years of enrollment growth at the University.

The first-time freshman headcount for fall 2018 is the second highest in the history of the University at 1,521 compared to 1,447 for fall 2017, an increase of 4.9 percent. The average Composite Index Score for first-time freshmen increased from 20.33 in fall 2014 to 20.84 in fall 2018. The average GPA is 3.01, the highest in five years. Of the 1,521 freshman students this fall, 893 are females (59%) and 628 are males (41%).

The President also noted that enrollment increases were impacted by enhanced marketing efforts, including the annual AAMU Scholarship Recognition and Promotional Tour, which encompasses numerous high schools in cities and towns throughout the state of Alabama; construction of a 580-bed state-of-the-art residence hall; and high-quality academic programs.

Several capital initiatives across campus that include the following focused on structures that directly impact our students.

- Thigpen Hall renovation-\$3.1M
- Normal Hills Apartments (Building 6 & 8) \$1.27M
- Foster Complex \$682,00
- Knight West Cafeteria Expansion \$200,00
- Recap 2017-2018
- 580 bed New Student Residence Hall with Free Laundry

Residential Life and Housing Office Move

The Office of Residential Life and Housing at Alabama A&M University will have a new home, effective Monday, September, 24, according to its director, **Karla Miller**.

Formerly operating from the Knight Complex, the office's new location will be 115 Chase Road (Normal Hills, Building 1, Suite 11-B), Huntsville, AL 35811. The phone number will remain (256) 372-5797.

Florida Updates

Florida Gulf Coast University Update

On November 5th, FGCU welcomed **Natalie Reckard** as the new Associate Director for Residence Life. Natalie comes to us from Kennesaw State University where she served as the Associate Director for Residential Living. We are very excited to have Natalie join the FGCU team and she looks forward to meeting many of you at the November FHO meeting.



The University of Tampa Update

The Office of Residence Life at The University of Tampa has dived into the new semester with some leadership restructuring, new faces, and fresh ideas to better serve our students and to be more essential in our work.

The Office of Residence Life transitioned to a one director model and has welcomed the leadership and experience of **Nora Jarmon**, our Director of Residence Life. Nora has served The University of Tampa in different capacities over the years and we look forward to her continued leadership. Two new Associate Director positions have also been created within Residence Life.

In July, a new Associate Director of Residential Education, **Peter Hirsch**, joined us from Georgia Institute of Technology. Peter has been working on the continue development and implementation of Spartan Living Residential Curriculum (which is in year two of implementation), living-learning communities, and student staff training. More recently in September our new Associate Director of Housing Operations, **Amy Greene**, joined us from the University of West Florida. Amy has been working to continue our operations side, and works closely with facilities and maintenance.

Additionally, we welcomed a new Assistant Director in September, **Ronnie Rentz**. Ronnie oversees three professional staff members and works with Peter on the Resident Assistant Selection and Training process.

Furthermore, we welcomed two new Area Coordinators. **Natalie Singer** joined us in July and

has been overseeing two of our largest communities on campus, and advises our National Residence Hall Honorary. **Annie Donaldson** joined us in September and has been overseeing three residential communities, and developing processes and procedures for our Desk Assistants and Student Assistant Coordinators.

As we have entered the second year of our Spartan Living Residential Curriculum, we have worked hard to re-sequence and be intentional with our student's living learning experiences. This semester our Resident Assistants have been implementing our new educational plan to facilitate student learning and growth. Additionally, we have opened a new wellness focused living learning community.

This past summer, The University of Tampa has undergone a series of exciting new construction projects. Two of our residence halls have had extensive renovations to modernize our students' living environments. We have opened a new Graduate Health Studies building and began the renovation on our Riverside building which houses administrative offices, post office and classrooms. In addition, The University of Tampa has re-surfaced many of our campus's historic roads.

We are excited for what lies ahead and wish the best for each of you and your institutions!

Florida Atlantic University

FAU would like to welcome **Mitchell Arthur** as a Residential Education Coordinator for Glades Park Towers and **Mel Perez** as the Assistant Director for First-Year Areas. Accepting new responsibilities, **Robert Haney** has transitioned as the Assistant Director for Upper-Class Areas. **Raymond Gordon** is now the Director of Housing and Residential Education. The Department of Housing of Residential Education now reports to **Michael Cocuzza**, Executive Director-Finance, Shared Services & Housing Operations.

Facilities Update

Florida Atlantic University is currently exploring a multi-million dollar housing expansion program providing an additional 1500 beds to the current program over the next 7 years.

Georgia Updates

College of Coastal Georgia

Lacey E. Kondracki joined the CCGA team in May 2018 as the new Associate Director of Residence Life and Housing / Deputy Title IX Coordinator. We are happy to have you, Lacey!

University of Georgia

University Housing welcomes **Mason Reuter** as the Director of Residential Programs and Services. Mason came from the University of North Carolina-Charlotte, where he was the Interim Director of Residence Life.

University Housing is also pleased to have **Scott Patton** join the department as the Associate Director for Residence Life. Scott served previously as the

Associate Director for University Housing at Arizona State University.

Berry College

In July, **Stephen Swieton** joined the Office of Residence Life at Berry College as the Assistant Director of Residence Life. Stephen most recently served as Assistant Director of Engagement at Coastal Carolina University. In his role as Assistant Director of Residence Life, Stephen is responsible for housing assignments and housing accommodations within the Office of Residence Life. Stephen also supervises the Berry College Office of Volunteer Services and coordinates the Service Fellows Scholarship Program.

Kentucky Updates

Kentucky Association of Housing Officers (KAHO) 2018

The Kentucky Association of Housing Officers (KAHO) 2018 Conference was hosted at the University of Louisville on October 4-5, 2018. During the conference, the following awards were presented:

- Unbridled Spirit Award - **Marrese Whitsett**, University of Kentucky
- Outstanding New Professional - **Jolissa Yonker**, Eastern Kentucky University
- Outstanding Graduate Student - **Anna Brown**, Murray State University
- KARH Student of the Year - **Sarah Williams**, Bellarmine University
- KAHO Service Awards - **Michelle Montalvo** (University of Louisville), **Cody Cook** (Centre College), **Katelyn Spooner** (Eastern Kentucky University), **Hannah Tolliver** (Morehead State University), **Justavian Tillman** (Western Kentucky University), **Marrese Whitsett** (University of Kentucky), **Michael Thomas** (Berea College), **Anna Brown** (Murray State University)
- Outstanding Resident Assistant Awards - **Cassidy Flood** (University of Louisville), **Jordan Trull**

(Sullivan University), **Hanna Gibbs** (Centre College), **Kidus Shiferawe** (Eastern Kentucky University), **Donovan Cyrus** (Morehead State University), **Cara Dillard** (Western Kentucky University), **Chris Smith** (Bellarmine University), **Ines Elena Martin** (University of Kentucky), **Raaziq El-Amin** (Transylvania University)

- Case Study Winners - **Darrian Dorrough** and **Quinna Hogan**, both of Western Kentucky University
- “Managing Up: Creating a Mutually Beneficial Supervision Relationship” presented by **Collin Bruner** and **Casey Roley**, both of the University of Kentucky, received the Best of the Bluegrass award for the top program presented at the conference.

In addition, KAHO elected the 2018-2019 Governing Council:

- President - **Dr. Anthony White**, Eastern Kentucky University
- President-Elect - **LeRon Collier**, Georgetown College
- Colonel - **Leslie Maxie-Ashford**, Bellarmine University

- SEAHO State Representative - **April Barnes**, Eastern Kentucky University
- Secretary & Treasurer - **Casey Quickel**, University of Kentucky
- Small School Representative - **Benjamin Dunn**, Berea College
- Graduate Student Representative - **Briana Williams**, Western Kentucky University

University of Kentucky was selected as the host for the 2019 KAHO Conference.

Eastern Kentucky University was selected as the host for the 2020 KAHO Conference.

Northern Kentucky University

Northern Kentucky University is pleased to announce the following personnel changes in University Housing.

David Berland was selected as the Director of University Housing and started in June 2018. David previously worked at the University of Dayton, the University of South Florida, the University of Central Florida, and the University of Georgia.

Rochelle Shields was named the Associate Director of Housing Operations, transitioning from the Associate Director of University Housing and starting her new position in July. Rochelle has been at Northern Kentucky University for the past 7 years and previously worked for Miami University - Ohio.

University Housing welcomed **Cliff Jacobs** and **Stephanie Pollitt Clark** as Hall Directors in July 2018. Cliff works in University Suites and Stephanie works in Northern Terrace and serves as our Association of Campus Residents' Advisor.

University Housing also welcomed **Jackie Saker** and **Lauren Teegarden** as graduate assistants in the department in July 2018. Jackie works in Kentucky/Commonwealth Halls and Lauren serves as the Graduate Assistant for University Housing, helping to oversee desk and mail operations.

Eastern Kentucky University

Eastern Kentucky University was selected to be a showcase institution the Institute on the Curricular Approach in their 3rd year with a residential curriculum.

Eastern Kentucky University created a faculty in residence position.

Lisa Mendenhall, Assistant Director for Living Learning Communities and Retention at Eastern Kentucky University, traveled on behalf of ACUHO-I to talk about faculty involvement and academic initiatives in England and Scotland.

Eastern Kentucky University hired **Jessica Thomas** to fill the newly created marketing and assessment position

Eastern Kentucky University hired **Brandon Thompson** as the Assistant Director for Training and Development

Eastern Kentucky University hired 5 new Residence Hall Coordinators - **Mark Poblocki, Jake Long, Xavier Ford, Ariel VanZandt, and Debbie Wojciechowski** - and 3 new Graduate Residence Hall Coordinators - **Kendall Mayfield, Kayla Barber, and Ayanna Ross**.

Eastern Kentucky University created 3 new student positions - Housing Facility Assistants, Community Desk Managers, and Student Media Ambassadors

Dr. Anthony White, Director of Residence Life at Eastern Kentucky University, served as a faculty member for RELI.

Berea College

Berea College is fully staffed for the 1st time in 2-1/2 years. New hires include **Richard "Rick" Holland, Marc Presley, and Michelle Johnson**. Additionally, **Michael Thomas** received a service award at the KY Association of Housing Officers (KAHO) 2018 Conference at the University of Louisville; and **Benjamin "Ben" Dunn** was elected as the Small Colleges Officer at KAHO 2018!

Louisiana Updates

Louisiana State University

New Professional Staff:

- **Kate Gannon-Cullinan**, Associate Director - Staffing & Operations
- Sarah Ulkins, Associate Director – Revenue Management
- Cassandra Miller, Front Desk Operations Coordinator
- Santiago Cruz, IT Operations Coordinator
- Alix Perry, Account Receivable
- Erin Phillips, Residence Life Coordinator
- Kevin Dao, Residence Life Coordinator
- Relius Johnson, Residence Life Coordinator
- Victoria “Tori” Carillo, Residence Life Coordinator
- Jaclyn Saunders, Residence Life Coordinator
- Kory Theil, Residence Life Coordinator
- Addison Butler, Residence Life Coordinator

New Graduate Assistants:

- **Ashlyn Carter**, Communications
- **Eboni Register**, Communications
- **Regina Schneider**, Conduct
- **Cidnee Le'Sure**, Residence Life
- **Genesis Robles**, Residence Life
- **Jessica Murphy**, Residence Life
- **Kelley Robinson**, Residence Life
- **Matthew Wright**, Residence Life
- **Monica Porras**, Residence Life
- **Xavi Greaux**, Residence Life
- **Imitajul Alam**, Residence Life
- **Lauren Toomey**, Residence Life
- **Troy Legier**, Residence Life
- **Shannon Newell**, Residence Life

Staff Updates & Celebrations:

- **Catherine David** of the LSU Residential Life Communications area placed first in the email marketing category at 2018 ACUHOI Business Operations Conference's Marketing Awards.
- **Alyssa Franck**, Graduate Residence Director in Spruce Hall, was named the LACUSPA Outstanding Graduate Student of the year.

This award is bestowed to a deserving student who showcases areas of excellence include achievement, community development, programming efforts, leadership development, and university development.

News:

LSU Wins Bid to Host National Student Leadership Conference in 2019

BATON ROUGE – LSU Residential Life and its student Residence Hall Association announced June 4, 2018 that the university will host the National Association of College and University Residence Halls, or NACURH, annual conference in summer 2019 that brings together more than 2,000 student leaders who live in residence halls on college campuses across the United States to share ideas, resources, and best practices in order to improve their residential communities.

NACURH is an international student-led organization that empowers, motivates, and equips residence hall leaders by providing training, networks, and resources to positively impact their campus communities and overall student residential experience in support of academic success.

LSU's Residence Hall Association is a member of NACURH and acts as the student voice and the representative governing body of all on-campus residents to advocate for enhancements to the campus living experience for its residents. As the second largest student organization at LSU, RHA has students involved at the campus, regional and national levels.

To win the host bid, LSU RHA leadership secured buy in from campus partners, prepared conference logistics and budget proposals, and pitched LSU as a host site to the NACURH national board of directors with an oral presentation and prepared marketing book.

The student leadership team will plan and lead the conference for 2,000 peers with support from Residential Life professional staff. These experience-building opportunities abound for campus residents

through the Residence Hall Association at campus, regional and state levels. RHA members often travel to regional and national conference, where they present to their peers about best practices in improving campus communities that are a foundation of student academic success.

“I am proud of our student leaders for taking initiative and earning this host bid. We support student success and leadership development by sending residents to these regional and national conferences, and I and my team are thrilled to now host the many student leaders in our own backyard,” said Assistant Vice President of Residential Life **Steve Waller**.

Learn more about NACURH’s mission of equipping student leaders with the skills and resources needed for success at www.nacurh.org.

For information about LSU’s Residence Hall Association, visit www.LSU.edu/rha.

LSU Residential Life Opened 1,900 New Beds in August 2018

BATON ROUGE – LSU Residential Life at LSU opened phase one of its P3 project this fall which included 400 beds in a new residence hall, Spruce Hall, and 1,500 new beds in upperclassmen apartments, Nicholson Gateway Apartments.

Nicholson Gateway includes 763 units of apartment-style housing for more than 1,500 students, with associated residential support spaces, such as lounge spaces, study areas, community gathering places and 50,500-square-feet of retailers including anchor tenant Matherne’s Market, Frutta Bowls, The Simple Greek, Wendy’s, Private Stock Apparel and a Baton Rouge General Express Care clinic.

Nicholson Gateway is a student-centered development that responds to demands for on-campus housing and supports student success by improving the campus living experience for both undergraduate and graduate students. On-campus housing not only keeps LSU competitive in its national market, but also improves student outcomes: research shows that students who live on campus have better GPAs and higher chances of graduating.

The Nicholson Gateway Development is a public-private partnership (or “P3”) to design, build, finance, operate and maintain new, on-campus student housing and other amenities to transform the western edge of campus, extending LSU’s campus character and student life experience across Nicholson Drive and creating a distinct entrance corridor for the university.

What does the project include?

- 1,529 beds, a mix of undergraduate and graduate housing
- 50,500 square feet of campus-focused retail space
- 8,500 square feet of University Recreation space
- 1,550 new surface and garage parking spaces

Added to community:

- 700 construction jobs
- 125 new, permanent jobs
- Enhanced game day experience
- Advanced LSU’s relationship to downtown Baton Rouge
- Improved Nicholson Drive traffic patterns, pedestrian friendliness and visual beauty
- Created a new campus entry point

Mississippi Updates

Mississippi State University

It has been a busy fall at Mississippi State University! We moved in right at 5,100 students in the month of August, and our team has been hard at work ever since. We've had many new hires, and have posted a few position openings as well. We are looking forward to wrapping up our Fall Semester with Contract Renewals before heading into the Spring!

New Hires

Jessica Brown – Assignments Specialist

Justin Powell – IT Coordinator

Britney Wilson – Business Coordinator

Nikki Long – Business Coordinator

Doris Barksdale – Office Associate - Butler Guest House

Katie Coffman - Community Director

Kassidy Freeman- Community Director

Chris Moon- Community Director

Jenny Sperry- Community Director

Claire Powell- Community Director

Austin Tello- Residence Director

Kevin Frazier- Residence Director

Biko Fisher- Residence Director

Travis Houston- Residence Director

Elizabeth Rosenbach- Residence Director

Vacancies

Associate Director for Administrative Services (<http://explore.msujobs.msstate.edu/cw/en-us/job/497780/associate-director-for-administrative-services>)

Assistant Director for Guest and Conference Services will post soon

Conferences Hosted

MSU Housing and Residence Life hosted MAHO 2017

Staff Awards

Dante Hill was awarded Mid-Manager of the Year at SEAHO.

Kenzie Bloom was selected for and attended RELI 2018 at the University of South Carolina.

Important Changes

We are in the midst of restructuring Residence Life area. Moving from all graduate Residence Directors to half full time Community Directors and half graduate Residence Directors. This will be a three-year phased process with also removing the Area Coordinator position and replacing with Assistant Directors for Residence Life.

North Carolina Updates

Appalachian State University

Staff Updates

Appalachian State University would like to welcome the following new full-time staff members:

Crystal Harvey, Coordinator - Coming to us from Martin Methodist College

Anna Claire Dodd, Coordinator - Coming to us from Clemson University

Lacey Brown, Assignments Coordinator

Dr. Gina Ondercin, has moved from Assistant Director of Residence Life to Assistant Director for Residence Education

Appalachian State would also like to share that a \$180 million, four building, 2100 bed, public-

private partnership with RISE Real Estate has been approved and has begun construction. This project will transform the west side of campus and will provide replacement for 1800 beds and will create 300 new beds. A parking deck that is a part of the project is slated to open in Fall 2019. The first two residence halls are slated to open in Fall 2020. For more information please visit the following local news stories: https://www.wataugademocrat.com/news/asu-selects-housing-project-developer/article_57683818-a3cc-514c-8ae6-f71a0c9e8307.html

https://www.wataugademocrat.com/news/construction-begins-in-app-state-s-village-at-the-rock/article_58cc3700-3f1a-5dd9-840a-eda9dafb6e54.html

South Carolina Updates

South Carolina Housing Officers' Association (SCHOA) 2018

South Carolina held its annual conference at Presbyterian College in Clinton, SC on October 8, 2018. We had close to 70 participants with a healthy mix of professionals at all stages of their careers. We had a lively business meeting and approved our new SCHOA format for 2019. Claflin University will host SCHOA 2019 in Orangeburg, SC!

Best of SCHOA:

“Enlightened Feminist: Fighting What is Holding You Back” Presented by **Kat Mortensen** and **Rachael Baker**, Coastal Carolina University

Elections:

- President: **Julie Alimpich** (Charleston Southern University)
- President Elect: **Shannon Coleman** (USC Upstate)
- Past President: **Dan Colascione** (University of South Carolina)
- Secretary/Treasurer: **Boone Kirkpatrick** (Presbyterian College)

- Graduate Student Representative: **Casey Brandt** (University of South Carolina)
- Conference Host Representative: **Dillon Beckford** (Claflin University)
- Technology and Marketing Committee Chair: **Ellie Gathings** (formerly known as Lizzie Anderson) (Coastal Carolina University)

Clemson University Emma “Jane” VanBergen

is the new Senior Associate Director for Administration, University Housing & Dining. Jane graduated from Sawyer College with a degree in Communication. She brings with her over 25 years of experience in marketing & communications, strategic planning, and staff management.



Tennessee Updates

Tennessee Association of Housing Officers (TACUHO) 2018

TACUHO State Awards:

Earl Wright Service to Tennessee Award: **Brent Duhkie**, Tennessee State University

New Professional Award: **Dylan Ruffra**, Middle Tennessee State University

Graduate Student of the Year Award: **Kendra Ivins**, Carson-Newman University

Carson-Newman University

Carson-Newman welcomes two new staff members:
Ali Smith, Residence Life Coordinator
Shanna Carmack, Director of Residence Life

Middle Tennessee State University

MTSU welcomes three new staff members:

- **Michell Furtner**, Area Coordinator
- **Daniel Wynne**, Assistant Director for Facilities
- **Kristen Naylor**, Assistant Director for Facilities

Rhodes College

Residence Life welcomes new staff member, **Aretha Milligan**, who will serve as the Director of Residence Life! We are excited to have her on our team! Roll Lynx Roll! See her introduction to the campus here: <https://youtu.be/oGIXVDjCnCc>

Virginia Updates



VAARH 2019

The VAARH Annual Conference will be held February 22-24, 2019 at Christopher Newport University and will be open to student leaders, graduate students, and professional staff. There will be programming tracks for professional staff and students focused on organization and leadership development. We have set our maximum costs at \$155 per delegate for the weekend, \$205 for a professional staff double room for the weekend, and \$85 for Saturday only.

We are excited to welcome schools from Virginia, DC, and Maryland to this event and provide an enriching experience. If you have any questions do not hesitate to contact us at rha@cnu.edu.

Christopher Newport University

CNU Residence Life welcomed **Gwen Gorski** as our Associate Director of Residence Life. Gwen returned to CNU this past summer after spending three years in Residence Life at University of Pittsburgh. In her previous roles at CNU, she served as a Hall Director and Area Coordinator. Gwen has earned a MA from Slippery Rock University and a BA from Westminster College. Gwen will primarily oversee the residential curriculum, department assessment efforts, and the four upper division housing areas.



Rachael “Rae” Beattie joined our team this summer as the new Hall Director in Warwick River Hall. Rae comes to us most recently from University of Notre Dame Law School where she earned her Juris Doctor in May 2018. Prior to that, she earned her BA from Colorado State University. We are excited to have Rae serve in one of our second year residence halls.



James Madison University

Joan Houff, Associate Director for Business Operations, has retired from JMU after 44 years of service to JMU. Joan was a dedicated and beloved member of our team who believed very strongly in both the mission of JMU and the positive developmental influence a high quality residence life program could have on students. A self-made woman, Joan worked her way up through the ranks of ORL until she was an Associate Director with oversight of a multi-million dollar budget and responsibility for the maintenance and upkeep of over 30 residence halls and 6500 on-campus beds. More importantly Joan and her team always worked to help students make the connection between caring for their physical surroundings and being “enlightened citizens”. She understood the importance of providing safe, functional and high-quality residence halls to JMU students. And, she taught us all that it isn’t “our money”, it’s the students’ money and it’s our obligation to make sure it is spent ethically and effectively to improve the student experience in our residence halls. Joan will be greatly missed and we wish her nothing but happiness in her new adventure.

Holmes Browne has been promoted to Associate Director of Business Operations, to try and fill the void left by Joan Houff. He is a JMU alum and has

been working in ORL for over 20 years. **Courtney Samuelu**, also a JMU alum, has assumed the role of Assistant Director for Business Operations and is handling all of our budget. She was promoted from Fiscal and Operations Coordinator. Courtney's promotion created another vacancy, which we were lucky enough to be able to fill with another excellent internal candidate, **Stephenie Williams**. Stephenie was in our Operations Technician position but is now our Fiscal and Operations Coordinator and is a JMU alum. **Dawn Ohanessian** joined ORL as the new Assistant Director of Housing. Dawn was most recently at Bridgewater College where she was the Director of Residence Life. She is a proud alum of JMU and a wonderful addition to the team. **Ivelisse (Ive') Estes** joins the ORL team as an operations technician. She is a JMU alum and was previously a member of the local newspaper prior to joining Residence Life. **Jordan Todd** joins the Residence Life staff as the Student Learning Initiatives Coordinator. He recently finished his master's degree here at JMU. **Hannah Edwards** joined ORL as an administrative assistant from the Duke Club in October 2017 after finishing her degree in Sports Administration at Lock Haven University. **Mariea McNeill** came to ORL as an administrative assistant in July 2018 after working over 20 years in multiple positions with Aramark at JMU.

After eight years at JMU as an Area Coordinator, **Pam Steele** left over the summer to start an exciting

position in Student Conduct & Integrity at Longwood University. **Katie Musar**, Assistant Director of Housing for 8 years at JMU, has accepted the position of Associate Director of Residence Life & Housing at Roanoke College.

University of Mary Washington

A comprehensive renovation project is currently underway on Willard Hall, UMW's oldest building. Slated to re-open Fall 2019, Willard will be home to 165 first-year students and provide flexible living-learning spaces to foster engagement and academic curiosity. The renovation seeks to honor the original design of the 107 year-old residence hall while incorporating modern technology in an effort to support the university's focus on digital fluency. Willard Hall is the first of several renovation projects scheduled over the next three to five years.

Old Dominion University

ODU welcomed five new staff members this fall:

- **Sarah Hart**, Associate Director for Residence Education
- **Melissa McLevain**, Assistant Director for Residence Education
- **Brianna Horton**, Residence Hall Director
- **Matt Fitzpatrick**, Residence Hall Director
- **Mitchell Burket**, Residence Hall Director