

Fall 2010

SEAHO Report

Southeastern Association of Housing Officers



SEAHO Mid-Year Conference

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Greetings SEAHO Colleagues!

As fall is upon us, the leaves will soon start to turn beautiful colors against a brilliant blue sky. With the changes in leaves, it also marks the time in the semester that your students are immersed in their academics, settled into university life, and looking forward to social events and perhaps even a home football game. I truly hope that your semester is going well and that you can now turn an eye to your regional professional association and get excited about the potential for the future.

The SEAHO Governing Council is preparing to meet in Mobile, AL for our annual Mid-Year Business Meeting on October 17-19, 2010. I want to thank our tri-chairs, Chris Crenshaw (University of Southern Mississippi), Ann Morgenstern (University of Mississippi), and Julie Jackson (Delta State University) for all their planning efforts. Their dedication and hard work will definitely ensure that the Governing Council will make great progress in addressing our goals for the organization.



Speaking of goals for SEAHO, I wanted to provide an overview of what we have been working on since last February. The Executive Board met June 10-11 in Atlanta to review a number of upcoming initiatives. We identified major areas to prepare to move forward at our mid year meeting with final approval from the membership in February:

1. SPE Liaison Travel Guidelines
2. Graduate Issues Committee will develop suggested ideas for how to improve the experience of ACUHO-I interns in SEAHO
3. Develop a formal process to pay scholarships for RELI, NHTI, and Conference Waiver
4. Based on our Technology task force recommendations as well as visit with our website management company, the following priorities are underway: complete redesign of website; fix conference management system issues, determine on-line avenue for SEAHO Report.
5. Update Constitution and Leadership Manual. The areas that are under review include, but are not limited to, an updated Sage position description, prepare constitutional proposal changes, develop an Archivist position, move Technology Coordinator to an appointed, non-voting executive board position, determine how new conference hosting model fits in to the existing organizational structure, look at which areas report to which Member at Large position, etc.
6. Determine a new editorial board structure for the SEAHO Report as we move to an on-line version only.
7. Develop a new regional hosting model to include locations, organization, financing, etc.
8. Ensure that we are adhering to the newly adopted Strategic Plan for SEAHO

I recognize that these initiatives represent an ambitious agenda for the current Governing Council, but I am confident that as a group, we will be able to make positive changes that will ensure our continued effectiveness as an Association. Each week, I receive ideas and suggestions from the membership as well as colleagues across the nation so I fully expect that we will add to the initiatives above prior to our midyear meeting. Keep those suggestions coming our way! Although we may not

— SEAHO PRESIDENT —

reach conclusion on all of these items, I promise you we will do everything we can to ensure that everyone's voice is heard and that all avenues are fully vetted.

June was a busy month for SEAHO! In addition to our summer Executive Board meeting, colleagues from around the region served as faculty or participated as new professionals at the 6th Regional Entry Level Institute (RELI). Thank you to the folks at Furman University, and especially Kathy Hobgood and Donna McGalliard, for hosting this event. As it was RELI's final year at Furman, a Resolution of Appreciation was presented to their housing professionals for hosting this institute for 3 years. Next year, the institute will start a three year hosting cycle at Duke University. In addition, for the first time, SEAHO funded scholarships for RELI as well as ACUHO-I's STARS College.

It was so good to see many of you at the ACUHO-I Conference & Exhibition in Austin! The entire experience was a wonderful opportunity to connect (and re-connect) with colleagues and to continue to learn about the good work that is happening in the world of Housing and Residence Life. Congratulations to Jill Eckardt from Florida Atlantic University for assuming the presidency of ACUHO-I for the upcoming year. At our regional reception, we honored Gene Luna from the University of South Carolina for all his efforts in keeping and collecting the archives for SEAHO over the last few decades. SEAHO continues to be well-represented in the leadership of ACUHO-I, with membership on the Executive Board, among Committee Chairs, and on the Foundation Board. Thanks to all of you for your dedication and for representing our region so well!

In closing, I encourage you to submit a program proposal, nominate a deserving colleague for one of the SEAHO awards, apply for a Conference Fee Waiver, register for the annual conference, sign up to be a volunteer or participate in the Case Study Competition. Best of luck with remainder of the semester and start planning now to attend the Annual Conference in Mobile!

Respectfully submitted,

Gay Perez

University of North Carolina-Chapel Hill
SEAHO President, 2010-11

The 2010 SEAHO Report Editorial Board



Scott Nelson



Tamara Burke





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Association of College and University Housing Officers-International Honors

Connie Carson

2010 Parthenon Award Recipient



COLUMBUS, Ohio (July 14, 2010)—The Association of College and University Housing Officers-International (ACUHO-I) presented the 2010 Parthenon Award to Connie Carson on Sunday, June 27, at a recognition reception held at the 2010 Annual Conference & Exposition in Austin, Texas. Carson, Vice President for Student Life at Furman University, received the award based on her continued contributions to the collegiate housing profession.

The Parthenon Award is the ACUHO-I Foundation's most prestigious award, recognizing supreme achievement in the profession, outstanding service, leadership, and contributions to the field of student housing.



To be considered for this award, members must have contributed 10 years of service to the housing, residential life, or affiliated profession and five years of service at the regional or international level of ACUHO-I.

Tony W. Cawthon

2010 Research and Publications Award



*Tony Cawthon with
ACUHO-I President Mike Schultz*

COLUMBUS, Ohio (July 2010)—The Association of College and University Housing Officers-International (ACUHO-I) presented the 2010 Research and Publication Award to Tony W. Cawthon at a recognition reception held during the 2010 Annual Conference & Exposition in Austin, Texas. Cawthon, Professor and Chair Leadership, Counselor Education, Human and Organizational Development at Clemson University, received the award based on his continued contributions to the collegiate housing profession.

Cawthon previously served as the editor of *The Journal of College and University Student Housing*. In addition, he also served on the editorial board as a reviewer of *The Journal of College Student Development*, and was editor for *The College Student Affairs Journal*.

The Research and Publications award recognizes an individual who is or is not directly related to ACUHO-I, but who has made a significant contribution to the body of research and publications related to the housing profession.

To be considered, honorees are nominated by peer nomination, must meet certain criteria for each award, and are nominated based on their talents and continued contributions to better the collegiate housing profession.

Visit the ACUHO-I Blog for Tony Cawthon's complete bio: <http://blog.acuho-i.org/2010/06/research-and-publication-award-tony-w-cawthon/>

Vickie Hawkins
2010 Robert P. Cook Talking Stick
Article of the Year Award



COLUMBUS, Ohio (July 2010)—The Association of College and University Housing Officers-International (ACUHO-I) honored Vickie Hawkins of Georgia Southern University with the 2010 Robert P. Cook Talking Stick Article of the Year Award at the 2010 Annual Conference & Exposition in Austin, Texas. Hawkins, Director of University Housing, received the award based on her continued contributions to the collegiate housing profession.

The article, “Growing Season”, was published in the March-April 2010 issue of ACUHO-I’s bi-monthly magazine, the *Talking Stick*. View the article online here: http://www.nxtbook.com/nxtbooks/acuho/talkingstick_20100304/#/34

The Talking Stick Article of the Year award is granted based on the quality of writing; organization of the article; use of supporting documentation, where appropriate; capacity of the article to provoke thought; usability of the article to student housing programs or staff, and contribution to the student housing field.

To be considered, honorees are nominated by peer nomination, must meet certain criteria for each award, and are nominated based on their talents and continued contributions to better the collegiate housing profession.

Kathy Bush Hobgood
2010 Robert P. Cook Talking Stick
Article of the Year Award



COLUMBUS, Ohio (July 2010)—The Association of College and University Housing Officers-International (ACUHO-I) honored Kathy Bush Hobgood of Clemson University with the 2010 Robert P. Cook *Talking Stick* Article of the Year Award at the 2010 Annual Conference & Exposition in Austin, Texas. Bush Hobgood, Director of Residential Life, received the award based on her continued contributions to the collegiate housing profession.

The article, “Growing Season”, was published in the March-April 2010 issue of ACUHO-I’s bi-monthly magazine, the *Talking Stick*. View the article online here: http://www.nxtbook.com/nxtbooks/acuho/talkingstick_20100304/#/34

The *Talking Stick* Article of the Year award is granted based on the quality of writing; organization of the article; use of supporting documentation, where appropriate; capacity of the article to provoke thought; usability of the article to student housing programs or staff, and contribution to the student housing field.

To be considered, honorees are nominated by peer nomination, must meet certain criteria for each award, and are nominated based on their talents and continued contributions to better the collegiate housing profession.

Visit the ACUHO-I Blog for Kathy Bush Hobgood’s complete bio: <http://blog.acuho-i.org/2010/06/robert-p-cook-talking-stick-article-of-the-year-award-vickie-hawkins-kathy-bush-hobgood/>

Deborah Taub
2010 Betty L. Harrah Journal
Manuscript of the Year



COLUMBUS, Ohio (July 2010)—The Association of College and University Housing Officers-International (ACUHO-I) presented the ACUHO-I Awards at various recognition receptions held during

the 2010 Annual Conference & Exposition in Austin, Texas.

Deborah Taub, Associate Professor of Higher Education at the University of North Carolina at Greensboro, was recognized with the 2010 Betty L. Harrah Journal Manuscript of the Year. Taub, along with Michael L. Fanucce, Jr., of Illinois State University, wrote “The Relationship of Homonegativity to LGBT Students’ and Non-LGBT Students’ Perceptions of Residence Hall Climate” for the Journal of College and University Housing published by ACUHO-I.

The Journal Manuscript of the Year Award is given based on the quality of writing; organization in the design of the article; research methodology; significance to the housing field; educational value of the manuscript; creativity or originality of the approach; applicability or usability of the article to housing programs; and its overall contribution to the field.

To be considered, honorees are nominated by peer nomination, must meet certain criteria for each award, and are nominated based on their talents and continued contributions to better the collegiate housing profession.



The 7th Annual SEAHO Regional Entry Level Institute (RELI) was held June 2-5, 2010 on the beautiful campus of Furman University in Greenville, Carolina. Co-sponsored by SEAHO and Southwest Contract, the Institute was an intensive, three-day professional development seminar featuring activities for entry-level professionals who aspire to mid-level positions in housing and residence life. RELI is open to housing professionals with one to three years of experience and, to insure an appropriate mentoring environment, is limited to a maximum of 32 students. The Institute’s eight faculty members spent both classroom and individual time with the attendees making this a great professional and personal experience. This year’s accomplished faculty and their topics were:

FACULTY MEMBER	INSTITUTION	Topic
Jerry Adams	University of Tennessee	Supervision
Tess Blethyn	Roanoke College	Professional Ethics
Ross Bryan	University of Alabama	Personal/Professional Balance
Lisa Diekow	University of Florida	Managing Risk
Vickie Hawkins	Georgia Southern University	Mentoring
Gay Perez	University of North Carolina	Budgeting
Raphael Smith	University of Georgia	Professional Development
David Wilson	Murray State University	Facilities Management

Congratulations to our RELI 2010 graduates!

Jessica Inman	University of Alabama
Shavonn Nowlin	Jacksonville State University
Scott Schatzer	University of Alabama – Birmingham
Coleen Loding	University of Tampa
Whitney McDonald	Rollins College
Gary Tan	Florida International University
Stephanie Brent	Georgia State University
Zach Crapa	Valdosta State University
Charlie Braun	Kennesaw State University
Janine Weaver-Douglas	Valdosta State University
Bridget Smith	University of Kentucky
Christina Thompson	Bellarmino University
Angela Rollins	Louisiana State University at Alexandria
Crystal Henry	University of Southern Mississippi
Matthew Mattox	University of Southern Mississippi
Tabitha Williams	Mississippi Gulf Coast Community College
Megan Delph	UNC Greensboro
Rodney Franks	Western Carolina University
Jordan Luzader	North Carolina State University
Dennis Scott	Guilford College
Clyde Wilson	UNC Charlotte
Stephen Wood	UNC Chapel Hill
Zach Helms	Lander University
Kara Westmoreland	Winthrop University
Heidi Neely	University of South Carolina
Aaron Grisham	University of Tennessee - Knoxville
Stephanie Moore	Maryville College
Matthew Varga	University of Tennessee - Knoxville
Demarcus Merritt	Virginia Union University
Abbey Rowe	Longwood University
Kristin Stephens	James Madison University
Kristi Burch	Old Dominion University

RELI will be moving to Duke University in June 2011 with Lisa Dieko (University of Florida) and Donna McGalliard (Wake Forest University) serving as co-chairs. Watch the SEAHO Report and website for details.

Donna McGalliard

Wake Forest University &

Kathy Hobgood

Clemson University

SEAHO RELI '10 Co-Chairs

ACUHO-I STARS College 2010

The Experience

Cody J. Kalina

Florida Atlantic University, STARS College Class of 2010

The STARS College experience is unique, as it specifically tailored for undergraduate students thinking about pursuing a career in university housing and residential life and student affairs. The opportunity to go to this conference is an elite opportunity, one that is valued very highly by all of the students that become STARS. This year with over a hundred applicants to attend STARS College, the selection committee surely had tough decisions to make, this year having the most applicants in history. When the decisions were made, 50 STARS were accepted, creating the largest STARS graduating class the program has ever had.

The STARS College takes place in the city where the ACUHO-I Annual Conference and Exposition is hosted. STARS College 2010 was the first STARS College that took place in one of the residence halls and it was certainly well received by all of the STARS. After one gets accepted in to the program one starts to prepare for the experience with their on-campus mentor as well as with their STARS College mentor that works with the chosen STARS via email.

At STARS College, students are divided up in to groups with a STARS College mentor that guide them and work with them throughout the two-day journey in to the world of university housing and student affairs. The STARS College mentors do a wonderful job at showing the students some of the theory behind student affairs, discussing the out-of-classroom education, as well as prepare students for the many options they have once pursuing a career in higher education student affairs. Discussions on entry-level positions versus graduate assistantships; discussions on the things to do and

not do on an interview; discussions on how to build a successful resume. While it is a long two days, it is two days of beneficial information that each STAR absolutely needs when starting their application process and/or job search.

After the two-day STARS College, STARS are invited to stay for the ACUHO-I Annual Conference and Exposition. While only a handful of STARS stayed on for ACE that handful was thankful they did. Professionals from across the nation were very anxious to meet us STARS, creating a great networking opportunity. STARS were met with accolades at many of the receptions and programs. The STARS were able to learn more about the field and learn from different professionals around the country. Once STARS are settled back in their home institution, their on-campus mentors work with them to apply the knowledge they gained at the conference. There is still correspondence between STARS and their STARS College mentors and correspondence between the STARS College mentors with the on-campus mentors to make sure that the STAR keeps shining.

This year was the first year one of the regional associations provided a scholarship to offset the cost of STARS College. SEAHO awarded myself with this scholarship with the help of my home institution allowed me to have a truly remarkable experience. The opportunity to attend STARS College should be encouraged to all students thinking about pursuing a career in university housing and residential life and student affairs. The conference showed me that I was making the right decision with my goals for my future within the field of university housing and student affairs.

Common Ground: Engaging the Residence Hall and Resident Advisors Directly in First-Year Student Learning

James C. Penven & Rachel DeLauder
Virginia Polytechnic Institute and State University



On September 14, more than 2,000 students, faculty, staff, and local community members joined together on the Virginia Tech campus to hear internationally renowned author Barbara Kingsolver and co-author Steven Hopp speak about their 2007 book and Virginia Tech common read: *Animal, Vegetable, Miracle: A Year of Food Life*. Afterward, some waited almost 45 minutes to share a word with the authors as they signed copies of the book.

Prominent author presentations are not uncommon on college campuses. However, behind the success of this campus event is a unique partnership between academic and student affairs, focused on connecting first-year students to their community through the Virginia Tech common book.

The common book project began in 1998 as an effort to create a shared academic experience among first-year students. Since its inception, six books have been chosen for the project. Because 99 percent of first-year students at Virginia Tech live on campus, books were distributed at residence hall check-in for convenience. Unfortunately, in the bustle of moving in, students often set the text aside, not to pick it up again until May, when they were moving out.

Beginning with the third common book, a decision was made to shift distribution to summer orientation in July. Moving distribution to orientation allowed students to read the book over the summer. While some students took advantage of the timing, it was not uncommon for faculty to ask about the book in the fall, only to hear students sheepishly reply that they left it at home.

This past year, Dr. Mary Ann Lewis, director of First Year Experiences (the office that coordinates the common book program) began a conversation with Dr. Leon McClinton, director of Residence Life, to explore how these two offices could partner to intentionally engage first-year students around the topics in the common book. Central to this plan was the resident advisor.

Copies of the common book were distributed to residence life staff in May, prior to their departure from campus for the summer. They were asked to read it over the summer and consider how they might assist students in critically thinking about the text. A committee responsible for the partnership between FYE and Residence Life provided RAs with seven learning outcomes to help them with this task. In July, the residential learning coordinators (Residence Life professional staff) received training on how to assist RAs in developing activities that address at least one learning outcome. During their fall training and leadership workshop, Dr. Lewis addressed the resident advisors and explained her expectations for the program, providing them with examples of activities RAs could implement that would achieve the goals of the program.

When the students arrived, flyers posted in the residence halls alerted them that they would be receiving a copy of the book from their resident advisors. Unlike previous years, RAs did not distribute the book at opening, but waited until the first week of class. This method not only created



anticipation on behalf of the student, but also led to an intentional exchange of the text from RA to resident.

Now that the semester has begun, resident advisors are actively engaging their residents around the common book, and the large attendance at the authors' presentation seems to indicate the book is indeed creating opportunities for dialogue and learning. A rigorous assessment plan will explore not only if this program is successful, but also what

students learned as a result of activities facilitated by their resident advisors.

However, students are not the only Hokies learning from this experience. The academic and students affairs faculty who helped to implement this program have learned that, despite our different professional backgrounds, we both share a common purpose in building an engaged community of learners.

“Caught” Off Guard Is your boss fishing for sport?

Heather Klišanin & Krystie McMurry
University of South Florida St. Petersburg

Has your supervisor mastered the art of voluntelling? Employees are often voluntold to do things and are unaware until it is too late to delegate the task to someone else. Administrators at all levels apply voluntelling as a method to get particular jobs done. Their many years of experience have proven to help them perfect this endeavor. The best are often the people that maintain good records, acquire and keep almost everything to ensure a well stocked tackle box.

Casting the Line

They begin by casting a very wide line and catching their staff off guard. They will use humor and sharp interpersonal skills as if they need assistance, luring you into their office as they prepare you for their absence while away at a conference or some other important function. Swiftly and smoothly they set the bait –unknowingly staff is hooked. Little do you know your interaction began with a very different purpose then you ending up leaving with.

Taking the Bait

They pull out their enormous tackle box full of shiny objects that catch your interest, slightly. Once they know that they have your attention they change the subject and gradually interject pieces of information like bait; trying to make you bite. Things start to get fishy when they begin handing over materials so you can get going on their secret project. Even after trying to go against the current it is not possible once they cheer on their wonderful staff through Facebook posts notifying the global community about this great venture they are about to

embark on. Supporting them with words like, “Way to go team”. Sending emails to other professionals in the field and exaggerating the excitement of the staff to move forward with their mission. They are however very thoughtful and make sure to copy you on the emails so you know how thrilled they are with their new staff. These actions make it practically impossible to break away and swim to open waters. They have set the hook.

Reeling You In

As you swim against the line they kept it tight. They let it loose, fooling you to think you are getting away then they reel you back in repeatedly until you are so exhausted that they hoist you into the boat and you have no option but to get on board. They have somehow avoided the hook so as not to be lured into participating in their own charge. Once you see what their intention is, you hope for a catch and release. However, that is not the case. They have already made the catch and laid the groundwork for another exciting journey.

Many supervisors will often surprise employees by voluntelling them for tasks. You must believe that they are doing it for a good reason and are hoping to help you professionally develop. You should trust that they are looking out for you and giving you these unexpected tasks as a way to showcase their support. As you continue to be voluntold for assignments, look for the positive experience and remember that most “Captains” have your best interests in mind and are like spring boards helping you advance to the next level.

Mental Health Issues: Impact on Residence Life Staff

Aimee Jones

Appalachian State University

Student mental health problems have impacted university and college campuses across the nation over the last two decades. Institutions, like Harvard, MIT, and Virginia Tech, have faced heart-breaking losses and tragedies that some say should have been prevented. Lawsuits were filed by the families of Trang Ho (a Harvard student who was murdered by her mentally ill roommate) and Elizabeth Shin (an MIT student who committed suicide) alleging negligence and failure to adequately monitor or provide care to the troubled students (Kiztrow, 2003, p. 172). These tragedies have brought attention to the seriousness of mental health issues and the steps that universities and colleges are taking to address or prevent them.

The number of students arriving on campus with already diagnosed and undiagnosed psychological problems is increasing. According to the American College Counseling Association annual survey, 91.5% of counseling center directors observed the “recent trend toward greater number of students with severe psychological problem” on their campuses (Guess, 2008). Additionally, many counseling centers face “a limited budget and few, not more, available resources” (Guess, 2008).

According to Carol O’Saben, PH. D, Associate Director/Clinical Director and Licensed Psychologist at Appalachian State University, “the top four presenting issues in the counseling center have long been 1) depression, 2) anxiety, 3) relationship concerns, and 4) substance abuse”. O’Saben has seen a trend of percentages increasing overtime, particularly for anxiety issues. Currently, the Appalachian State University sees “over 400 students who report with depression, anxiety (or both) and 300-350 with relationship concerns” said O’Saben. These numbers, however, only represent the students who seek help at the counseling center.

Housing and residence life staff are on the front lines with students who have chosen to live in residence halls. These staff members have the most interaction with students on a daily bases and are usually informed of conflicts or issues as they arise in the halls. With the increases in mental health issues, it is important for staff members to be aware and

prepared to recognize issues and promote awareness and resources in the halls.

Some institutions, such as Queens University in Canada, are utilizing a new training program for Student Affairs staff called Mental Health First Aid (MHFA). According to the website for Mental Health First Aid, a training course was “developed in 2000 by Betty Kitchener and Professor Tony Jorm with the aim to improve mental health literacy of members of the Australian community.” The 12 hour course was designed to help people provide initial support for someone developing a mental health problem. According to Massey and Condra (2010), the objectives of the course in a university context is to increase knowledge about mental health, enhance staff sensitivity to mental health issues, and raise staff confidence in addressing mental health issues.

Other trainings and programs have also been implemented across different campuses to promote awareness of the issue. “Interestingly, over the last 4 years we have begun to see fewer and fewer first-year students and more and more juniors, seniors, and graduate students. One of the reasons for that might be that in the last decade or so there have been a much bigger push to reach out to first year students,” O’Saben said. Residence hall staff have been impacted by this push to increase programs and outreach focusing on awareness, resources available, and self-management tools. O’Saben recommends journaling, seeking support from others, exercise, sleeping enough, and eating well as the first steps to maintaining mental health.

Given the vast amount of data pointing to the increases in mental health issues, Student Affairs staff need to be more aware than ever before of warning signs and prevention methods that will help students be successful. Residence hall staff, specifically, have to report suspicious behavior, be aware of tell-tale symptoms, and not be afraid to approach a student and ask them directly about difficulties they may be having. Students come to college with fewer coping skills and more issues from home, universities and colleges must truly step in to develop the whole person and provide resources that will help them.

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Who Tore Down the Bulletin Board? Gender and Its Effects on Residence Hall Behavior

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When it comes to conduct issues, alcohol violations, vandalism, or other behavioral issues in the residence halls, it seems that men are often the scapegoats of negative behavior. At Appalachian State University, this holds true. It is common to hear that the single-gender men's building at ASU is the "worst on campus", while the women's buildings seem to carry the perception that "nothing ever happens there". How can such sweeping claims be commonly accepted as fact? If men are causal factors for negative behaviors, the question becomes: Why? The purpose of this study is to seek out the factors that gender, room type, and living environment play on behavioral issues in the residence halls, and to affirm or relegate the perception that gender is a factor in behavioral issues.

In studying the topic, I found four major issues that seem to be closely related to, and possible explanations for, negative behavior in college residence halls. Those factors are: alcohol use, cognitive development, aggression, and type of living environment.

When thinking about negative behavior in the residence halls, the natural first connection to make is that alcohol and negative behavior are often inter-related. Cross et al. (2007) completed a study on alcohol use and negative behavior, and how the type of residence hall room in which a student lives heavily influences it. According to their study, students who lived in suite-style halls were more likely to drink heavily and more often due to the difference in age (older students tend to live there) and the lessened presence of authority figures (such as hall staff). The

authors go on to say that in their study, they found that "students living in coed residence halls incurred more problems with alcohol than did students living in single-gender halls" (Cross et al., 2007, p. 584).

Cross et al. (2007) also state that, "students living in coed residence halls drank more than peers in single-gender halls. However, studies have not necessarily examined the relation between built environment (hall design and room type) and social factors (coed halls/floors)" (Cross et al., 2007, p. 587). This statement brings to the forefront the fact that further research needs to be conducted where the environmental factors and social factors are isolated and delineated, and therefore a more accurate conclusion about whether gender affects drinking levels can be proven or disproven. Furthermore, in the Enochs et al. (2007) study, the authors looked at the relationship between living environment and gender, and how those factors affected social adjustment to college.

The next assumption of increased male behavioral issues is that development and maturity are major factors. Several of the authors also suggest that cognitive development may play a huge role in the behavior of men. Chickering (1969) spoke to the fact that men often develop behind women, and that most men who come to college have not yet mastered their emotions (Brown, 2003, p. 3).

Enochs et al. (2007) reveal a disturbing trend in college adjustment, and one that may affect behavior differences among men and women. The authors explain that males and females cope with stress and depression differently, and that men are more likely to

complete the suicide act:

“Males tend to suppress depression via isolation and escape where females tend to engage in self-blame, crying and are more likely to seek assistance [...] females are more likely to send outward signs than their male counterparts and are three times more likely to attempt suicide than males. However, males are more likely to use lethal means and succeed in completing the suicide act.” (Enochs et al., 2007, p. 2)

Though this seems separate from the issue of behavioral issues, they can be connected in this way: Since men are socialized to suppress their feelings and isolate themselves, this socialization can lead to an increased feeling of aggression.

Brown et al. (2003) did several studies on college students, and their behaviors in the residence halls with particular emphasis on vandalism. There are three factors that Brown et al. (2003) identify as factors that influence vandalism behavior. These factors are: aggressive behavior, use of drugs and alcohol, gender, influence of environment (p. 1). According to the Brown et al. (2003) study on vandalism in residence halls, men were almost twice as likely to vandalize as women. Men also watched twice as much television as did women, which is a factor that Brown et al. (2003) hypothesize, might lead to increased vandalism. The article also mentions that college men reported using alcohol more heavily than women, and cites Goldstein (1994) who studied the strong relational factors between alcohol use and damage to residence halls (p. 3).

Brown et al. (2003) goes on to say that frequently-studied fraternity groups and athletic teams, where aggression appears more prevalent, seem to be “groups in which aggression and aggressive acts have been encouraged, accepted, and nourished (Hirschorn, 1988; Koss & Gaines, 1993), although aggression has been found to exist in fairly equal proportions in universities and colleges where such institutions do not exist” (Brown, 2003, p. 2).

According to Judy Haas, Director of Student Conduct at Appalachian State University, it seems that Appalachian, as well as two other peer institutions in the North Carolina system, the sentiment of men being the “troublemakers” in residence halls is echoed in the conduct cases seen in the past year. (Haas, 2010, personal communication)

From the data provided from Maxient (Appalachian State’s online conduct system) in the 2008-2009 year, there were a total of 534 cases heard by the Office of Student Conduct. Of that, 430 involved men, as opposed to the 104 cases that

involved women. This data alone shows that men are in the conduct system at Appalachian far more than their female counterparts. Haas also confirmed that similar numbers came from UNC Wilmington and North Carolina State, where the ratio of men to women in the conduct systems were almost 2:1.

It is clear that there are many factors that go into the fact that men seem to be much more involved in negative behavior than women. So the question becomes: what can hall staff do to deal with these issues and prevent further negative behavior?

In dealing with the alcohol factor in behavior, it seems that one measure hall staff can do is set the tone early. If students build a good relationship with their hall staff and floor community early on, and alcohol expectations/zero tolerance tone is set at opening floor meetings, students may be less likely to violate the policy.

In terms of cognitive development, there seems to be little staff can do preventatively. If there is a negative behavior issue and it is addressed early on with serious conversations about community responsibility expectations, and those expectations are reiterated to the community as a whole, it may provide the cognitive dissonance that students need so that it does not become a recurring issue.

Dealing with aggression is an area that hall staff can preventatively do very well. One of the most important things is to make sure to focus on men; in co-ed residence halls, there are often efforts to provide “gender neutral programming”, but these programs are still heavily attended by women. Providing outdoor activities, sports, and programs that get men out of their rooms may be likely to reduce feelings of aggression as well as improve men’s sense of community.

The fourth factor in negative male behavior is the type of living environment. The two factors that hall staff may be able to help control are facilities issues and ensuring that first-year students are well supported. Keeping up with facilities issues is paramount in making students feel like their residence hall is a home. If buildings are continually run-down or things stay broken for a long period of time, students may feel less ownership in the building, and may be more likely to vandalize. It is also very important to make male students feel like they belong: building intentional first-year communities (and ensuring that freshman males live in first-year housing) is one way that can help them feel less isolated, and less likely to behave negatively.

In conclusion, there are many relational factors that may lead to why men engage in negative behavior more than do women. Cognitive development levels,

type of residence hall, alcohol use, and peer pressure are only some of the factors listed, but there are innumerable other factors that can lead to negative behavior patterns. It seems that there are a lot of assumptions about college men, however, and not very much research. There are many preventative measures that hall staff and student affairs practitioners can take to aid in lessening the behaviors at hand. As far as implications for practice, however, it seems that the increasing numbers of college women (and the outnumbering of men), as well as how to involve men and increase community responsibility, need to be taken into account and studied more fully so that we can understand how to better engage and support the male population in our residence halls.

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The Get It Done Attitude: How Simply Getting It Done is Never Enough

Matt Varga

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It is the beginning of June and I am lying in bed thinking about what I need to do for the Post Office Training Committee, which is responsible for training our Graduate Assistants in July and our post office workers in August. I begin thinking about everything I need to do: develop learning outcomes, revise the manual, change Blackboard, create training schedules, etc. The list seemed endless and I began thinking of all my other responsibilities, stress begins to overwhelm me. Then it happened. I told myself "I just need to get it done," that's it. I just need to create a training session that prepares people to do their job, that's it; nothing more and nothing less. Suddenly, I felt worse and I did not exactly know why.

Weeks passed by and I just continued doing what I needed to do to just get the training session organized so that it enabled people to do their jobs; however, I still was not satisfied. Again, one morning before work I was lying in bed thinking again of everything I needed to do. I told myself, again, I just need to get it done. Suddenly, it hit me. I asked myself why I just need to "get it done?" Just enabling someone to do their job is anything but "getting it done" as an administrator and educator. It may be enough to just get it done as an administrator, but we, as student affairs administrators, are here to educate students as well as facilitate operations. This is why I am writing this article. I want to share the epiphany I

had with others in the field. Specifically, I plan on explaining this attitude further and discussing the detriments caused by this attitude. Additionally, this article will discuss strategies for overcoming this attitude. The article will conclude with an example of what can happen when we overcome the "get it done" attitude.

The "get it done" attitude is something I am willing to gamble everyone has expressed either to themselves or to a confidant. What's more, we probably have expressed it regarding things we needed to do more with than just "get it done." But when we say "I just need to get it done," what are we really saying? We are really saying "I do not care what I produce as long as I produce something; something is better than nothing and I have more important things that require my attention." This then becomes the epistemology we use to prioritize our tasks. We no longer prioritize by what's important. We begin to prioritize by what I can "just get done." Before we know it, everything we are doing, we are doing to just "get it done." All of a sudden, we begin to notice our attitude, but justify it to ourselves by explaining "well, I am doing what I need to do so I am meeting the expectations. I just don't have time to do what I want to this year, so I will do it next year." How many times has next year come around and we fall into the same trap? It becomes a cycle that rarely ends.

What's more, this cycle is obvious to our supervisors, colleagues, and those we supervise. They can tell when we are just trying to "get it done." However, there are times when it is more obvious than others. The "get it done" attitude becomes extremely apparent during training season, yearly projects, and mundane assignments.

How often have we sat in a training session and it is obvious the presenters were not prepared. The handouts are filled with typos and make little, if any, sense. Additionally, they spend the entire time reading to us from the error filled handout. This begs the question, what were they thinking when they created this presentation? It's easy; those presenters were likely thinking "I just need to get it done." Well, in that sense the presentation was a success because he/she got it done. However, as a consequence, the effectiveness of the presentation suffered catastrophically and more than likely caused greater confusion among the participants than clarity.

Training is not the only area suffering from this attitude. It is safe to say every department in this country has programs or projects they do annually. The University of Tennessee at Knoxville has one program in particular called "Around the World." Each residence hall is assigned a specific country and the buildings are supposed to educate residents and visitors by preparing culturally relevant food, decorating the lobby, and displaying other factual information. If you were to walk the buildings on this day, it is very obvious which staffs took the "just get it done" approach and which staffs really worked hard to create an effective program. The staffs that just got it done probably had child like cut outs taped to a window, the simplest cuisine they could find on the internet, and a poster board filled with facts an eighth grader would be embarrassed to present. However, the staff got it done and no one ever questions that fact. As a result, time and money were wasted; the staff looks bad, and the program fails to benefit anyone.

The third area we commonly see the "just get it done" attitude is for mundane assignments such as yearly goals, weekly reports, programming logs, or resident interactions. I would also guarantee that at some point most of us in the housing/residence life field have said "I just need to get this done." We have concocted the idea that the requested assignment is trivial and unnecessary at best. We continue to justify our attitude by telling ourselves we "will never look at it again" or "my supervisor will never follow up on it." In terms of developing yearly goals, this perception may or may not be true, but it should not matter. We tend to tell ourselves anything that makes us feel better when we slip things under the rug. As a result,

our goals for the year are superficial, elementary, and immeasurable. Essentially, the work that we do to develop the "yearly goals" is wasted. Additionally, when we look at our goals next year, usually for the first time since submitting them, we struggle to understand our goals, or better yet, why we did not achieve our goals.

The consequences from the "get it done" attitude on training, programming, and operations are apparent from the aforementioned examples. However, we must understand the causes behind the attitude to fully understand and overcome it. Hopefully, we can assume we have not always had this attitude. This begs the question, where does it originate? I have a few independent theories. First, I believe burnout is a significant contributor for the origination of this attitude. Second, we over commit ourselves and are unable to appropriately dedicate the necessary amount of time and effort to properly complete the tasks. Finally, we do not buy into what it is we are doing. There can be many more reasons for why we adopt this attitude, but I believe these three are the dominant reasons.

There are some of us that have been doing the exact same job for three, four, five, or more years. This may not be a problem for some, but certainly can cause burnout for most. Year-after-year doing the same tasks can culminate into a destructive attitude full of negativity. However, we do not necessarily want to vocalize our negativity so we just tell ourselves "I am just here," which translates into "I am just going to get it done." We do what we need to do to get by day-to-day, month-to-month, and year-to-year. With each passing day, our burnout worsens exacerbating our attitude of "get it done;" thus transforming our work from high quality into low quality production and performance. What's worse, our supervisors tend to be happy that we did "just get it done" because they recognize the burnout and negative attitude. Therefore, we got it done, what more can they ask. However, what we fail to recognize is our supervisor just condoned our "get it done" attitude, which is just as much an injustice as merely getting it done.

A second likely reason the "get it done" attitude develops is that we over-extend ourselves. This does not just mean professionally, but can be personally as well. I know from personal experience I have assumed the attitude of "get it done" for work because I had academic commitments I needed to tend too, which was absolutely unacceptable and unfair to the job and those affected by it. As a result of over-extending myself, I forced myself to prioritize in such a manner that negatively affects the quality of my work.

The third cause for the "get it done" attitude is

simply not buying into what we're being asked to do. I am sure it is safe to say, at some point, we all have been asked to do something that we did not believe in doing. Therefore, in order to make ourselves feel better, we say "I just need to get it done." Then what do we do; we just get it done by as little means as necessary.

All three of these causes result in the "get it done" attitude, but something worse comes out of the attitude. When we assume the "get it done attitude" we have just guaranteed a poor performance in whatever it is we are supposed to get done professionally. Additionally, we will rush through whatever it is resulting in hurried work that is usually filled with errors. Third, this attitude spreads like wildfire. If I uphold the attitude of "just get it done" and some of my colleagues see that I am getting away with doing the minimum, they could become prone to "just getting it done" as well or resenting me for it; either way, it is not a positive outcome. Finally, this attitude prevents us from being innovative. Innovation can never sprout from just getting something done. Innovation involves brainstorming, follow through, and implementation. This can never be done if we just get it done.

Overcoming this attitude cannot begin until we recognize why we have the attitude. This can be done with a little honesty and personal reflection on our professional and personal goals in addition to reflecting on our professional values. Once you recognize where this attitude is stemming from, take measures to change it. However, if you cannot quite pinpoint the root cause, I have developed some other measures to help you.

Fortunately, we are not condemned if we have adopted the "get it done" attitude. We can overcome it as long as we remember why we are in this profession; remember what we enjoy about our jobs. No matter how insignificant we may feel our position is, there is a larger role it plays. This is also true for whatever is asked of us. There is a purpose, whether we understand it or not, to everything we do. It is important to remember and believe in that. This is the first step to overcoming the "get it done" attitude.

In addition to recognizing our own self-significance, it is important to remember laziness always exerts more energy than diligence. When we are lazy and just get it done, we usually have to revisit what we just got done. For example, if we revisit the training example, throughout the year we need to constantly revisit those who we "trained" because they are making mistakes. Additionally, we have to correct their mistakes. Therefore, just getting it done does not actually get it done.

A third strategy for overcoming the "get it done" attitude is by reigniting the fire and pride we originally had in our performance. It is important we find new ways to do some of the old tasks. We can also overcome this attitude if we regain our pride in our position and in our work. We may be burned out, but that does not mean we cannot be proud in our work and production. Who knows, regaining the pride in your work may help you overcome your sense of burnout.

No matter which strategy you employ to help you overcome the "get it done" attitude, it is important to at least recognize the negative effects of the attitude. I would like to present you with an example of how I recognized the "get it done" attitude, and the strategy I employed to overcome it.

It was the start of the training season for us at the University of Tennessee at Knoxville. For some of us, that means the results of the Educational Benchmarking Institute (EBI) survey conducted in our buildings the previous May. Annually, we review data from previous years, analyze our previous goals, assess whether we achieved them or not, and develop new goals based on the results.

As I sat in the meeting listening to the general results, I listen with disdain. Exacerbating this feeling of disdain is the review of the data for my building; the data dropped significantly from previous years and I am extremely disappointed in the data. I put it aside and say to myself, I just need to get it done. I tried not to think about it again for a couple of days. Then, we were told we need to present our information to the rest of the staff and our new director to help him learn about our building. Initially, I said to myself "fine, I just need to get it done and I can move on to something else." It was then I experienced the epiphany that resulted in a professional makeover. The data did not accurately represent my ambition, attitude, or professional values; therefore, I needed to do more than just get it done! Not to mention, I did not want the new director's first introduction to me and my building to be a poor report, presentation, and EBI numbers.

I wanted to do more than just get it done; I wanted to make a difference in my profession, area, building, colleagues, resident assistants, and residents. I cannot make that difference if I just get it done. Therefore, I committed well over a week for just analyzing the data. I analyzed the data inside and out. I filtered the data to look at a variety of populations and comparisons. I compiled the data into graphs to easily review the data in a visually appealing format. Still not satisfied, I created graphs to visually strengthen my data and interpretation of the data. Finally, I am

ready to write my objectives and goals for this upcoming year. Next thing I know, I have created a thirty page report consisting of a review of last year's goals, measurable objectives for next year, and tangible goals for me and my staff to achieve; not to mention, I added strategies for implementation to encourage me to continually revisit this report.

It was done; better yet, it was done early almost three weeks early. I was extremely proud of the report I compiled to improve my building and the residential experience for my students. So, I thought to myself, what else I can do to make this better than "just getting it done." I decided to take it to the university copying center and have it copied and bound for me to reference throughout the year. I had created something that I was proud of and was determined to see it through. This was a direct consequence of me putting a lot of effort into something. Otherwise, I would have just created a measly two page report filled with typos (which is what the previous year's report looked like) and would not have looked at it again until next year. As a result, I have a strong document that gives me,

my graduate assistant, and my resident assistants direction and focus on providing an educationally and operationally proficient building. At the time of this writing, I have already referenced the report five times and have acted on every idea and objective I have outlined in the report. Not just getting it done was the best thing for me, my building, and my staff!

The "get it done" attitude can be a dangerous mentality to have; however, it can be used to motivate us to achieve greater things. It is important we recognize when the attitude presents itself and we have a strategy to overcome it. I hope this article was able to bring your attention to the detriment of the "get it done attitude." The "get it done" attitude has nothing but negative consequences and even though we did get done what we needed too, we did not really. It will cost us more work in the end, we represented ourselves poorly to those around us, and we negatively affected those related to the project. It is important to recognize why we have the attitude we do. There are resources for all of us to improve in this field, but we cannot improve if we just get it done!

Inhibiting Enabling What they want is not always what they need.

Stewart W. Johnson

My father and all of my football coaches always told me, you can't build your muscles without resistance. It only pertained to my muscles at the time but as I got older that saying would become a source of inspiration to help me persevere through tough times. Now, as a student affairs professional, I am realizing that saying is for our students as well.

The new trend and focus in student affairs is customer service and accommodation as it is a great draw to get students to come to our perspective universities and colleges. We promote coed facilities in hopes that the proximity of the genders would spark proper and effective communication. We remodel and build these great living facilities with a lot of great amenities and we feel good about giving the student a living space and experience they may have never had before. That is until our pregnancy and STD rates start to climb at an alarming rate, a freshman with no prior cooking experience tries cooking something on the stove, instead of in the microwave they are used to,

and almost burns your newly renovated or built building to the ground, or a group of young men get together and make a wager on who can sleep with the most females in their building before the semester is finished.

What if there was an actual need for some pre college or first year development? I say this sarcastically but we know this is a critical time for us as professionals and educators to lay the foundation that will not only make their transition into college smoother but their matriculation through college a lot more efficient and effective. It is my observation that we have mistaken our inhibiting for enabling. We design our programs to provide students with everything they *want* in the hopes that they will they will make the right choices and be responsible but we get the latter result and continue to accommodate. We become retractors and benders of policy as soon as a student complains or a parent calls. A professional and developmental stand must be taken at sometime.

No man is entitled to anything in life and our students are no exception. If we continue to nurture this false sense of entitlement, why would they not expect the same moving forward in life? Albert Einstein said insanity is to do the same thing and expect a different result.

We have taken away a lot of the obstacles and speed bumps for students to endure during their educational lives in college with good intentions. Our hope is if we can make it easier for them in other areas of their lives they can concentrate on their educational endeavors. Though well intended, we have to understand this approach does not work for all students and even for some institutions. College is not just about course content; it is about preparing for life and career. Holding students accountable for their decisions, holding them responsible for the quality of their education, and making them aware of

opportunities for problem solving and critical thinking, needs to be seen as beneficial for our students and they need to be allowed to go through these processes for their development. It is ok to tell the student no sometimes as long as you have good reason. For some it will spark curiosity and research into policy, participation in advocacy organizations, and, in some cases, provoke new innovative ideas for achieving the desired action without going against the pre existing policies and structure.

Along with everything else in life growth is a process. With resistance, and educational leadership, students will develop the resilience and determination to be successful in the global society that is emerging. We as professionals should always strive for the greater good of our students and hold their success at high priority.

Are you still living like a college student? 7 tips for a savvy saver every new professional should practice.

Maureen Hawkins

University of Central Florida

You have recently graduated with your master's degree. You worked hard and lived on money that was described as a "competitive benefit package." You ate a lot of pizza, ramen, and pasta. You worked a lot of late night hours, stretching the possible limits of your energy. You attended hiring conferences, continuously reworked your resume, and worked your networking magic as you were taught to do. At your interview you were probably asked five or six times how you would balance your commitments and your personal needs. You were asked about your program budget management experience, but not about what's in your own wallet. Finally . . . you get hired!

You landed your first full time professional job! Congratulations! What will you be doing as a new professional? You will be living on a salary income described as a "competitive benefit package." You will be eating a lot of pasta and any food at programs and events. You will be wearing your department's assigned clothing, working even later hours and still trying to find balance with your new career and any personal life.

Training begins! You have found yourself on campus at your new employee orientation. You filled out form upon form, tried to figure out your W2 paperwork, and chose the health insurance company that might have heard of but were not entirely sure what it covered. You are trying to avoid deductions from your paycheck, so you avoid life insurance, tax exempt withdrawals, or disability insurance. Besides, you're young and healthy, right?

What no one may have talked with you about at employee orientation is how to balance your budget. As a new professional it might be easy to get excited about that paycheck coming in but not pay little attention to how much of it is going out . . . You may have needed a new car or visit an aging grandparent. What about those lunches, dinners, or fun nights out with co workers? Let's not forget the student loans that are calling our name! While everyone deserves to blow off some steam, chances are you live on campus where saving for your inevitable future of paying rent or a mortgage is just around the corner!

— SEAHO FEATURE —

Here are seven tips to become financially savvy that can be helpful in our profession. They are meant to provide some guidance for getting on the right track by saving a bit and spending wisely. You'll thank yourself in just a few years when you are ready to move off campus!

1. Not sure how much you're spending? Try for one week to write down everything you spend. That's including the \$3.85 at the coffee shop to the \$1.00 soda at the vending machine – EVERYTHING. You might be surprised at how fast it all adds up.
2. Take out all your bills – monthly and incidental. Write it all down. Make sure you include that birthday gift, dry cleaning, prescriptions, and hair cuts to those incidentals. Now look at what your monthly income is. What is left over?
3. Pay yourself first. After taking an honest look at what you are spending each month, look at what you have left over. What if your car needed new tires or your cell phone breaks. Could you afford another \$50 bill? What about another \$200 bill? That's the money you should be paying yourself in a savings account. Getting into the pattern of saving by using a direct deposit account to automatically deduct from your paycheck into your savings gets you used to not seeing that money.
4. Let's look at some of those financial incentives. Pretax withholdings like a flexible spending account is a great way to save a little extra. Ask your benefits manager in your human resources office if they offer pretax withholdings for medical expenses. You can get your prescriptions, health needs, and maybe a new pair of glasses you need paid for without being taxed.
5. What about bargain shopping? Consignment stores, Craigslist, and Freecycle are all ways to save a little extra by purchasing items that are "gently used." Just be sure to be safe using those online tools and I would not recommend purchasing any cloth furniture from others . . . think bedbugs!
6. Your biggest asset as an employee is your ability to work. If for any reason you are unable to work due to injury or illness, who will help pay those bills? Look into disability insurance through your benefits office. Many of the companies that offer short term disability insurance will pay out as much as 60% of your paycheck. If nothing else, you'll be protected and won't be as far behind as you might have otherwise been.
7. Coupons! Don't knock'em. They're not just for moms or grandmothers. Using online tools and coupon groups on Facebook could save you each time you go to the grocery store. Check out sites like Groupon, Couponmom.com, or visit the store websites to see what they have online that you can print and bring with you. Every penny counts . . . (See tip #1).

As someone who was once in your shoes and wishes she "knew then what she knows now," it truly is *worth* your time to take a few steps to secure a little more in the bank each week. Although many of us do not get into this profession because of the salary, you can make the most of benefits of a live on position! At the end of your experience as a live on professional, make sure you have more to show for it than a great resume, great friends, and a great experience!

What Does Your Money Say About You?

Sabrina Brown & Jonathon Wylie
Clemson University

“There aren’t enough hours in the day!” This may sound like a common complaint or thought in the heads of housing professionals across the *nation*. As student affairs professionals that spend many long nights dealing with student issues or spend hours listening to crying students in our offices, we often feel that there is little to be desired in our social lives because we tend to struggle with the many issues of balance between work and play. We often feel that there just isn’t enough time within our days to be the best professional that we can be, but also allow ourselves the time that we need to recuperate, be social, and make personal connections with others inside, and outside, of the workplace. Although time management and balance is a struggle in our profession, *have you ever stopped think about what else might be out of balance?*

When thinking about balance we often think of only the way our time is spent, but have we ever thought, maybe, of how our money is spent? This isn’t a simple question of “Do I spend too much eating out?” or “Did I really need that new TV?” This is a deeper question of, “Do I really know where my money is going?” and “Do I care about the things that I’m spending my money on?” In this article we will provide you with some practical ways to approach balancing your budget but will also pose questions that will make you think about your finances as a process of not only balancing another aspect of your life, but also of understanding what your personal values and passions are.

In Sharon Daloz Park’s book, *Big questions, worthy dreams: Mentoring young adults in their search for meaning, purpose and faith*, she implores student affairs professionals to mentor students and ask them “big questions.” These questions are designed to make students think about the big picture, about where they are going in life and their overarching purpose in how they live every day. Too often we ask students these types of questions but fail to ask these questions of ourselves. As student affairs professional, a graduate student, a new professional, or someone who has been in the profession for years, what are our “big dreams” in life, what is our overarching purpose and are we living every day in a way that strives to achieve that dream?

One avenue by which we can identify and work towards our life purpose is in the area of finances. We hope to provide you with some questions to ponder and steps to work through which will help you use your finances to identify your purpose and give you tools to achieve that purpose through your finances.

The first thing to consider is, “where is your money going?” We live in a society that is driven by, survives, and thrives in a monetary system, therefore, the way that we spend our money helps us identify what it is that we value. *For one month try tracking what you spend.* How much money do you spend on food? How much do you spend on utilities? How much do you spend on entertainment? At the end of the month, tally your spending and see where the majority of your money goes. *Then ask yourself some questions:* Do any of these numbers surprise me? Why? Are they lower or higher than I was anticipating? Am I pleased to see where the majority of my finances are directed? If not, where would I prefer that I spend my financial resources?

Let’s consider an example: At the end of the month you realize that you are spending 25% of your money on eating out at restaurants. As you consider this number it seems very high in comparison to other areas of spending, however, if you think about these meals you reflect on the people that you eat out with, the relationships that you have developed, and the meaningful conversations that you have had. If relationships are of great value to you and this is a primary way in which you develop relationships then perhaps you are satisfied with this spending.

A critical question you should also consider is, “am I living within my means?” In a society that lives on credit, it is easy to overspend. Many people become misled based on the difference in gross and net income. Gross income is the amount you are paid before any deductions are taken out such as taxes, insurance or retirement. Net income is the amount you have after these deductions and net income is the amount which you consider when you are tracking your spending and budgeting.

After you have tracked your spending and identified your net income you are ready to begin implementing a budget. Many people are hesitant of budgets because they feel that they are constraining or

inflexible, but in reality having a budget is extremely freeing! Having a budget allows you to say “yes” to the things which you value and to say “no” when spending doesn’t align with your life goals and purposes.

The first step in creating a budget is to identify current expenses which are set from month to month: for example, rent or mortgage, phone plan, approximate utilities, Netflix subscription, gym membership, etc. Some of these bills might be areas which could change (a cheaper phone plan, a different gym, even a different apartment, etc) but it’s good to begin with a baseline.

The next step is to consider other expenses: food, clothes, entertainment, auto expenses, etc. Based on what you are spending in these areas month to month and based on your approximated set monthly expenses from step one you can then see if you are living within your net income.

If you are not living within your net income it is advisable to think through your spending habits and see what areas can be changed in order to keep your spending within your net limits. Doing what you can to stay out of credit card debt can help you in the future as you go to make large purchases and in giving you freedom in the area of your finances to spend your money in ways that really matter to you, instead of paying interest on long past purchases.

At this point you should begin to think more about your life goals and purposes and how those align with your finances. In what areas can you change your spending habits to align more closely with your goals? Here are some examples:

- Perhaps you want to buy a house in the future and you would like to realign your spending so that you can save money for a down payment. What purchases are you willing to give up to work toward this goal?
- You are committed to donating money to a certain charity. Set goals for yourself, how much would you like to donate in the next year? Challenge yourself to increase that amount by \$50 or \$100 the following year. Skipping a dinner out can be very fulfilling if you know that the money you would have spent is going to an organization to which you are truly committed.

We work, we get paid, we spend that money. It happens every day. The way we spend our money however, can be up to us. We can direct our finances towards areas that are really important to us. This should be a freeing and joyful experience to know that

your resources are going to areas about which you are deeply passionate.

As we think about who we are as people, we think about our values, what makes us happy, and what motivates us to be more. We contemplate on a deep level about our affect on others and our meaning or purpose. We think deeply about our impact on others which is reflected in our actions, attitudes, and the way we communicate our emotions. If we can all recognize that many facets of our lives are a reflection of what we value, *why would our money not be the same?* As we stated earlier, money is a reflection of what we find important to our lives, but sometimes we can use money to cover up deeper passions that hinder our ability to grow personally, professionally, and *financially*.

We all have issues that we have to work through, mainly, because we’re all people. We have struggles and sometimes we funnel those issues into other avenues of our lives. For example, I may feel that lifelong connections are an essential value system of mine. I love to keep in touch with those that I have worked with in the past and those I work with now. I often invite my co-workers to lunch and pay not only for myself, but for them as well. Throughout the day, I may feel connected with others, but when I’m home alone, I may wonder why people are never offering to come over or go out with me on their off time. My bank statement may reflect personal connections but our lives may not. *What are we giving to others that we may be looking for in return?*

If you can’t directly identify with this example, try to think of something that you long for and may make up for *financially*. Do you appreciate others in many ways that cost money that you do not have? Do you often compare yourself to those that you work with and try to make up for it by having the best of everything? (and this does not always mean material items such as clothes, or cars) Do you go out often and spend money you may not have to forget that you do not feel connected or loved by others?

Thinking about these questions will allow you to get to the root of spending that may have a deeper meaning. If you have this type of spending issue, we want you to understand that money is not the way to solve your problems or insecurities but it can be a way to detect them. After you have tracked your spending, try to identify what you’re spending your money on and why, you may find that you are spending money to buy solutions to your issues instead of working through them.

Issues of finance will always plague us as long as we have money. The important factor to remember is

that financial freedom and success is a process. You will not become rich over night, nor will you correct any issues you may have with money in a short period of time. We have created questions throughout this article that we want you to think through critically so that you can understand your money, instead of simply spending it. Many people think that budgeting is constricting and takes the fun out of life, but in reality, it can create more freedom than you ever imagined. By developing healthy spending and tracking habits you will allow yourself to steer clear of financial traps, find your passions in life and ways to support them, and become a mentor to those you serve, directly and indirectly. Financial stability allows you

to focus on relationships rather than time, and servitude rather than position, and people rather than money.

Want more? Email us at sabrin2@clemson.edu for more hands-on tools such as a sample budget, monthly tracking exercises, and other financial activities!

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Livin' It Up The Graduate Student (Res) Life – Supervising, Advising, and Balance

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Housing and Residence Life, for any graduate student (or professional for that matter), is a tremendously demanding field: supervising paraprofessional staff members, consistently time-consuming and impactful projects year-round (such as RA Selection, RA Training, Housing Assignments, etc.), advising student groups who are sometimes not interested in being advised, student emergencies involving phone calls and paperwork at 3:00 am, and taking classes on top of it all; it often seems like a round-the-clock job with no end in sight. But what one learns and can take away from being in this field is as similarly an enormous amount compared to the work that goes into it. Being a graduate student in Housing and Residence Life certainly keeps you on your toes – supervising and advising being two of the largest roles of the graduate's life while involved in the field. These major roles (along with all of the "other duties as assigned,") are quite distinct, but also interconnected. But what about balance? How does one's personal life fit into the role of a graduate student involved in one of the most demanding fields in Student Affairs? How can one best supervise, advise, and meet the needs of the students while also keeping their own sanity and performing well inside the classroom? That is the million dollar question...

SUPERVISION

From personal experience, I can safely state that no matter how prepared one thinks they are, their first role supervising paraprofessional staff members will not go perfectly, even IF they spend hours upon hours preparing for this very aspect of their position. I was (and still am) the type of person to be EXTREMELY overly prepared for everything – as proactive as possible, a person who studies and researches projects and tasks an incredible amount, insanely organized (probably too much at times), and a fairly quick learner. But neither the knowledge I gained in my graduate courses nor the incredible amount of preparation I put forth going into my first role supervising **fully** prepared me for the experience.

First and foremost, something very important to understand before going into one's first role as a supervisor, is that, according to my Aunt the teacher, "it's easier to let go of the leash a bit later on than it is to try to tighten it up." Therefore, it is fairly prudent to first be relatively stringent with expectations and general supervision in order to establish a baseline for your staff members. And, as my aunt eloquently put it, it's much easier to become more lax later on instead of attempting to tighten that "leash" on the staff when they become difficult at times.

Second, and equally as important, it is absolutely imperative to understand the concept of situational supervision and leadership. Kenneth Blanchard and Paul Hersey posit that supervisors use varying leadership and supervisory styles based on the different supervisees and the situations therein. In other words, there are various “styles” of supervision just as there are various “levels” of development in which the supervisees are going through. Therefore, as a supervisor of these paraprofessional staff members, it is imperative that one does not provide identical, but rather equitable supervision so as to address the specific needs of both the staff members and the situations.

Finally, an invaluable skill as a supervisor is empathy. Without empathy, one cannot truly embrace what it is to “put yourself in their shoes.” Empathy is a critical component of successful supervision in order to be able to understand and relate to the staff members. If the graduate student as the supervisor is assigning tasks to the staff members that he/she may never have done before or wouldn’t be willing to do at that time, the staff members will recognize this and inevitably lose respect or trust in their supervisor. Moreover, if the graduate student supervisor cannot ask themselves the question, “How would I feel if I was the student and my supervisor asked or told me that?” then ultimately their supervisor-supervisee relationship will be unfavorable at best.

ADVISING

To offer advice, counsel, recommend, suggest, or inform – the basic definition of the advisor role. Wearing many hats is a staple in the field of Housing and Residence Life, and even within the role of advising, there are various methods of accomplishing one’s goal. The line between advising and supervising is often subtle and even sometimes overlaps. But it is extremely important as a graduate student in Housing and Residence Life to make every attempt to distinguish the two. The students involved in each of these separate roles will likely differ both in terms of demographics and personalities. Therefore, it is vital to establish a difference in the manner in which one works with students in this role.

Beyond the basics of advising (offering advice, counseling, etc.), the most important thing to remember, as the advisor, is to NOT overstep your boundaries. In other words, be certain to set up the student or group of students for success. But give them enough freedom so they can learn, grow, and mature as young professionals. As an advisor, one of your main goals should be to develop your students into leaders of the future. If you’re doing the work *for*

them, this will almost assuredly not happen. Therefore, the golden rule of advising is that **student failure is OK**. Failure simply means there is an opportunity for growth. Clearly if you’re dealing with a great sum of money or anything to do with student safety, you’re not going to want to see any type of failure. But in most cases, a great deal can be learned from mistakes and minor failures and they should therefore be valued, analyzed, discussed, and improved upon for the future.

BALANCE

As graduate students’ roles in Housing and Residence Life continue to blend, merge, and evolve, so too will the necessity for these professionals to maintain their personal work-life balance. Moreover, graduate students in the field must learn to drift between their varied roles quickly and seamlessly. All of these roles add up to equal quite the demanding workload, especially when considering they are also taking classes. Furthermore, “living on,” as most graduate students do within Housing and Residence Life, the line between work life and personal life is even grayer. In order to help with this, Emily Ford from the London Sunday Times Newspaper, gives the following “Top 10” helpful hints to maintaining one’s work-life balance.

1. Join the revolution.

“Flexible working [is] on the rise,” says Stephen Overell, a researcher at the Work Foundation, a charity. “Employers will go to surprising lengths to accommodate you.” So if starting an hour later or working from home one day a week would improve things, ask for it. “Sell [the arrangement] to your employer as a business case,” says Steve Williams, head of equality at Acas, the employment relations service. Legally, managers are obliged to consider your request, although they don’t have to agree to it.

2. Manage your time.

Self-discipline is your savior. “You might work 11 hours a day but if four are spent chatting or being interrupted it’s not productive,” says Peter Flade, a managing partner at Gallup, a consultancy. He also advises setting aside sacrosanct time outside the office where work is not allowed to interfere.

3. Say “no” positively.

“If you take on too much, [then] you can’t deliver on it well, it eats away at you and you let people down,” Flade says. “Saying ‘no’ is better for your clients, colleagues, and family.” Overell agrees. “Everyone has the urge to please,

especially younger workers. But you get more respect by saying 'no' than saying 'yes'."

4. Focus on outcomes.

Measure your performance by what you achieve – don't stay late for the sake of it. "It could be that you can do [your work] in 35 hours and your colleague takes 50," says Flade. "It's the quality of the work that counts." Overell: "Graduates are often pushed very hard and it's intoxicating to be in that elite group. But retain a sense of perspective."

5. Sharpen your skills.

"Take advantage of every training opportunity – you'll improve your skills and find ways to become more efficient," Williams says.

6. Look after yourself.

Sleep and diet are often the first casualties when work becomes too much. "Consistently working long hours is not good for you," Overell says. "Stress can lead to mental health problems and heart disease."

7. Take time out.

"Some people go to the gym at lunchtime, others go out for a walk," Williams says. "A break will make you more productive and prevent that 3 o'clock output slump."

8. Don't neglect your friends.

Working relationships can lead to lasting friendships, but more often than not they fade when people move on. "It's very easy to let workmates become proxy for friends and family," Overell says. "But it's a superficial network and needs to be checked."

9. Talk to someone.

If you're feeling stressed, say something early, Williams advises. "Don't wait until you're cracking up and your work is hopelessly behind." Usually your line manager is the best person to approach, he says.

10. Work is not the enemy.

"Work can be a huge source of wellbeing," says Flade, who puts in 60-hour weeks but refuses to own a BlackBerry and never works at weekends. "There's a huge difference between being busy and being stressed," Williams says.

All in all, graduate students working in Housing and Residence Life have one of the most demanding positions within all of Student Affairs. Not only must they concentrate and focus on their own academic rigor, but they must also divide their attention amongst the many facets of being a supervisor, advisor, and overall staff member within their department. Their purpose for living through the challenges and risks of graduate school and Housing and Residence Life is to be ready to assume a position of responsibility, leadership, and influence. And through it all, they recognize the importance of establishing quality relationships with people – short-term ties which will further their ability to climb the academic ladder, and long-term relationships which will boost them past the hallowed "halls" of academia into the real world. Nevertheless, it is vital, as a graduate student in Housing and Residence Life, to never lose the bold pursuit of knowledge and learning. And as a famous German playwright once said, "Knowing is not enough; we must apply. Willing is not enough; we must do."

My First Couple of months after Grad School: What do I do next?

Christian Wells

University of North Florida

I cannot believe that it is finally here, I have graduated with my Master's in College Student Personnel Services and Administration. I never would have thought the time would go by so fast. I have left Arkansas and moved to Florida to start my first professional position as an Area Coordinator at the University of North Florida. There were so many things that I did not expect as I was getting ready for my new role even though my professors and

supervisors informed me of what I could expect. I feel like there is somewhat a relief lifted off my shoulders, but yet a pressure coming down because now I have to apply all the theories and case studies that I have learned to my new position. I now have the ability to focus on the development of students that live on campus and decide what I want to accomplish as a Professional. I am extremely excited about the many opportunities that are coming along as well as a little

scared of the unknown. I have spent many hours talking to my cohort members about what I would like to do, but now that I have to actually figure out a plan, it is difficult.

I look back when I first entered Grad school, I said that I wanted to graduate and have a position in housing supervising resident assistants and that is exactly what happened. Now, I am thinking what can I do next? It seemed so much easier when I was in school because I knew that I wanted to be in a career that I enjoyed, now I have to decide what I want to do to further my professional development in a career that I enjoy now. There are so many opportunities

available in Student Affairs and I know that it really will take some time to research what all I can do to further my professional career. I have had an opportunity to meet some wonderful people and know that it is because of the relationships in Student Affairs that I am where I am now. I am very grateful to work in an atmosphere where I feel supported and encouraged to do the best job I can. So, as I continue to work in Housing and Residence Life, I know that this is the first step that will help me to develop into a stronger professional and prepare me for whatever the next position is in the future.

“I Love My Job, and I’m Not Complaining...But...”

Why Motivation and Environment Play into Job Satisfaction

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“I love my job, and I’m not complaining... but...” In departments within institutions across the region, there is always one individual (we shall call them Molly UnMotivated) who will utter (or mutter, depending on the time of semester) this statement. Molly, who we’ll say is a new professional, has been with her institution for a little under a year, and has weathered the storms of training, move-in, health and safety inspections, staff issues, facilities nightmares, as well as her first drug bust or other seemingly sensational crisis. She has “formed, stormed, normed and performed”, and is now at a critical precipice: *Molly is unmotivated, unsatisfied and questioning her position.*

Molly has passed the point where sheer reflex propels her to the office every morning at 8 o’clock sharp, and now Molly is beginning to shrug her way in right before 9a, with a coffee and a mandatory one-hour “No Visitors” policy. Molly’s usual cheerful morning welcome has now become a cynical wave, right before she closes her office door. While Molly performs in her position, and her supervisor is pleased with her work, she has found herself in a position shared by most new professionals, questioning her motivation and its place within her overall job experience. Sound familiar? It should.

As educators, we actively engage our residents and students in an effort to aid in their personal and cognitive development, with an implicit goal to foster intrinsic motivation for maturity, for growth and for further achievement. We provide them with advisement, reinforcement and modeling in hopes to instill a connection to the institution, to their academics, and to their own personal success. We strive to no limit to ensure that we have encouraged each (realistic) dream they conceive, and we support to the avail of each (legitimate) cause they endeavor. In that same vein, the presence, support and maintenance of motivation for new professionals is paramount in the longevity of their success, performance and satisfaction in their professional positions. But we do not address the maintenance of their motivation with the same fervor. We do not enterprise to promote their dreams and causes with the same passion, nor with the same conviction. We fall back onto the reliance that they have already “developed themselves” (a favorite quote from my undergraduate Dean of Students: “I believe in Student Development. Now develop yourself to this meeting on time.”) and are no longer in such defined need of support. We could not be farther from the truth.

Why is the maintenance of motivation important?

One of the leading indicators of job dissatisfaction is loss of intrinsic motivation. This is especially pertinent in the field of education, where employee turnover is a significant issue. What is more concerning is the ease with which this issue could be addressed. As determined by the foremost researchers in the field of motivation, Deci and Ryan (1991), individuals operate under three basic needs in the context of motivation: *Relatedness*, the need to develop secure and satisfying connections with others; *Autonomy*, the need to be self-initiating and self-regulating of one's own actions; and *Competence*, the need to understand how to attain external and internal consequences through actions (pg. 327). Deci and Ryan (2000) identified that those needs are "essential for facilitating optimal functioning of the natural propensities for growth and integration" (pg.68). When those three needs are present and met, individuals can operate through intrinsic motivational efforts in order to complete desired goals. It is the absence of those needs that determines if the motivation used to push an individual toward a goal is constructed of an external desire to attain the missing "need". Each of these needs can either be met or extinguished within a professional environment, depending upon the nature of that environment.

How can this be accomplished? In their research, Deci and Ryan stipulate that the presence of intrinsic motivation is maintained, strengthened and renewed within environments that encourage autonomous actions and thought, as well as promote competency in its participants. This can be done through supportive encouragement, as opposed to negative feedback; through fostering educational, social, family and personal environments and relationships, where control is subverted for supported autonomy; where competence is valued by the societal norms. When the model of "Autonomy/supportive vs. Controlling influences" is adopted toward extrinsic motivation, the individual integrates and internalizes motivation at a much higher rate (pg.334).

Additionally, individuals are encouraged and supported to utilize a combination of both intrinsic and extrinsic motivation to achieve desired goals, through the process of internalization, in which the new professional "integrates within themselves the regulation of uninteresting activities that are useful for the effective functioning in the social world" (pg. 328-29). The environment that is created and supported within an institution must be supportive and conducive to such motivation. In environments where autonomy, competence and relatedness are not supported, there is an undermining of intrinsic motivation that occurs. This undermining precipitates dissatisfaction with one's job and its responsibility, and ultimately results in loss of motivation and interest in the position.

In the educational context, through research, practice and observation, it is known that motivation is established, fostered, and further developed through the environment that is created and maintained by those relationships that new professional is a part of, including the parental/familial, the educational/mentoring, and even institutional. If an environment where the three essential needs of the new professional are met and positively reinforced, the creation and maintenance of intrinsic motivation occurs, and the integration of extrinsic motivation is achieved. And we are all spared from those "Molly UnMotivated" moments in our staff meetings, training, in-services, and programming sessions (well, hopefully).

Resources

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“Putting the Community in Community College”

A reflection on my ACUHO-I Internship at Green River Community College

Evan Thrailkill

The University Of Alabama At Birmingham

As I began my search process for a summer internship, I decided to take on the daunting task of researching and procuring an ACUHO-I internship. As a sophomore undergraduate student at the University of Alabama at Birmingham, I didn't know what would be in store for me. I began looking through the list of thousands of schools that offered ACUHO-I internships. I didn't know what I wanted or expected from this internship, or where I wanted to go. There were so many options from which to choose. Should I try going up north, or going to the Pacific Northwest, perhaps going to a small school, or a large four year institution, or maybe going to a public school, private school, or even a privatized housing company? Thus, I began emailing schools, all different kinds in various regions across America. At first, I emailed around 15 schools. After having phone interviews for around 13, I was stoked. However, those 13 phone interviews culminated, and I didn't receive an offer. Thus, I began looking again. I came across *Green River Community College* in Auburn, WA, and I thought to myself, “This is going to be lame housing at a community college.” However the complex was owned by Capstone Companies, so I thought I would give it a try. I emailed the director, despite my negative preconceived thoughts. I then phone interviewed with the director, and only a few short days later interviewed with the assistant directors. The following Monday, I received a call saying that they wanted to offer me the internship. I accepted with excitement, but I had my reservations since it was a ‘community college’.

As I began telling people around campus about this exciting opportunity, I received a multitude of feedback. Most of it was from people who “looked down upon” community colleges. As time passed, I became unsure of this opportunity at the college, but didn't want others' ideas as well as mine, influence my decision. I thought to myself “am I going to get the same experience at *Green River* that I would get at a four year institution?”

Finally, I accepted this challenge, and the day arrived; I flew out of Birmingham, AL on my way to Auburn, WA not knowing what to expect. After a long flight across the states I arrived in Washington. As soon as I arrived, I could quickly tell my expectations were all wrong. The student housing complex was very nice. These were apartment style with four individual bedrooms and two bathrooms. After only my first week on the job, I had already begun to understand the community college atmosphere and the challenges to having on-campus housing. This amazing internship opened my eyes to the community college world. I realized it wasn't as “lame” as I had thought. I quickly adjusted to my new environment and began working on typical internship projects. Some of the things I accomplished while participating in this internship were: office communications, updating/formulating an emergency manual, formulating a residence council manual, and working on archives. I also gained experience in marketing. I worked on a new PDF online application, as well as a system to track prospective residents.

Not only did I do “housekeeping” sort of work, I also got to experience the amazing student leadership aspect at a community college. I was part of the CLEO (Community Leadership, Education, & Outreach) program. CLEO is a unique opportunity within the community college system for students to challenge themselves and gain work experiences. I attended the end of the year leadership banquet, and was thoroughly blown away by the amazing student leaders. The RA's were included in this group of student leaders. They were awesome, and many of them were transferring to renowned four year institutions. I also had the opportunity to attend GRCC graduation. This was also an eye-opening experience. To witness all the students who had put their hard work into getting a degree, and then transferring or continuing in a profession - - - all of this was truly outstanding.

About midway through the summer, I began meeting with various stakeholders on campus to see how they interacted with Capstone. This was one of the most successful parts of my internship. I began to understand how the college thrived as a “community.” With all the departments working as one: Capstone Cooperate Office, the Campus Corner Apartment Staff, the Student Life Staff, Campus Safety, the Foundation, and the International Programs Office. A prime example of this was the Campus Corner Apartments Coordinating Council (CCACC). The CCACC meets twice a month and consist of the CCA Staff and all the stakeholders on campus. This meeting is where student concerns were addressed, as well as concerns *Green River* had with Capstone.

This internship truly opened my thoughts about working at a community college. I saw how the students interacted, and enjoyed living on campus. I also witnessed the atmosphere of a community of student affairs professionals working together to achieve a common goal: student success. I don’t think I would have gained as much professional experience if I would have chosen a four year school at which to pursue my internship. I think my opinion was valued more, and thus I had more of an impact on new ideas and change that was implemented. I also had a lot more responsibility being on such a small staff over the summer; I genuinely felt as if I was part of the core leadership at Campus Corner Apartments, and that my opinions were valued. It was truly an unforgettable experience.

Who’s Leading Your Parade? Our Guide to Forming a Successful Supervisory Relationship

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Clemson University

We all come to the table with various talents, perceptions, and often march to the beat of our own drummer when it comes to supervision. Maybe we are new to the profession or maybe we are a bit more experienced. We may feel that our perceptions and experiences of supervision are the only way it should be done or we may feel that we have “done it this way for years and it has worked.” A successful supervisory relationship, in our experience, is working together to find your harmony as a unit. This harmony may change from year to year based on the development and needs of both individuals, as well as environmental factors that may be outside of your control. Below are tips that we utilize in our own supervisory relationship with each other and with others.

S – Support

We know that we need to challenge and support our students, but this goes for us as professionals. It is important for supervisees, not just the supervisor, to recognize that a supervisor may not have the answers needed or may be going through a difficult situation as well. In order for support to be successful, it must be mutual.

U – Unified Front

There are many tough situations that arise in our given fields. It is important to create a game plan in advance of typical situations. From terminating an employee to a stance on a new policy, nothing tears a supervisory relationship more than mistrust associated with the unknown. Intentional conversations and planning need to happen so that both individuals feel supported and know what to expect.

P – Play

Everyone needs a break now and then. It is important in any relationship to take time for play on a regular basis. Depending on your institution, this may look different. Do you both enjoy the same coffee establishment, the same online game? This can be incorporated in your one-on-ones or just a conversation starter.

E – Explain your perspective

Feedback is often invited, but we often avoid creating conflict in a direct relationship. Honest feedback is needed for us to grow as professionals. Take time to plan out what needs to be said prior to entering in a conversation to ensure you are thorough and focused on the

situation, not character attacks. Sometimes feedback may sting. Sometimes you will need to take time to process feedback. This should happen on a regular basis. Talking about effective ways for this feedback to be given should happen at the beginning of the relationship. You will both become better professionals when you learn to effectively explain your perspective.

R – Rome wasn't built in a day

We remember a time that we had our own perceptions of each other. As two people from different geographical locations with two different upbringings, experiences, and ideas about supervision, it was a challenge at first to identify with each other. It takes time. Ask, support, and watch as that relationship develops and grows professionally stronger.

V – Variation

Who usually starts conversations in a 1:1? Alternate who shares their lists of questions, successes, concerns, etc., first in order to ensure both individuals feel valued and appreciated.

I – Ignite Passion

How refreshing it is in our demanding days in Housing and Residence Life to meet up with a colleague whether we report to them or they report to us, for them to ask, "How did you affect students today in a positive way?" or "What were you passionate about today that you accomplished?"

S – Step Up

Be honest with each other. What do you know? What don't you know? What is in your locus to

control? What mountain must you climb today? Which one can wait?

I – Involvement beyond your Position Description

For us, we like to be supervised and mentored by colleagues who give back to the profession, through involvement, continued education, research, writing, etc.'

O – One opinion does not cancel out another.

You are a team, both parties need to contribute and have a stake in decisions. Don't let power differentials prevent you from staying true to who you are as a professional.

N – Never forget we are people.

Care for each other as a person and a professional. We all have times of high stress that may not be caused at all by the job. You may get a strange look or short answer, and it may have nothing to do with you as a person. Remember to be as flexible and understanding as we are with our students.

We hope these steps are successful for you as we have found them to be for a successful relationship. These are simple tips and lessons that we have learned based on our experiences in working together, working with others, communicating what we need to be supported, and to continue developing as professionals in the field.

Marijohn is an Area Coordinator with 4 ½ years professional experience in Housing. Sandra Summers is a second year Resident Director with Housing and in the Master's of Education - Counseling Education program. Marijohn has been Sandra's direct supervisor during her duration at Clemson University.

Positivity's Power Over a Culture of Complaining

Dan Hairfield

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There are times when everything weighs heavily on your motivation. Maybe you are struggling with a difficult staff dynamic, feel overtaxed with too many responsibilities or your personal life is overflowing into your professional concentration. In the past, I was one who was prone to sliding right into complaining

mode. Many aspects of counseling psychology promote discussing and focusing in on your problems, crises and negative experiences before moving into problem-solving. While positive psychology is not a new concepts, there are some great lessons I learned through returning to explore this topic.

So first, why do we complain, or better yet, why is it easier to focus on the negative? In *The No Complaining Rule*, the author discusses how to change one's perspective and the serious effects it can have on relationships, professional productivity and balance. Through the telling of Hope's story, we learn that complaining occurs for two major reasons: fear and habit (Gordon, 2008). Fear arises due to uncertainty, negative outcomes or an inability to cope with a situation. A habit of complaining forms through the cues we take from others. One negative attitude can sour an entire group or organization.

This is not just anecdotal. Marcus Buckingham and Gallup have been researching these concepts for quite some time. In a study by Gallup, it was determined that negativity in the workplace costs the US economy roughly \$250-300 billion per year (Rath & Clifton, 2009). Negativity is also correlated with lower job satisfaction, and can even have health effects. Although stress may not be indicated as the key reason, stress-related physical ailments make up 90% of doctors visits, and negative emotions have been tied to decreased lifespan, increased risk of a heart attack or stroke, less energy, fewer friends and more physical and emotional pain (Rath & Clifton, 2009). It is clear that negativity has serious side-effects, including ones we have the power to change.

Breaking the culture of complaining is a tough task, but not insurmountable as it may seem. Gordon discusses the concept of taking a complaining fast and changing one's focus to positivity (2008). Four key elements structure the effort to curb the complaining:

1. *Take notice of your thoughts, reactions and tendencies.* Hold back the drive to criticize without purpose and compare the number of complaints with the number of times you openly appreciate or recognize good work. A 5:1 (positive:negative) ratio is generally healthy and can lead to the greatest success and happiness.
2. *Focus on positivity.* Sometimes prayer, meditation and reflection can allow you to find perspective. Choose an activity that is most

effective for you, but make sure that the focus is on what is going right for you and your colleagues.

3. *Turn thoughts into action.* Do not just think about the positivity. Live it! Take active steps to appreciate those around you.
4. *Learn when to let go.* There are some problems that are just out of our control. Rather than letting those problems hang over you, refocus and move on. You can always extract a lesson or find an element of success, but do not let those items keep you attached to the failure or negativity.

Focusing on the positive does not mean ignoring the problems that can be fixed, but there is still a difference between senseless complaining and purposeful complaining (Gordon, 2008). Senseless complaining includes everything from quips to full-on venting. There is generally an absence of suggestion for positive direction or change. In contrast, purposeful complaining identifies the problem and possible solutions. While tone and presentation are important to a suggestion's acceptance, the key element is truly in the addition of the solutions themselves.

After taking the time to apply these concepts to my own personal and professional environment, the discussion of the literature and application of its principles have traveled beyond my own locus of influence. On an individual level, my staff is happier and more productive, with a desire to learn more and apply the concepts in new ways. Beyond my residential community, my colleagues have begun to take interest and try applying the concepts in their own areas. There is great opportunity associated with a change in perspective.

"The person who sends out positive thoughts activates the world around him positively and draws back to himself positive results." ~Norman Vincent Peale.

Overview: Undocumented Students and Access to Higher Education

Kern Williams
Emory University

Jessica Coloti, an undocumented student from Mexico, was arrested in late March 2010 for a minor traffic violation on Kennasaw State University (KSU) campus. This incident has brought the issue of undocumented students and access to higher education to light and scrutiny in the state of Georgia. It was discovered that KSU was charging Coloti the in-state tuition rate when she should have been charged the out-of-state rate. Coloti was granted a one year extension on her stay in the United States to complete her education. However, the state board of regents has ordered KSU to charge Coloti the out-of-state tuition rate. Coloti's story is similar to many undocumented children across the United States; for whom higher education is still unattainable.

Children of undocumented immigrants do not have the same access to education as citizens and legal immigrants. The phrase "Children of undocumented immigrants" references those children who were taken surreptitiously across the US border by their parents. Essentially, they had no part in the decision to move to the US illegally. Many of these brilliant students graduate high school only to discover that the only government they have known will not grant them tuition aid to go to college because they do not have a legal status. Even those children that reside in states that do allow them to go to college at a reduced rate are still unable to find jobs after graduation because they are still considered an illegal immigrant (Bhattacharjee, 2005).

The Illegal Immigration Reform and Immigrant Responsibility Act, signed into law by President Clinton in 1996, prohibits states from allowing undocumented students to attend public colleges at the in-state tuition rate. The schools that will take these undocumented students are forced to charge them the out of state rate. The out of state tuition is usually about three times higher than the in state rate.

The Development, Relief, and Education for Alien Minors (DREAM) Act could dramatically change the futures of undocumented children by providing a pathway to legalization. This legislation was introduced in 2003 by Senators Orrin Hatch and Richard Durbin. If passed the act: "would grant conditional permanent residence to undocumented students who came to the United States before the age

of 16" and "can prove good moral character, have been in the country five years at the time of enactment, and have graduated from high school in the U.S." (Badger, 2005) Eventually the "permanent residence" status would be lifted and students could become US citizens if they: "(1) graduate from a two-year college or have studied for two years toward a bachelor's degree; (2) have served in the U.S. armed forces for two years; or (3) have performed a certain amount of volunteer community service." (ibid, 2005, Olivas, 2003)

The DREAM Act and the issue illegal immigration have created much contention. Proponents of the DREAM Act have argued that denying these students access to education is not only hurting the students but also hurts America and its economy. Education creates more involved and engaged citizens who contribute positively to our nation. On the other side of the issue, opponents have argued that the DREAM Act, by providing a path to citizenship, would only encourage more illegal immigration. Moreover, undocumented immigrants are only taking the seats of legal tax-paying citizens.

Clearly, the issue of undocumented students stretches further than Georgia and affects many more people than Jessica Coloti. Most college campuses will have to examine this issue in some manner. As some states start to open up their doors to undocumented students, educators and college personnel officers will need to become aware of this matter more and more. Understanding what the law states will be beneficial to our profession and also help in ensuring that educational access remains open to all those who would pursue it.

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Five Steps to Successful NRHH Advising

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Much of the research on advising residence hall student organizations deals with RHAs and Hall Governments (Dunkel & Porter, 1998; Dunkel & Spencer, 2006; Osteen & Tucker, 1997; Werring, 1984); however, many institutions have another organization – the National Residence Hall Honorary (NRHH). While NRHH has been around since 1964, many institutions are hosting their first NRHH chapter in part to a new national structure. Consequently, this means that there are many advisers advising NRHH chapters for the first time. Whether this advising position is part of a written job description, a collateral assignment, or an volunteer responsibility, there are five simple steps any adviser can take to help have a successful advising experience.

Step 1: Learn the Lingo

NRHH. OTM. RHA. ART. SAACURH. One thing that this organization does not have a shortage of is acronyms. While at first glance it may seem like "alphabet soup," these acronyms are used throughout the organization. It can be easy to get lost in the lingo, especially at conference boardrooms, but it is important to understand what is being said. Many cheat sheets exist, so advisers should get their hands on one. Often at conferences there is some form of orientation for new advisers and NCCs/NRHH Representatives, so attend.

Step 2: Understand the Specifics of NRHH

After an adviser has the lingo down, the next step is to understand the specifics of NRHH. Like any

organization, NRHH has some specific characteristics that make it unique from other organizations. A good starting point is to read about the national history, symbols, mission, vision and pillars that can be found on the NRHH website (www.nrhh.nacurh.org). The website also includes useful information like bylaws, policy book, *The ABCs of NRHH* manual, and the *Chapter Building Guide* manual.

It is also helpful for an adviser to be familiar with the specifics of the local chapter. Once again, a great starting point is finding information about the chapter history and reading the constitution and policy books (if applicable). Because there is no national standard for several of the NRHH functions, each chapter is able to create its own practice for OTM selection, member selection, and induction. Hopefully, this information will be in a transition report from the previous adviser, but the executive board officers are often good sources of knowledge as well.

Step 3: Determine the Type of NRHH Chapter

While the NRHH organization serves as an honorary organization recognizing the top 1% of residence hall students, each individual chapter decides on how involved it will be. Often this role has been in place for a long time and is dependent on how active the other organizations on its campus are (RHA, RA staff advisory board, SGA, etc.). Some chapters chose to be an Honorary Chapter, whose role is to induct members and do very little else. Others serve as the recognition organization on their campuses. These Recognition Chapters are involved in all aspects of recognition from OTMs to

Appreciation Days. Finally, there are chapters with regular meetings, activities and programs, and highly engaged members. These Active Chapters may complete community service, provide social opportunities for their members, play a larger role in their housing departments, and be a highly visible organization on their campuses.

Since no two organizations are alike, it is important for an adviser to understand the type of organization he/she is advising. This will help the adviser understand the expectations of members, officers, and the adviser. When members attend conferences, they may be inspired by more Active Chapters and desire to move their chapter in that direction. If the adviser has an understanding of the culture of his/her chapter, the adviser can help guide the students to find a good balance for their chapter.

Step 4: Recognize the Relationship with Other Organizations

Related to understanding the type of NRHH chapter is recognizing the relationship the chapter has with other organizations. While this includes any organization or department on campus, most chapter primarily interact with the housing department, the RHA, and the Staff Advisory Board/RA Council (SAB). For most NRHH chapters, the housing department serves as a resource provider. The level of support varies by institution, but typical resources provided include having a staff adviser, offering office space, and providing some monetary support. Some chapters also have active roles within the department that include officers and members attending staff meetings, making presentations at training, and serving on departmental committees. Understanding those expectations that the department has for the chapter allows the adviser to help be the voice for officers at meetings where they may not be in attendance.

At many institutions, the RHAs (and their related area governments) are the primary organization for leadership, advocacy, and programming for on-campus residents. Often the advocacy piece is handled solely by the RHA, but the RHA's involvement in the leadership and programming areas often impact the involvement of NRHH. Some chapters run the leadership workshops that RHA members attend, while other chapters put on monthly social programs. Typically, the recognition piece is run by the NRHH chapter; however, since OTM voting on the campus level is left to the chapter's discretion, some chapters have high RHA input in the selection of winners. Another area of interaction between RHAs and NRHH relates to conference travel.

Communication and clear expectations are a must when it comes to conferences. The NRHH Representative for boardroom (who is often the president) needs to communicate with the NCC of RHA about registration and conference planning. Additionally, the NRHH adviser may or may not be required to travel to conferences, unless an additional driver is needed. If the NRHH adviser does not travel to conferences, then the RHA adviser will be assisting the NRHH representative in boardroom. This is when it becomes important to have a good working relationship with the RHA adviser.

In relation to the Staff Advisory Board/RA Council (SAB), the NRHH chapter is often impacted by the type of organization that the SAB is and what it does. Many SABs serve as the advocacy organization for staff, but some also plan and organize recognition events. Discussions should be had about co-programming between the two organizations for recognition events. SAB members may also be involved in helping select the Resident Assistant OTM each month. Once again, good communication and collaboration between the two organizations is a must.

Step 5: Advance Advising Skills

Once an adviser has a handle on understanding the basics of being an NRHH adviser, the next step is to advance his/her own advising skills through professional development opportunities. This not only benefits the adviser professionally, but it also benefits the students whom he/she advises. Fortunately, there are multiples avenues to do so.

For those who attend conferences, there are Adviser Recognition and Training (ART) sessions that focus on multiple aspects of advising, including an elective course on NRHH Advising. These sessions are often presented at SAACURH and No Frills conferences and are becoming more regular at the NACURH annual conference. Occasionally, there are sessions presented at SEAHO Conferences as well. After completing the courses and experiential requirements, the newly minted ARTist can move to the Master ART track at future conferences as well as present the ART sessions.

For those who do not travel to student conferences, there are additional opportunities outside of ART. For starters, there are several books published on advising (Dunkel & Schuh, 1998; Dunkel & Spencer, 2006). In addition to research articles, there are association newsletter articles published on advising housing student organizations available to read (Cooper, 1999; Linkous, 2001; Morales, 2006; Pierce, 2009; Rogers, 2008; Self, 1992; Wilson & Colburn, 2007). However, there is a need for more. Advisers should consider

writing an article on their experience with advising a group, advising a program, advising a conference delegation, or handling adviser pitfalls and successes. For more individualized and focused learning, online courses and webinars exist through various professional associations. All of these options offer a great opportunity for advisers to further develop their advising skills and knowledge.

Conclusion

Advising NRHH or any student organization can be a rewarding and challenging experience. Like any skill, advising a student organization is one that is best honed through practice and application. Remember that as organization officers are learning to be leaders, so too are advisers learning to be advisers!

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Six Ideas for Conduct Administrators

Attorney Adam Ross Nelson, JD

East Carolina University

Here are a few ideas that might help conduct administrators – those who meet with students about potential policy violations – reflect, self-evaluate, and grow. If you have your own thoughts, ideas, or feedback write to nelsonad@ecu.edu.

1. Consult with others early and often.

Spend time consulting with fellow conduct administrators. Use instances of potential policy violations as a case study. Use this strategy as an excuse to dialogue with administrators you might not typically otherwise interact with. Pick up the phone, dial the number, and start the conversation by saying “got time for a quick consult?” Talk about the case and share ideas about how to engage the student,

what consequences to assign, or other ideas for the student or case. Take notes while you consult and make them part of the file.

2. Tell the student what the meeting will be about.

The educational notions to which we aspire call us to tell students what the meeting will be about – in some jurisdictions the law also requires this notification. If you supervise make sure your staff understand why they should inform students of documentation at the time of documentation. Also include a note about the nature of the policy violation when you contact the student for an appointment. Resist the temptation to deflect by saying “we’ll talk about it at the meeting.” If a

student finds you in person and asks you about the meeting ahead of time do your best to briefly explain the nature of the policy violation and the potential consequences. Don't discard an educational opportunity that involves having the student think about their meeting before they meet with you. Also, to be fair, students need an opportunity to prepare for the meeting.

3. Look through your old files.

Find a file from last week, one from last semester, and if applicable from one or two years ago. Examine the files from a fresh perspective. Ask yourself a few questions about the file. Is the file complete? Could a fellow administrator look at this file and have a successful follow-up meeting with the student without any information not already in the file? If no, what additional documentation might be useful? Does the file have notes from any consultations? Is the paperwork completed correctly? Does the file contain all of the necessary paperwork? Did your comments on the paperwork make sense? If no, how could you have written the comments differently to make your thoughts and ideas more clear?

4. Review your logistics; try new approaches.

Examine the location of your conduct meetings. Do you always have your meetings in the same place? Do you let the student choose their seat or do you designate a seat for the student? What time of day do you typically meet? Do you have the necessary forms and paperwork handy? Do you have extra writing utensils and paper pads handy? Consider new approaches as you identify your patterns and style – but not all at once. If you designate a seat for students consider letting them choose their own seat in the next meeting. If you always let students choose their own seat, consider designating one. If possible consider meeting at different times or in alternate locations.

5. Read an article related to student conduct.

The Journal of College Student Development (JCSd) is available online to members of ACPA. See www.jcsdonline.org/accesstojcsd.html. The JCSd is also likely available via your campus library. Also consider finding articles in the Journal of Student Conduct Administration (JSCA) which is less widely available but you can find material from it via Google Scholar. See scholar.google.com.

Right, I know, not everyone has a passion for student conduct administration. And, not everyone has a passion for reading scholarly journal articles. But, finding and reading one scholarly article on the topic is an easy way to challenge yourself. Doing so will make you a better conduct administrator in particular and a better educational leader in general.

6. Take notes when you meet with students or witnesses.

Use a legal pad to take notes on your meetings and interviews. Write across the top of the form "Conversation With Donald Duck 2/9/13 4:00pm My Office." I recommend transcribing key portions of your conversation so you can know what you said and what the student said. Example: "Q. So did you see your roommate bring the alcohol into the room? A. Yes, I did." But, style matters and for you bullet points can work well too. The key idea to keep in mind on notes is that they should be intelligible enough for someone else to review and understand more than the gist of the conversation.

Taking notes can be useful as you prepare for meetings too. Notes will help you get focused, remember important discussion items during your conversation, and then after the meeting as you follow up or if the student appeals your decision.

There are however legitimate reasons to not take thorough notes when you meet with students. Some institutions as a matter of policy prohibit or discourage this practice. Just double check.

Moving Beyond Paper: Implementing Card Swipe Check In

Katie Musar & Karen Sampson

James Madison University

There are many different issues that need to be addressed when students are being checked into their residence halls. It's important to have an efficient and easy process for hall staff to administer. You don't want a student's first experience in the halls to be one of confusion or delays. Outside of the residence hall process, you have the needs of the Housing Office. It is vital to be able to quickly and accurately collect and report check in data. It was these multiple needs that pushed the James Madison University Housing Office to reinvent their check in process, moving from the traditional paper rosters to an ID card swipe system.

In 2008, our Systems Coordinator attended a conference and was inspired by a presentation about how one school used driver licenses to track visitors to their residence halls. This process got her thinking, and she had a vision of students arriving at JMU and flying through the check in process by using their university ID. No more signing in on a paper roster, no more wrong dates on rosters, no more signatures on the wrong lines. She had grand plans for a new process.

Her first step was to contact our vendor and ask about the set up process. At JMU, housing assignments are managed using RMS. She found that set up for this process was relatively easy. The next step was to research the many types of available card readers. Our Systems Coordinator got a crash course in technology, learning that card readers have a set of standard formatting: ANSI, ISO, and AAMVA. After working with our Card Services department, she found that the Magtek mini bi-directional reader with a USB connection would fit our needs very nicely. It was fairly inexpensive, and its USB connection that would be easy to install at any computer.

Once we had our first card swipe, it was time to test our system. In January 2010, we ran a pilot check in process in one building with approximately 400 residents. Students returning from winter break were instructed to check in at the hall office with their ID card. The pilot proved to be a terrific success. The RAs and the HD were very enthusiastic, and set up was a breeze as this building already had an office computer with authorized access to the secure housing website. The ability to monitor arrivals in real time was very exciting for the Housing Office.

After our successful pilot check in, it was decided to roll out this new technology for our entire fall check in process. Over the summer, we had several internal challenges that needed to be addressed. Through tireless work by our Assistant Director for Technology and a dedicated Hall Director, more than a dozen new computers were installed, and 15 additional computers were repeatedly tested across campus in hall offices.

Because the housing system must be accessed via a secure server, we worked closely with our university IT group to ensure all halls could use RMS. While this may sound simple, it proved to take longer than anticipated, resulting in our Assistant Director for Technology spending a considerable amount of August running between hot offices around campus.

We also had to plan for some check ins taking place outside of hall offices, which necessitated the use of Wifi networks, tablet computers, and public area internet connections. And with over 5000 people to check in over a 5-day period, it would be impossible for a single staff member per building to facilitate card swipe check in. This meant that each of 200 RAs and 28 Hall Directors had RMS accounts created, another substantial task completed by our Assistant Director.

As check in approached, we found that like any new process, there were unexpected bumps along the road, such as the logistical difficulty of accessing RMS in a building without a convenient Internet jack. In an attempt to prepare for potential problems, we printed paper rosters for each hall. One of the goals of this new process was to minimize the use of paper, which we were able to do by about 50% despite having to print smaller hall rosters.

While getting the system implemented across campus proved to be a bit more difficult than originally anticipated, 27 of 28 residence halls were able to implement card swipe check in. In order to prepare the staffs for this new process prior to the large scale check in days, smaller groups were checked in using card swipe during our early arrival days. We found that the process went smoothly for these small batches, so we were ready for our first year students!

Our new students may have been nervous as they arrived on campus, but the Housing Office had its

own set of nerves as we unveiled our new process on our first check in day. We were prepared for frantic phone calls about network sluggishness, malfunctioning card swipes, or long lines of students clutching their IDs. But we didn't get any of those calls. Instead, the office was eerily quiet. Our Systems Coordinator would share regular updates of each building's check in progress, tracking each card swipe in real time. Outside of the Housing Office, staff members were able to run reports she had built that enabled them to monitor arrivals.

Having access to real time data allowed our Systems Coordinator to run a variety of analyses. She found that our administrators' beliefs were confirmed and that the largest group of students arrives on campus between 9 am and 10 am. She also found that over 95% of first year students checked into their residence halls by 2 pm.

One of the great outcomes of this new process was the ability to resolve no shows in a much quicker

fashion. In the past we had to wait for Hall Directors to return paper rosters, a process that sometimes took 5 days. However, being able to monitor arrivals in real time allowed us to identify students who hadn't checked in with hall staff. Because we went to an electronic system, we no longer had to squint at dog-eared rosters, trying to make sense of scratch outs and arrows. Everything was neat and clean, formatted identically within RMS.

When the entire Residence Life team reviewed opening, the feedback for card swipe check in was overwhelmingly positive. A seasoned Res Lifer said that it was one of her smoothest check ins ever, thanks in large part to using the card swipes. Staff members who were initially wary about our use of technology during a hectic time acknowledged that both students and hall staff found the process easy to master. There is no doubt that card swipe check in will be the way that JMU administers their future residence hall openings!

A Bold New Direction for Residential Joshua Blakely

Joshua Blakely
Longwood University

Programming has typically been accomplished through educational and social opportunities in the residence halls. These opportunities typically take on the form of Resident Assistants attempting to share educational information, about which they may know little, to fellow students. Over time, administrators have put many requirements on these programs – be it in number or category. Often, programs are poorly attended, executed, or both.¹ The way we have been doing programming does not seem to be accomplishing the stated goals.

Current Methods

In order to fully understand the new direction for residence hall programming, it is critical that we take a look at the typical current methods being used at universities across the nation. While Rebekah Nathan's book, "My Freshman Year," may have been met with some critical scorn due to some of her research methods, Nathan does seem to present a fairly typical view of Resident Assistant programming. Consider this narrative of a RA's failed attempt at hall programming:

"To begin our second semester and usher in a renewed spirit of community, our enthusiastic RA devised an 'interest survey,' which she administered at the first mandatory hall meeting of that period... 'What would we like to do this semester?' She asked us. To find out, she distributed the survey with a written checklist that would assist her in launching new dorm programs that fit our interests and schedules... Among activities, several – including swing or salsa dancing and playing board games – were high on the list, but the RA decided to start her local, 'community' program with the biggest vote-getter, 'Movie Night'... The preferred time, according to the questionnaires, was 8 pm on Tuesday. And so Movie Night was instituted twice a month on Tuesday nights, and slips of paper appeared under our doors to announce the first movie. On the first Tuesday, two people showed, besides the RA. The second time nobody showed. The RA moved the night to Sunday. Still nobody showed. The program was canceled, leaving the RA wondering what she could do to 'really involve' her corridor."²

Who among us in the housing world hasn't had to process these failed attempts at community development with RA's? Despite approaching the situation with the best of intentions, and utilizing a common "best practice" – namely, surveying the residents to see their interests – the RA described above found herself failing at her goals. This all too common scene plays out in residence halls and apartment communities across the nation every year.

We seem to be using an antiquated model for programming in our residential spaces. With campus activities, organizations, class work, and jobs vying for our residents' time, is it any wonder that our programs are not being attended? According to Nathan, students "genuinely want to have a close community, while at the same time they resist the claims that community makes on their schedule and resources"³ despite the fact that they are requesting these activities when polled.

Student staff expected to be experts

In addition to the time constraint issue for program attendance, our programming models are predicated on the concept that our staff members are experts and our residents need to learn from them. How many "educational" programs have housing/residence life professionals seen which consisted of RA's reading a few facts to a group of their residents? Learning, which we should all be striving to stimulate in our residential communities, is defined as something completely different by "Learning Reconsidered 2" which challenges us to think about learning as more than the sharing of information:

"In the academy, teaching has usually been understood as the transfer of information, and learning as the ability to acquire, recall, and repeat information...One must wonder why it is still the norm to believe that repeating information for students to transcribe is a productive educational activity...there is a serious disconnect between the ways in which students are used to learning about the world, the ways in which knowledge is made available outside the classroom, and the ways in which we are still "teaching" and defining learning. There are at least two other components of learning that are equally or more important in today's world: *intellectual understanding* and *making intellectual and practical sense of experience* (Caine, Caine, McClintic & Klimek, 2005, p. 2). The processes for stimulating these additional types of learning are situated in parts of the brain that are not normally **involved in memorization or the mechanical repetition of material** [emphasis added]."⁴

Truly, the entire university system is structured around lecture-based pedagogy in the classroom. Is it any wonder that students are not attending optional, extra programs, which are perceived to use the same format? Rather than placing an emphasis on the sharing of trivial facts or the futility of attracting students to lecture-type programming, we should be focusing our efforts on programs which involve the concept of "constructivism." "Constructivism" assumes that meaning emerges from inquiry, knowledge acquisition, and the relationships and conversations among people who learn."⁵

While traditional classroom education may still be largely focused on memorization and recitation of facts, education in our residential settings can, and should, be focused on situating knowledge within students' "pre-existing pattern of meaning, often expanding or altering that pattern."⁶ It is these educational programs that staff members have found to be the most successful. When a program elicits the "aha" reaction, that is when we have truly hit the mark for educational programming in the residence halls.

The link between community and a feeling of mattering

Another often-overlooked area of development in our residential spaces is the importance of community on the individual's success. "Astin (1977, 1984) found that greater degrees of involvement with the programs and activities of the campus influence student satisfaction with college, academic achievement, and persistence toward graduation."⁷ This involvement in the community of a college campus is so powerful because of a sense of "mattering." "Mattering" is the feeling that "whether right or wrong, that we matter to someone else."⁸ This concept is contrasted by the idea of "marginality," which is characterized by a distinct feeling that one does not belong. Marginality is caused by a change in a role or in a life transition.⁹

The issue of marginality and mattering occur on a daily basis for our students. Consistently, our students are experiencing transitions and changes in roles. From the first-year student learning to live on their own to the senior student preparing to leave the academic walls, from the traditional residence hall student finding a new peer group to the apartment style residence hall student coming to terms with their newfound freedom, transition abounds during the four (sometimes five) years of college. What better time for programming and community development to step in than during these periods of marginality?

Programmatic efforts which show students that they matter – whether through attention, importance, or appreciation – will have a profound impact on the

residence hall community. Indeed, if our community development efforts can center on making students feel like they matter then research has shown that they will perform better academically and “will be less likely to commit delinquent acts.”¹⁰ Our community development efforts, if focused correctly, can truly create a positive impact on the campus culture as a whole.

How well are we doing?

A final piece of the residence hall programming puzzle is the ability to report meaningful data about programming efforts. An illustrative story printed in *Learning Reconsidered 2* may hold the key to how current assessment often seems to go:

“The story is told of the city slicker who gets off the train in a small mountain town. He notices a youth down the street who is taking pot shots with a BB gun at various targets (the side of a barn, a picket fence, and a stop sign). The youth then walks up to the target and appears to study the shot, and moves on. Approaching the first target, the visitor is impressed to note that the shot is dead center in the middle of a bull’s eye. The same is true with each target! He catches up with the youngster and says, ‘Young lady, I am very impressed with your shooting. How did you learn to shoot that well?’ She pauses a moment and says, ‘Aw shucks, it ain’t nothing. I shoot first and draw a circle around the hole later.’”¹¹

Often times, housing administrators are called on to justify programming expenses using data about programmatic topics. In these times, some of those same administrators are likely to begin drawing bull’s eyes around all of the bullet holes they have hit with their residence hall programming efforts. All too often student staff members rush into programming efforts without anything nearing intentionality in an effort to satisfy job requirements placed upon them. Furthermore, administrators will dutifully draw that after-the-fact bull’s eye around their programming efforts by applying arbitrary categories to the events like the “Schindler’s List” Movie Night being classified as a “multicultural” program.

Rather than attempt to show the value of residential programming after the fact, we should strive to incorporate learning objectives into the program planning process from the start. These intentional outcomes “usually identify growth in some dimension of knowing, being or doing.”¹² By incorporating a focus on these outcomes, we can “identify existing or new programs that might be needed to develop that outcome in targeted

students.”¹³ In short, we are “drawing the bull’s eye first, and then figuring out how to hit it.”¹⁴

Conclusions

Given all of these things, it is important to move in a bold new direction for campus programming. Rather than presenting many community building programs which put a further strain on student’s schedules, it is critical that RA’s begin focusing on smaller “in and out” type programs which will not rely on defined times carved out of the everyday “on-the-go” schedule of the modern student. Programs which will necessitate scheduling and defined beginning/ending times should be sufficiently large enough to draw the attention of the busy college student away from the other myriad of opportunities on a modern college campus. Educational programming, on the other hand, should be created in such a way that RA’s are no longer forced to pretend to be experts in all fields of study but, rather, willing participants in the learning process. Why not leave the imparting of new knowledge to the classroom instruction while the residential programming takes on the arduous, and arguably more important, job of making sense of that knowledge through discussion of new concepts, synthesis of ideas, and meaning-making activities? Through all of these efforts runs a common thread that should never be lost: the important job of making the students feel like they matter. If our student staff members can begin to think of successful programming in terms of making students feel less marginalized, then common indicators of success – attendance, involvement, community – will not be far behind. Finally, all of these community development and programming initiatives must be viewed through the proactive lens of intentional learning objectives. These objectives, if properly designed and accomplished, will serve to propel all students in a residential program forward to new levels of development and learning.

¹ Virginia Association of College and University Housing Officers (VACUHO), “Programming Models Within VACUHO Schools” Spring 2010, accessed March 3, 2010: http://www.vacuho.org/resources/programming_info_vacuho.pdf

² Rebekah Nathan, *My Freshman Year: What a Professor Learned by Becoming a Student*, Penguin Books, 2005, p. 45-46

³ *Ibid* p. 46

⁴ Jane Fried, "Rethinking Learning," in *Learning Reconsidered* 2 (2006) p. 3

⁵ *Ibid* p. 4

⁶ *Ibid* p. 5

⁷ Nancy Schlossberg, "Marginality and mattering: Key issues in building community" In D.C. Roberts (Ed.), *Designing campus activities to foster a sense of community* (New Directions for Student Services, No. 48, 5-15, 1989). San Francisco: Jossey-Bass

⁸ *Ibid*.

⁹ *Ibid*.

¹⁰ *Ibid*.

¹¹ Susan R. Komives & Sarah Schoper, "Developing Learning Outcomes," in *Learning Reconsidered* 2 (2006) p. 17

¹² *Ibid* p. 27

¹³ *Ibid* p. 26

¹⁴ *Ibid*

Preparing Your Staff for Placement: A Reflection upon SEAHO Placement 2010

Ryan Heins

Georgia Southern University

Preparing your staff and yourself for Placement is always an arduous process whether it involves interviewing for a new position or hiring a new staff member. Although a small placement exchange, SEAHO Placement 2010 hosted 56 candidates for 36 advertised positions. A lot of work from both employers and candidates goes into preparing for these interviews. This article focuses on how to best prepare your staff for interviews at SEAHO Placement and other placement exchanges whether your staff consists of undergrad students, graduate students, or professional staff. The information in this article originated from a survey conducted by the Placement Committee designed to assess the needs of its candidates and employers. Separate assessment tools were utilized for each constituent group to analyze the needs of the candidates and the employers.

The assessments were used to examine three main points: what experiences and qualities employers sought in candidates; recommendations from employers about how candidates should prepare themselves for the search process; and how employers can better prepare their recruitment staff. Additionally, this article will analyze the candidate assessment to examine what steps the candidates took to prepare themselves for the job search process, how confident the candidates feel about finding a position, and will provide demographic information regarding the type of candidates that participated in SEAHO Placement 2010.

The Assessment Results

A total of thirty employers from around the SEAHO region participated in the survey by providing feedback regarding how to prepare individuals going through the job search process. In completing the survey these employers provided further information regarding the demographics of their institution and the types of positions that their institution normally interviews for at SEAHO. In addition, twenty-three candidates completed an additional survey detailing how they prepared for their job search and what concerns they had regarding the search. The results of these surveys are limited based on low respondent rates; however, the information that was provided can be useful in helping to prepare your staff for the placement process.

Demographics of Employers. Out of the employer survey respondents 80% were from a public institution and had an on-campus residential population of over 2,500 students and a total student population of over 5,000 students. Most employers were searching for Master's level staff for entry level positions. For most of these positions, a Master's degree is preferred due to the level of work required, a satisfactory knowledge base in student development theory, and the need for staff experienced in residence hall administration and Student Affairs. The majority of the positions interviewed for at SEAHO 2010 were either full-time entry-level or graduate positions within housing. Many employers also planned to interview candidates at other placement exchanges such as The Placement Exchange (63.3%), the

— SEAHO FEATURE —

Southern Placement Exchange (36.7%), and ACPA's Career Central (33.3%). See chart one for a comparison of employers and candidates attending other placement opportunities.

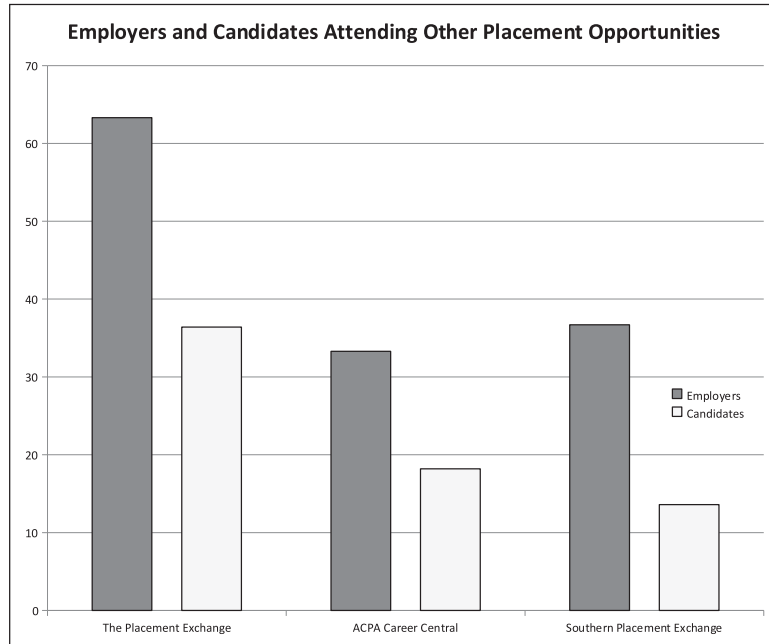


Chart 1

Preferred Experiences of Candidates by Employers. The chart below details the survey results from the question entitled, "What Housing/Residence Life experiences do you prefer candidates possess?" These were the experiences that were most highly preferred by the employers at the time of their search.

Demographics of Candidates. The candidates who completed the assessment at SEAHO Placement 2010 were a slight majority female and most had already completed or were working on their Master's degree (accounted for 95.7% of candidates who took the survey). Of these candidates 95.7% had experiences as a Resident Advisor or equivalent at a previous institution. 69.6% of candidates had been a Graduate Resident Director, and 43.5% had served as a Professional Resident Director in some capacity. 47.8% of the candidates at SEAHO were searching for their first professional position, 39.1% were searching for a second more advanced position within housing, 8.7%

were searching for a lateral move, and 4.3% were searching for a graduate assistantship within housing.

Candidates fears during the Job Search. Of the respondents to the survey, 77.3% of individuals reported being confident and prepared heading into the job search process, 18.2% reported being unsure at the time of the survey, and 4.5% reported being unprepared for the process. Some of the fears that candidates had regarding their job search were cover letter and resume concerns, concerns that the questions that candidates had regarding the process were dumb, and fears about the number of places the candidates should be applying to versus their fit at specific institutions.

Candidate Preparation for the Job Search. Many of the candidates took a varying degree of approaches to prepare themselves for the interview process. All of the candidates who took the assessment tool participated in a resume review by their colleagues. 95.7% of the candidates participated in researching the institutions of interest and have had previous working experience in higher education. 52.2% of the candidates stated that they interviewed other professionals in the field to learn more about the process and what to expect while searching for a new position. 43.5% of candidates participated in mock interviews prior to beginning their job search.

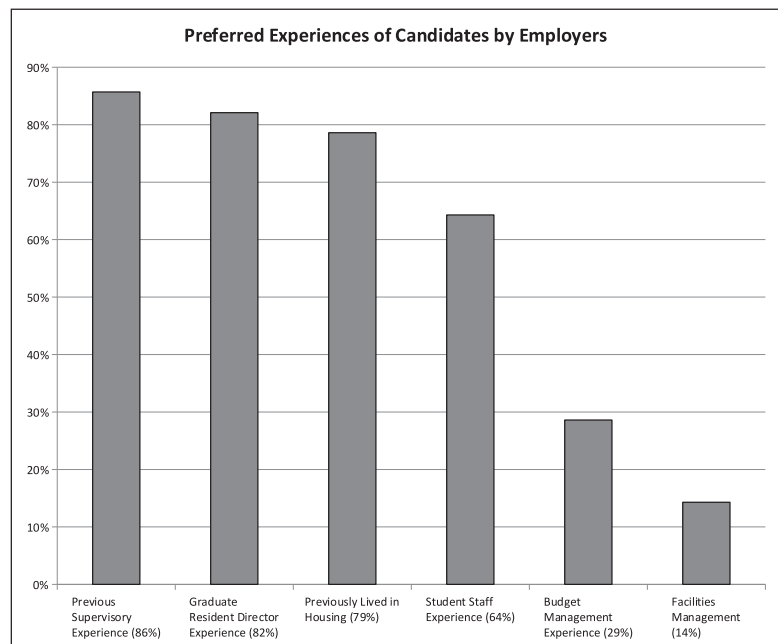


Chart 2

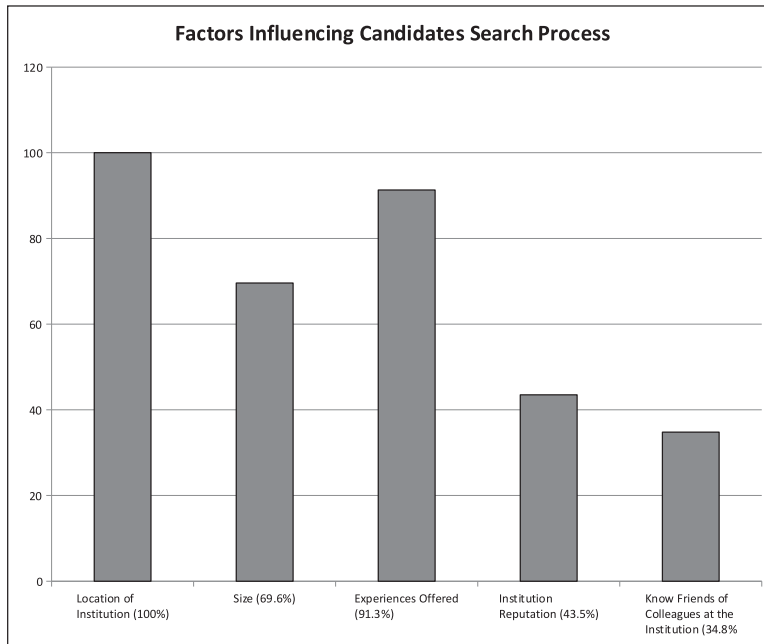


Chart 3

Candidates also sought assistance from their graduate programs, employers, and their professional associations to prepare for their search. Some institutions provided a full workshop to help them prepare for what to expect at placement.

While attending SEAHO Placement 71.4% of the candidates planned to interview with one to five different institutions. 28.6% of the candidates planned on interviewing six to ten institutions. The chart below indicates the primary factors that draw a candidate to interview with specific institutions. Since SEAHO is a regional conference it is not surprising to find that location is one of the highest ranking factors motivating a candidate's job search.

Similar to the employers, approximately two-thirds of the SEAHO Placement candidates planned to participate in other placement exchanges. 36.4% of the candidates planned to attend The Placement Exchange, 18.2% planned to attend ACPA's Career Central, and 13.6% planned on attending the Southern Placement Exchange (see chart one).

Recommendations for the Candidate

Advice from Employers to Candidates. While conducting interviews over the course of their professional careers, employers have developed advice that they have for candidates going through the job search process.

- Review information regarding the institution through their website or through materials provided to you prior to the interview

- Have your resume reviewed by your supervisor and other individuals to make sure that it is ready for the job search process

- Upload an updated resume at least one week prior to the conference. This will give the employers enough time to review it and prepare for the interview

- Never schedule an interview for the sake of having an interview. Make sure that you are willing to work at the institution prior to having scheduled the interview

- Be prepared to provide concrete and detailed examples of your experiences and projects that you have worked on

- Be prepared to ask the interviewer quality questions. Even if you have already interviewed with the school before, different individuals can provide different perspectives for the questions that you may have asked

- Don't forget to always be yourself and to be comfortable being yourself with the interviewers

Continuing your Search after SEAHO Placement. If you are planning to utilize SEAHO Placement as a candidate yet are also going to continue your search at additional placement venues look to see what the more popular opportunities are. Chart one details information regarding what other placement opportunities employers attended during the Spring 2010 search season. This is an excellent opportunity to talk to those employers again to see where you stand in the search process or to have a secondary interview with the institution. Secondary interviews are determined based on the needs and policies of the employers.

Recommendations for Employers

Selling your Institution to the Candidate. For many employers who have been at an institution for several years, selling the institution that you love comes easily. However, for those staff members who are new to a school, it would be beneficial to have a brief training time with your staff member to talk about highlights of the school and the area. Have a meeting prior to the start of each Placement Exchange or on-campus interview to go over the highlights of the institution and the area including major and unique attractions, available restaurants and the opportunities for developing a feel for the community.

It will also be beneficial at that meeting to discuss the schedule of events, review illegal or unethical questions, and share insight from any previous interview or contact with the candidate. It may also be beneficial to provide your staff with a series of sample questions several days prior to the interview so that they may become accustomed to the types of questions that should be asked.

The information that is provided to candidates at the time of the interview is also very helpful; however, remember that these candidates are often being inundated with similar information from all employers that they interview with. Try to provide the candidates with information that will give them the best understanding of your position, department and institution but also provide them with resources to do further investigation on their own. Compact discs, flash drives, and directions to websites can provide a lot of information to candidates without taking up much space in their candidate mailboxes or personal bags. Using smaller items or directions to information online will also be beneficial in cutting down on weight if you have to ship or fly information from your institution to the interview location.

Chart three displays information about what draws a candidate to interview with a particular institution. When trying to draw in a top candidate sell them on what interests them the most. Emphasize how the experiences that you may offer will benefit the candidate for the future. If you are located in a more rural setting, emphasize your surrounding location and attractions to help entice candidates during the interview process.

Helping candidates become more experienced and comfortable with the interview is the key. It is important for housing departments to prepare their staff, whether they are undergraduate or graduate students or professional staff, for the different aspects and arenas of housing. Talk to your staff about what their interests are and how they plan to get the greatest level of preparation for their impending career moves. It may be beneficial to conduct job shadowing programs for upper administrators in the department. Utilize practicum experience for graduate students to help them become familiar with the inner workings of facilities or judicial affairs offices.

Obtaining these experiences can be especially difficult for graduate students who are working in different areas of student affairs, but recognize that

their best options for employment may be in housing. It is especially important for these individuals to have a basic understanding of how housing programs are conducted. It would be beneficial for these students to shadow a graduate or professional resident director, but to also learn more about staff selection and training and the importance of staff dynamics within housing.

In addition to providing professional learning opportunities for your staff and graduate students, it is just as important to provide realistic expectations regarding placement services at the conferences. Have your staff participate in mock interviews with individuals from different offices from across campus. If you have a higher education or student affairs graduate program on campus, work with the faculty and staff to provide a mock placement exchange to get the candidates familiar with interviewing in a large space with many individuals. Provide them with some sample interview questions that your institution uses so that they may become familiar with the types of questions being asked. Help your staff members develop goals and objectives that they would like to accomplish during their time as a new professional.

Conclusion

Preparing for a placement exchange for both the candidates and the employers is a very time intensive process. A lot of work goes into making sure that your staff is ready to either be interviewed for new positions or interview for new employees. It is never too early to start preparing your staff for the placement process whether they are participating as candidates or interviewers. Talk to the staff members who are interviewing as candidates to make sure that they are prepared and have all questions answered prior to placement. Meet with the staff conducting interviews to make sure that all staff share similar expectations for the interview process.

The information provided to the SEAHO Placement Committee through the conducted assessments can be used to help prepare your staff for future placement opportunities. In order to have a successful placement process, make sure that you and your staff are working together to figure out what each other's needs are throughout all steps of the candidate or job search process. Good luck with your future search, whether it be for a new employer or employee.

Residence Life and Retention: The Reemergence of Academic Programs in Student Affairs

James S. Bridgeforth, M.Ed

University of South Alabama

Over recent years the findings of numerous research studies have asserted that housing has the capability to increase academic performance and retention among college students. For example, a study at the University of South Alabama found that students who live in residence halls have a higher grade point average than that of those who live off campus (Office of Institutional Research, 2010). Moreover, research suggests that students who live in university housing have stronger retention and graduation rates than those students who live off-campus (Office of Institutional Research, 2010). While this should not be a surprise to housing professionals, many campuses struggles to establish strong undergraduate retention rates; however, university housing and residence life is a great resource for a college or university looking to create programs that will boast retention and academic stability among students. This article will suggest three approaches that housing and residence life professionals may use to positively impact academic outcomes and student persistence among undergraduates.

First, research findings suggest that living on campus can improve an institution's overall retention (Leone & Tian, 2009). Based on this model a number of campuses have transitioned to a residential requirement for first year students. Many campuses with live-on requirements have retention rates well over 80%. The rationale behind these results is that a residential requirement should encourage students to become integrated within the fabric of campus tradition. It is the campus tradition that gives these students a sense of belonging and pride, which can contribute to increased levels of student persistence. In most cases a residential requirement can be expected to increase the retention rate from the first to second year. A good example of this is the University of Massachusetts-Amherst, where policies state that first year students are required to live in the residence halls; as a result, retention rates at the school hover around 87% (U.S. Department of Education National Center for Education Statistics, 2010). The University

of Alabama also has a residential requirement for first year students, and they boast an 83% retention rate between first and second year students. The National Center for Education Statistics (2010) indicates that only 57% of all first time freshmen persist to graduation; therefore, a college or university that experiences more than 80% retention has achieved an amazing accomplishment. Consequently, housing and residence life professionals should be proud of their impact on college retention. A live in requirement not only helps with retention, it also provides an opportunity for students to become engaged in various campus functions that encourage college persistence. Research points out that the more a college student is involved in campus activities the more likely that particular student is to graduate (Astin, 1993).

Often times it is difficult for a campus to adopt a residential prerequisite for first year students. At universities where this is the case, there are several options to increase student retention and academic engagement outside of the classroom. A very popular concept that is reemerging is the idea of *Faculty-in-Residence* programs. This idea promotes getting students involved with faculty members beyond the classroom, particularly in the residence halls (Browne, et al., 2009). Faculty-in-Residence programs are unique because they are believed to acutely shape undergraduate students to be more competitive for the global market (Betty & Lamay, 1996). Browne and his colleagues (2009) suggest that Faculty-in-Residence programs improve the students' college experience, students' attitude toward learning, and overall academic performance. It is this kind of involvement with faculty living in the residence halls that increases college persistence and graduation rates (Brown, et al., 2009). Developing a Faculty-in-Residence program improves students' academic and social growth which are essential elements for fostering an environment that creates retention (Pascarella & Terinzini, 1991). Although Faculty-in-Residence programs are not new, they are taking on a more meaningful purpose in higher education. Browne and his colleagues (2009) indicate that

students involved with Faculty-In-Residence programs have consistently yielded higher retention levels and greater scholastic gains than those undergraduate who do not. This wealth of research seems to imply that Faculty-In-Residence programs are essential in developing an academically student-centered community.

Community has traditionally been the staple of any well-defined housing program; over recent years live-learning communities have impacted student retention and cognitive growth among the student population more than any other aspect of student affairs. The rationale of a living learning community is that students identify and select a residential community based on an academic interest or theme; in many cases these students recruit faculty members to serve as an advisor. These communities are powerful because students who are involved in them have more interaction with peers which, in turn, is related to academic success; students spend more time engaged in academic rigor and perceive college as an encouraging learning environment (Stassen, 2003). Tinto's (1993) model on student persistence suggests that students who reside in living-learning communities are more likely to persist through graduation; whereas, Garrett and Zabriskie (2004) indicate that the lack of living-learning communities leads to significantly higher levels of student attrition. In short, living-learning communities will increase student engagement, cognitive growth, and retention (Stassen, 2003). Research suggests that residential learning communities increase student involvement, student-faculty interaction, critical thinking skills, cognitive performance, and provide a more supportive academic peer environment for undergraduates (Garrett & Zabriskie, 2004; Kuh & Vesper, 1997; Tinto, 1993). In the end, all of these factors lead to greater student satisfaction and success; therefore, housing and residence life professionals can greatly improve student academic outcomes and retention by developing living-learning communities.

The idea of residence life programs boosting college retention is not a new concept, but in an era characterized by budget constraints and fewer resources, colleges are turning to innovative methods to improve academic outcomes. This article suggests that campuses may consider implementing a residential requirement, creating Faculty-In-Residence programs, or developing living-learning communities as an avenue to increase academic

achievement as well as student persistence. In the years to come, colleges and universities across the country will become more dependent upon housing professionals to implement strategies to increase undergraduate retention and improve academic outcomes; therefore, it is a great time for housing departments to implement a new approach to housing and residence life by increasing academic initiatives in the residence halls.

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Alabama Updates

The University of Alabama

Housing and Residential Communities at the University of Alabama is pleased to welcome the following new staff this fall:

Jennifer Glenn is the new Programming and Civic Leadership Coordinator. Jenn received her Bachelor of Arts in Educational Studies from Emory University and her Master of Arts in Education from Virginia Tech. Jenn comes to The University of Alabama with experience working in Residence Life and Student Activities at several institutions along the east coast.

Elizabeth Cox is the new Community Director for the Ridgecrest East and West Community. Elizabeth earned her B.A. and M.T.S. from Emory University in Atlanta where she worked in Residence Life and the Office of Undergraduate Admission. She comes to UA from Washington, DC where she worked in residence life at Catholic University.

Cathy Bolling has joined HRC as the Manager of Fiscal Affairs. Cathy was most recently the CEO/President of the Tuscaloosa VA Credit Union.

The University of South Alabama

James Bridgeforth is the new Associate Director of Housing and Residence Life at the University of South Alabama. James has a vast experience in Housing & Residence Life, his most recent professional positions include serving as the Assistant Director of Residence Life & First Year Experience at The University of Southern Mississippi; he also served as the Assistant Director of Business Services & Facilities Management at The Catholic University of America. James has also held leadership positions in residence life/student affairs at George Mason University and Massachusetts Institute of Technology. James completed a Master's Degree in Higher Education Administration/Student Affairs Management at the University of Massachusetts-Amherst and is currently pursuing a Ph.D. at The University of Southern Mississippi in Higher Education Administration and Educational Research.

Jade G. Matthews is the new Residence Life Coordinator at the University of South Alabama. Prior to South Alabama, Jade worked in the Division of Student Affairs and the Department of Housing and

Residence Life at The University of Southern Mississippi where she earned a Master's degree in Educational Counseling with an emphasis in College Student Personnel.

Michael Rhodes was promoted to Area Coordinator at the University of South Alabama. Prior to becoming an Area Coordinator, Michael served as First Year Experience Coordinator at the University of South Alabama.

Lauren Gulsby is a new Area Coordinator at the University of South Alabama. Prior to South Alabama, Lauren worked in Housing & Residence Life at Mississippi State University and Auburn University.

Travis R. Hardin is a new Community Director at the University of South Alabama. Prior to South Alabama, Travis worked for the Department of Housing & Residence Life at Western Kentucky University. Currently, Travis is pursuing a Master's degree in Higher Education Administration.

Amber King is a new Community Director at the University of South Alabama. Currently, Amber is pursuing a Master's degree.

Christina Reyes is a new Community Director at the University of South Alabama. Currently, Christina is pursuing a Master's Degree in Community Counseling.

Owen Gates is a new Assistant Community Director at the University of South Alabama.

The University of West Alabama

The University of West Alabama Housing Department is changing and growing, with the addition of a new professional staff member and new construction beginning this year. Angela Ward is the new Assistant Director of Housing, while Luther Gremmels has been named Director of Campus Life and Housing. In addition, Carling Stepniak, the Intramurals Coordinator at UWA, has taken on additional responsibilities in housing as a Hall Director. UWA Housing has received approval to build three new apartment buildings with 32 bed spaces each, which will open in Fall 2012. In addition, approval has been granted to move forward on a new residence hall housing approximately 400 freshmen to be opened in Fall 2013. It is certainly an exciting time to be at UWA!

Florida Updates

ACUHO- I & NODA Summer Inter Meet & Mingle at FIU



On June 23, 2010 Florida International University hosted a joint “ACUHO-I & NODA Summer Interns Meet and Mingle” event at its Biscayne Bay Campus in North Miami. Interns and full-time professionals were present from various institutions including: Florida Atlantic University, NOVA Southeastern, Northwood University, Florida Memorial University and Florida International University. The day provided an opportunity for interns and staff in the South Florida region to network with both old and new colleagues, gain an understanding for the complexities of a summer internship program and provide opportunities for participants to share their own experiences throughout the day.

This unique professional development opportunity also included a Campus Panel Group for interns to learn about other areas within Student Affairs and a roundtable discussion. Overall participants commented on how much they enjoyed the day, having the opportunity to visit another campus and meet new people. The event was planned and coordinated by the Department of Housing and Residential Life and the Office of Orientation & Commuter Services. A special thanks to Danny Anzueto, Korrin Stanek and Vicky Owles for all of their assistance in making this event a huge success.

Embry-Riddle Aeronautical University

We are very excited to announce three recent staffing changes at ERAU. Kristen Getka, who previously served as the Assistant Director of Residence Life was promoted to the Associate

Director of Residence Life in November, 2010.

This summer two new Assistant Directors joined our staff team. Meagan Elsberry comes to us most recently serving as an Area Coordinator at Nova Southeastern University. Meagan received her Bachelor’s degree from the University of New Hampshire, and her Master’s degree from Marist College in New York. Meagan will be supervising the Resident Directors of our upper-class halls, and advising our Resident Student Association.

Monica Saldarriaga has joined us from the University of Central Florida, where she received both her Bachelor’s and Master’s degrees. Monica will be supervising the Resident Directors of our first-year halls and coordinating our Living Learning program.

Nova Southeastern University

Former Director of Housing, Anthony DeSantis has accepted a new position as Assistant Dean of Students at the University of Florida. The Offices of Residential Life and Housing have merged with Aarika Camp now serving as the Director of Residential Life and Housing and Rod Colas has been promoted from the Assistant to Associate Director of Housing.

John McAvoy and Neudy Nunez have joined the Office of Residential Life and Housing as Area Coordinators. Both are very familiar with the state of Florida as John is an alum of the University of Central Florida and the University of Florida. Neudy is an alum of Florida International University.

Also joining the NSU Office of Residential Life and Housing are Kendall Ramsijewan as the Accounts Coordinator for Student Housing and Ibis Vento as the Manager for Student Housing Assignments.

University of North Florida

Greetings to all! During the summer of 2010 in the Department of Housing and Residence Life at the University of North Florida, there were 5 new professional staff members ready to kick off the 2010/2011 academic year to help with development and safety of over 2,800 students who live on campus. If students have any questions, concerns, or would like to get involved on campus, these are the individuals that can direct them to the right resources that are on campus.

We have a new Associate Director of Residence Life, Dei Allard. Dei did her undergraduate and

graduate work at Florida State University. She has been a Residence Hall Director at Ball State University, an Area Coordinator at Appalachian State University, and an Assistant Director at the University of North Carolina at Chapel Hill. She is truly passionate about helping students in which she wants them to be the best student that they can be by challenging and supporting them.

We also have 6 Area Coordinators for Residence Life, in which four of them are new to the UNF family. Danielle Vitale is the new Area Coordinator for Osprey Fountains South. She did her undergraduate work at the University of Florida in which she received her B.A. in English. At the University of Florida, she was a Resident Assistant for two years and extremely involved with Residence Hall Association. She then went on to receive her Masters of Education at the University of Georgia in College Student Affairs Administration.

E.J. Walicki is the new Area Coordinator for Osprey Hall and Osprey Village. E.J. did his undergraduate and graduate work at the University of Florida in which he received his Bachelor's Degree in Astronomy and Masters of Education in Student Personnel in Higher Education. While at the University of Florida, he was very involved with Residence Hall Association as well as New Student Programs and Housing and Residence Education.

Christian Wells is the new Area Coordinator for Osprey Cove. She did her undergraduate work at the University of Tennessee at Chattanooga in which she received her B.A. in Spanish and minor in Business Administration. There she was a Resident Assistant, Assistant Resident Director, and involved with Greek Life. She then went on to pursue her Master of Science in College Student Personnel Services and Administration at the University of Central Arkansas. There she was a Residence Coordinator over an Apartment Complex of upper class students.

Amanda Mueller is the new Area Coordinator for Osprey Landing. She did her undergraduate work at the University of Indianapolis in which she received her Bachelor's in Psychology. She then went on to pursue her Master's of Education at Marquette University. At Marquette, she worked with Intercultural Programs.

Ashley Smith is the Area Coordinator for Osprey Fountains North. She has received her Bachelor's and Master's at the University of Central Florida. There, she has worked in the Housing Department for 5 years in various positions. This is Ashley's second year at the University of North Florida in which she was the Area Coordinator for Osprey Cove and Osprey Village last year.

Dwayne Peterson is the Area Coordinator for Osprey Crossings. He has received his Bachelor's in Music at the University of South Florida. He then went on to pursue his Master's in College Student Personnel at Miami University. This is Dwayne's second year at the University of North Florida in which he was the Area Coordinator for Osprey Fountains North last year.

Florida State University

New Staff

Lindsay Burnham is the Residence Coordinator for the Jenny/Reynolds/Bryan Complex on the Florida State University campus. Her previous work experience includes 2 years as a Residence Director at Appalachian State. Her undergraduate degree is from Berry College in Art Education and her Master's degree is from Appalachian State College in Student Development.

Mark McNalley is the Residence Coordinator for the Dorman/Deviney complex. His previous work experience includes 2 years as a Community Director at UNC Asheville and 2 years as an Assistant Residence Hall Director at Ball State University. His undergraduate degree is from UVa-Wise in Communications and his Master's degree is from Ball State University in Student Affairs Administration in Higher Education.

Vince Roberts is our new Associate Director of Housing for Administrative Services. In his role as the Associate Director, Administrative Services, I am responsible for occupancy management, assignments, conference services, marketing, and information technology. Vince received his Bachelor's degree from the University of Florida and his Master's degree from the University of South Carolina. Previously, Vince has worked professionally in residence life as a Residence Hall Coordinator at East Carolina University (4 years), Residence Life Coordinator at University of Florida (2 ½ years). Also, he has worked professionally in occupancy management – served as Coordinator for Undergraduate Assignments at the University of Florida for 4 ½ years.

The other piece of news from Vince's arrival in this position is that Frank Cuevas, our previous Associate Director of Housing for Administrative Services, has taken the position of Executive Director of Housing at the University of Tennessee. We wish him the best in his endeavors at UT.

1st Year Housing Graduate Assistantships:

- Andrea Lafleche – University of Connecticut
- Chris Futch – Florida State
- Gina LoSchiavo – Western Oregon

STUDENT AFFAIRS AROUND THE REGION

- d. Jason Jackson – Austin Peay
- e. Jenny Cento – University of Miami
- f. Olando Shun Coaster – UNC Chapel Hill

Wildwood Phase 2 – Our newest residence hall being built is the 2nd Phase of Wildwood Hall. The groundbreaking was on June 2nd, 2010. Wildwood Phase 2 will be an apartment style complex with each apartment consisting of a living room, full kitchen, 2 bedrooms and 1 bathroom. In total, the building will have 276 beds in 6 stories which totals 116 square feet. Wildwood Phase 2 is LEED Silver and will be opening Summer 2012

FRAS - Florida State University and Florida Agricultural and Mechanical University are proud to co-host the 2011 Florida Resident Assistant Seminar (FRAS). The Conference will take place February 25-27 on the Campuses of FSU and FAMU. The theme for the conference is “Oh, the FRASibilities”. For more information about FRAS please log on to www.myfras.com or follow us on Twitter @MyFras2011.

RA Staff – Our RA staff is a tiered system with growing responsibility associated with each year of experience. Our breakdown for this year is as follows:

- Number of 3rd years: 11 – 7.2%
- Number of 2nd years: 42 – 27.6%
- Number of 1st years: 99 – 65.2%
- Total: 152 RA's

Former staff now in Higher Ed. – A number of our previous undergraduate staff members have gone on to pursue Master's Degrees in Higher Education. The following is a list of those students and the institutions they are now at:

- A. Courtney Aiken – FIU
- B. Beth André - University of Georgia
- C. Jenna Levine - Nova Southeastern University
- D. Meghan Murray - NC State
- E. Mike Jones - South Carolina
- F. Elizabeth Jimenez- University of Georgia
- G. Chris Futch – Florida State University
- H. Douglas Ashcroft – Florida State University
- I. Alexa Wood - NC State
- J. Aaron Hood - NC State
- K. Steven Jenks – University of Tennessee

We are very excited to announce three recent staffing changes at ERAU. Kristen Getka, who previously served as the Assistant Director of Residence Life was promoted to the Associate Director of Residence Life in November, 2010.

This summer two new Assistant Directors joined our staff team. Meagan Elsberry comes to us most recently serving as an Area Coordinator at Nova Southeastern University. Meagan received her

Bachelor's degree from the University of New Hampshire, and her Master's degree from Marist College in New York. Meagan will be supervising the Resident Directors of our upper-class halls, and advising our Resident Student Association.

Monica Saldarriaga has joined us from the University of Central Florida, where she received both her Bachelor's and Master's degrees. Monica will be supervising the Resident Directors of our first-year halls and coordinating our Living Learning program.

University of Central Florida

Sandy Chan, previously employed in Housing at Nova Southeastern University, is the new Assistant Director for Business Services.

Lindsey Johns, a new graduate of North Carolina State University is the newest Resident Coordinator overseeing the University Village Apartments.

University of Tampa

Please welcome two new Area Coordinators to The University of Tampa.

Jason Fraser-Nash and Autumn Harrell

University of Florida

New Staff

Dawn Sawyer joined staff as the Coordinator of Undergraduate Assignments. Prior to coming to UF, she was the Assistant Director for Residence Life and Coordinator for Housing Assignments at Rollins College.

Amy Jorgenson joined staff as the Coordinator of Marketing. Prior to coming to UF, Amy has worked in customer relations for several organizations including Disney, Kissimmee Guest Services and the University of Florida College of Medicine.

Carolynn Nath Komanski joined staff as the Residence Director – Springs Complex. Prior to coming to UF, she was an Area Coordinator at the University of Central Florida and most recently an Admissions Representative at Remington College, Tampa and Lake Mary, FL.

Mary Catherine “MC” Schell joined staff as the Coordinator of Academic Residential Programs. She received her Bachelor's degree from Temple University – Philadelphia and Master's degree from Rowan University – New Jersey.

Matthew Scruggs joined staff as the Residence Life Coordinator – Murphree Area. Prior to coming to UF, he was a Residence Education Coordinator

and most recently as an Area Coordinator at Longwood University in Farmville, VA.

Promotions

Jen Gresley, former Residence Director – Springs Complex, is now the Residence Life Coordinator for the Keys Complex and Tolbert Area.

T.J. (Thomas) Logan, former Assistant Director of Housing for Administrative Services is now Associate Director for Administrative Services.

Azfar Mian, former Director of Housing for Administrative Services/Director of Technology for is now Director of Housing for Financial Services and IT Services.

Ryan Winget, former Residence Life Coordinator – Murphree Area, is now the Assistant Director of Housing for East Campus.

Dr. Kim Fugate-Roberts, former Student Development and Curriculum Specialist, is now the Assistant Director of Housing for Residential

Curriculum and Assessment.

Cliff Haynes, former Coordinator of Academic Residential Programs, is now the Academic Initiatives Specialist.

Former Staff

Roger Becks, former Assistant Director of Housing for East Campus, has taken a position with Allen & O'Hara, a privatized housing/property management company in Tucson, Arizona.

Mason Reuter, former Residence Life Coordinator – Keys/Tolbert, has taken an Assistant Director position at the University of North Carolina – Charlotte.

Vince Roberts, former Coordinator of Undergraduate Assignments, has taken an Associate Director position at Florida State University.

Denise Tanner, former Director of Housing for Financial Services has retired.

Georgia Updates

Armstrong Atlantic State University

Emily Willis has recently joined The Department of University Housing and Residence Life of Armstrong Atlantic State University as the Assistant Director of Residence Life for the First Year Experience. Prior to her employment at Armstrong, Emily worked for U.S. Equities Student Housing in Chicago, Illinois. Emily brings with her a great deal of experience with regard to student staff recruitment and programming, as well as a strong desire to have a positive impact on the freshman population that she works with day in and day out. Emily holds a Master of Education in Counselor Education and Student Affairs Administration from Clemson University, and a Bachelor of Arts in Public Relations and French from Ball State University.

Windward Commons: A new Chapter in the Life of a growing Housing Program

It is an exciting time for the Department of University Housing and Residence Life at Armstrong Atlantic State University. On August 12, 2010, University Housing opened its first traditional residence hall, after operating solely apartments for approximately six years. The new facility named Windward Commons is slated to change the face of

the University Campus as Armstrong transitions toward a more residential-based campus. With Windward, the capacity of the Housing Program has grown from 856 bed spaces to 1,422 bed spaces.

Windward Commons is a \$31 million four story facility that offers a unique environment conducive to the further academic and social development of the students that reside in this facility. There are programming spaces abound on each floor of this building ranging from multi-purpose rooms to study lounges and sitting areas. Additionally, the building contains two classrooms with audio-visual capabilities, two music practice rooms, and a large multipurpose room with audio-visual capabilities. The building also has two kitchens and two laundry rooms that are set up for unlimited laundry.



STUDENT AFFAIRS AROUND THE REGION

Individual personal space is an attribute central to the design of Windward Commons. The building houses residents in semi-private and private bedroom suites. Upon entering a suite in this facility, it does not take long to realize that the residents assigned to each suite have clearly identifiable personal space, along with the common spaces of the suite. Though we want students to interact with each other, as well as take advantage of the programmatic and social spaces that the building offers, we realize that today's student places a high level of importance on personal space and privacy. Alas, we strived to create a facility that gives many of the amenities that students desire, while making certain that the facility contained spaces and amenities that assist in the further academic and social development of the student.

Windward Commons, in conjunction with the new Student Union that went online this year, is changing the face of the Armstrong campus. Student participation in events is substantially higher. In fact,



the attendance of Welcome Week programming opportunities for residential students was at a record high this year. As the face of our Campus continues to change, student involvement is on the rise. Additionally, members of the University Community external to Housing and Student Affairs are beginning to partner with us at a higher rate on both programmatic efforts and new living learning community initiatives. Alas, it is again an exciting time to be at Armstrong Atlantic State University.

East Georgia College

Approximately 2,900 traditional and non-traditional students attend East Georgia College. Chartered in 1973, the main campus spreads over 237 majestic pine-covered acres. Enrollment growth is also transforming EGC from a commuter college to a

residential campus. Its first on-campus student housing complex is slated to open Fall, 2011. The first phase of housing will include 50 four-bedroom apartments and deposits will be accepted beginning in January, 2011. "We are very excited about housing on our campus and the impact it will have on our college and on our community", stated Dr. John Black, president of East Georgia College. "Housing will enhance the college experience for the current students on campus and will increase EGC's attractiveness to students all over the State as a college of first choice."

This project is GHEFA funded and includes collaboration from Hal Gibson Companies, Fortune-Johnson, Lord Aeck Sargent, Palmer Architects, and Maxwell Reddick and Associates, Inc.

Fort Valley State University

New Appointments in the Residential Life Department

Mr. Shawn Modena is the Interim Director of Residential Life. He previously served as the Associate Director of Residential Life.

Mr. Leon Perry is the Interim Associate Director of Wildcat Commons. He previously worked as a Residential Life Coordinator for a male residential facility.

Mr. Jimmy Reed is the Interim Associate Director of Traditional Housing. He previously worked in the capacity of Traditional Housing Supervisor.

Georgia Southern University

Georgia Southern would like to welcome our new staff our new Graduate Students:

Name: Erica Hunter
Undergrad: Georgia Southern University
Position: Southern Pines Graduate Resident Director

Name: David Ussery
Undergrad: University of Georgia
Position: Brannen/Sanford Graduate Resident Director

Name: Matt Rodgers
Undergrad: Georgia Southern University
Position: Marketing Graduate Assistant

Name: Erin Winter
Undergrad: University of Georgia
Position: Budget & Finance Graduate Assistant

Name: Amber R. Teare
Undergrad: Ohio Wesleyan University
Position: Programming & Research Graduate Assistant

Name: Tomeco Hubbard
Undergrad: University of Mississippi
Position: Leadership Graduate Assistant

And our new professional Staff:

Lynanne Hodges
Formerly the Student Leadership Advisor at Virginia Tech
Now: Coordinator of Residence Hall Student Development Programs & Leadership

Lloyd Graham
Formerly a Graduate Supervisor at Indiana University at Bloomington
Now: Residence Hall Director for Eagle Village 2

Kennesaw State University

Hello from NW metro-Atlanta! KSU continues to see rapid growth on its campus!

In the past year, we have opened not only our new sports and recreation park, but also the first soccer stadium designed exclusively for women's soccer.

In Fall 2010, our health sciences program will move into its new home,

Prillaman Hall. While final plans and timelines are being completed, it is

expected that we will open our next housing phase of 450-500 beds by Fall 2012.

The KSU Department of Residence Life has undergone a significant reorganization.

Our Coordinator of Residence Life (CRL) position has been eliminated and we have established two new positions Area Coordinator and Residence Director.

We have also established a new position, Program Coordinator, to aid the development of our residential leadership organizations.

TJ Greggs, former Assistant Director of Residence Life, has transitioned over to a full-time position in Athletics as the Head Men's Tennis Coach.

Antony Ware, former Coordinator of Residence Life, has begun a new position of Program Coordinator that is shared between Residence Life and the KSU Department of Student Development.

After a competitive search process, we are proud to welcome Stephanie Daniels and Zachary Hein as our new Residence Directors.

Former CRLs, Charles Braun, Justin Koonz, Kimberly Rasberry, and Natalie Reckard have returned for the 2010-2011 academic year as Area Coordinators.

Mindy Coleman, former Coordinator of Residence Life, has moved over to the central office as our new Office Manager.

Sheryl Carter, former Office Manager, has transitioned into the Business Manager position.

Jeff Cooper continues as the Associate Director of Residence Life.

Dr. Michael Sanseviro was promoted to Dean of Student Success in October 2009 and continues in this capacity and as Director of Residence Life.

Mercer University

We will have two new Living Learning Communities this year. We are opening a freshman honors hall. This program will work closely with honors faculty. We are in the process of renovating this building to include a classroom and a kitchen. We will also have a Women in Leadership Development (WILD) floor in our 1st year women's complex. This program will work closely with faculty from the Women and Gender Studies program, female leaders on campus, and a variety of other women who have been identified as role models. This program will focus on leadership development, community service initiatives, and building connections with faculty, staff, and community members.

Our Area Coordinators recently attended SBIRT: Substance Use Screening, Brief Intervention, and Referral to Treatment for College Students' Training. This was sponsored through the Georgia College Counseling Association.

New Hires

Ricky Clark is from the University of Central Arkansas. He is an Area Coordinator for our Apartments and Greek Village communities.

Nate Swann is from Virginia Tech. He is an Area Coordinator for 4 communities that include freshman, sophomores, juniors and seniors.

North Georgia College and State University

North Georgia College and State University is excited to open two new suite-style residence halls for Fall 2010; Patriot Hall (350 beds) and North Georgia Suites (596 beds).

We are also excited to announce the addition of Rachel Baker, Coordinator of Residential Leadership

STUDENT AFFAIRS AROUND THE REGION

to our campus. Rachel comes from Georgia Southern where she served as a Resident Assistant, RHA advisor, and Graduate Assistant. We are hoping that she can tell us all Vicki Hawkins' secrets!

Savannah College of Art and Design

SCAD-Savannah welcomes Curtis Creekmore, Michael Landis and Lynsey Stuart as new Residence Directors.

Curtis Creekmore is a recent graduate of the College Student Personnel program at the University of Louisville and will be working in the first year area, jointly running Turner House and Turner Annex with Michael Landis. Curtis is excited to be part of GHO and can't wait to get involved.

Lynsey Stuart is from Knoxville, Tennessee and most recently worked as a Resident Director at George Mason. Lynsey is a graduate of Virginia Tech and will be working in the upper class area in Boundary Village and Weston House.

Michael Landis is from Buckhannon, West Virginia and is a recent graduate of College Student Personnel program at Bowling Green State University. Michael also has degrees in psychology and a MBA from West Virginia Wesleyan College. Michael will be working in Turner House and Turner Annex, with Curtis Creekmore. Michael's favorite quote is "Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, to all the people you can, as long as you ever can" by John Wesley and is a brother of Alpha Phi Omega.

South Georgia College

On August 12, 2010, South Georgia College's Department of Residence Life welcomed their first group of students into the brand new Tiger Village II. The \$11.8 million, 92,000 square foot, 292 bed facility offers a state of the art DVR security system featuring 71 cameras, a LLC classroom, a computer lab, eight study rooms, and multiple social rooms. All of the Tiger Village II suites offer private bedrooms with a semi-private bathroom. A part of SGC's campus master plan, Tiger Village II is the second of four new residence halls that SGC has planned for the future. The SGC Foundation, Ambling University Development Group, Juneau Construction, and Hendessi & Associates were the primary partners for making this project a reality.

There have been several new staff additions and a complete re-organization for the department this year. Andrew Johnson was hired as the inaugural Director

of Residence Life on July 1st. Andrew served as the previous Director of Residence Life at Southern Catholic College in Dawsonville, GA and has been a Chief Housing Officer for the past five years.

Diane Blum has been promoted to the position of Housing Enrollment and Retention Coordinator. This is a newly created position designed to increase our retention efforts for residential students. Diane's effort are a part of the SGC's Student Achievement and Retention (STAR) program which focuses on achieving higher attention rates across the three SGC campuses. Diane has been with SGC for 4 years.

Jasmine Flores is the Residence Life Coordinator for Tiger Village I. Jasmine recently graduated from Nova Southeastern University with her M.S. in College Student Affairs and she served in a variety of different Student Affairs' roles. Since starting at South Georgia College, Jasmine's focus is on staff training and development for the resident assistant and desk assistant staffs.

Sandra Adams joins the Residence Life staff as the Residence Life Coordinator for Tiger Village II after taking a short break from higher education to work with the American Cancer Society. Sandra earned her B.S. and M.Ed. from Old Dominion University. Prior to working for the American Cancer Society, Sandra served as an Area Coordinator for ODU then accepted a position as a Hall Director with ABAC. Sandra's focus will be on student development programming.

University of Georgia

The University of Georgia is pleased to welcome several new staff members to the University Housing team, including Adam Scarbro (Area Coordinator), Ricky Boggs (Assistant Area Coordinator), Kyle Dailey (Residence Hall Director) and Dominick Ugucioni (Residence Hall Director).

University of Georgia opens its first "green" residence hall before Kaitlin Pniewski even toured Building 1516, the graduate resident had very high expectations based on the buzz surrounding the



University of Georgia's New Residence Hall at East Campus that she now calls home.

"It turned out to be more beautiful than anything I imagined," said Pniewski (ABJ '10), a graduate student in the College of Education. "Every aspect of the building, from the catering kitchen to the multi-purpose room, is stylish and functional. I know all the extra 'hang-out' rooms will be put to good use with our residents."

Building 1516, UGA's first "green" residence hall, opened on Monday, August 9, to more than 500 upperclass students. The hall offers spacious residential and community areas in a retro-modern design, and incorporates eco-friendly programs into everyday life for a complete "Living Green" experience.

"I cannot believe how many study rooms there are, equipped with dry erase boards, single desks, and large study tables. Residents won't have to trek to the [Miller Learning Center] during finals week," said Pniewski.

Although it is near the East Campus Village apartments, the traditional style rooms are different from the apartment-style living offered in the neighboring community. The hall is part of the Reed community, and the rooms are set up much like those in Reed Hall, with double and single rooms and private bath accommodations for each room. The hall features nine-month academic contracts, carpeted rooms, loftable twin beds, laundry and kitchen facilities throughout the building, high-speed Internet access, and biometric hand readers for secure resident access.



"As part of University Housing's commitment to provide more students with comfortable, affordable and secure housing options, we are excited to have a new residence hall that meets demands for housing, addresses the needs and interests of the new generation of environmentally conscientious students, and supports their academic and personal growth,"



said Gerry Kowalski, University Housing executive director. "We have listened to what is important to students over the years, and we are meeting their needs by providing amenities such as in-room temperature controls and private bathrooms so that they are free to concentrate on other fundamental concerns like academic success and personal achievement."

Keeping students' interests in mind, the 'Living Green' philosophy is the fundamental concept of the new hall. The university has implemented numerous green elements into the new residence hall and is seeking LEED certification now that construction is completed and residents have moved in. Promotion of community connectivity, physical activity and pollution reduction help reinforce the Living Green practices of the new building. Students are within walking distance of east campus amenities, such as the Ramsey Student Center for Physical Activities, Joe Frank Harris Dining Commons, University Health Center, and the Performing and Visual Arts Complex. Interior bike storage, as well as easy access to residential parking and bus routes, is provided to promote alternative modes of transportation.

Features that incorporate green technology include in-room temperature controls; high-efficiency sinks, showers and toilets that allow a significant savings per year in water; treated gray water recycled from sinks and showers for use in toilets; low-emitting Volatile Organic Compounds (VOCs) in paint, carpet, coatings, sealants and adhesives that reduce contaminants effecting indoor air quality; and double-paned, low-energy windows that help rooms maintain constant temperatures. Ten percent of the materials used to construct the residence hall are made of recycled content, and another 10% are originated from within 500 miles of the construction site, reducing air pollutants created from transporting the materials from great distances. The exterior of the building features a cool roof and concrete sidewalks which

STUDENT AFFAIRS AROUND THE REGION

reflect light and use of drought resistant landscaping and runoff water to replenish underground water sources.

Undergraduate staff members known as resident assistants (RAs) support residents in programs and other initiatives designed to aid in personal growth and academic success, in addition to programs geared toward sustainability education.

Jonathan Jones, a third-year biochemical engineering student and 2009 Coca-Cola Scholar, is an RA living in the building. "I love the Reed Community's Building 1516 because it represents the steps that the University of Georgia is taking toward a more sustainable way of living for students as well as the surrounding community. Every time I utilize the shower or sink, I think of how I am doing my part to conserve water and prevent waste with the gray-water system."

University of West Georgia

The University of West Georgia is pleased to announce a new graduate program in College Student Affairs beginning this fall! The program is housed in the Counseling & Educational Psychology Department. To support the CSA program, the Department of Housing and Residence Life created multiple graduate assistantships and we are excited to welcome seven new graduate student staff to the Department.

All of our GAs are enrolled in the new College Student Affairs program at UWG and they are

excited to be a part of the first cohort. They are a diverse group with varied undergraduate degrees and hailing from a variety of undergraduate institutions including the University of Tennessee at Chattanooga, St. John's University, Western Michigan University, the University of Wisconsin at Green Bay, and UWG!

Our Graduate Assistants / Resident Directors are:

Jason Harville
Tricia Myers
Travis Smith
Kayla Williams
Zack Williams

Our Graduate Assistant for Student Conduct is:

Tisha Curry

Our Graduate Assistant for Academic Programs is: Jess Knox

We are pleased to welcome a full-time staff member here as well! Janine Weaver-Douglas joined us in late July as an Area Coordinator, and we are excited to have her as part of the UWG staff!

Young Harris College

A lot is happening on the campus of Young Harris College! In December 9th of 2008, the Southern Association of Colleges and Schools (SACS) gave its approval for Young Harris to begin offering Bachelor's Degrees in the Fall of 2009. Prior to this historic announcement, Young Harris College had been educating students as a two-year institution since 1886. SACS also approved Young Harris' plans to offer bachelor degrees in biology, business and public policy, English and music. These degrees represent a major in each of the college's four academic divisions.

Spring and Summer of 2009 brought forth many new faculty and staff hires for the college. A huge addition to the Residence Life Staff was the addition of Dr. Sean McGreevey, who joined us in February and serves as the Director of Residence Life. Last May, Sean earned his doctorate from the University of South Carolina in Higher Education Administration. He heads up a team of three Resident Directors with a breadth of experience in the field of Higher Education. Dan Moore (B.A. from the University of Georgia), Crystal Crouse (B.A. from Western Carolina University), and Stuart Miller (M.A. from LaGrange College). Together this team oversees seven residence halls which house nearly 700 students.

This past year, Young Harris was pleased to open its brand new residence hall. This building is LEED Silver certified and houses 200 students. Included in the building are 50 2-BR/2-BA suites located on 3 floors, 4 Music Practice Rooms, a huge laundry facility, and a 24-hour lobby.

Resident Director Stuart Miller will be overseeing this building that will house not only many of our freshmen, but also many of Young Harris College's first ever Senior class!

Coordinated by the Residence Life Staff, an end of the year recycling program for the residence halls named "Project Artemas" (named after YHC's founder Artemas Lester) netted local thrift stores and food pantries over 1000 pounds of materials that otherwise would have been thrown away.

Just recently, Young Harris has begun the early planning stages of adding a 250 bed Senior Village to its campus!

Kentucky Updates

University of Louisville

University of Louisville Housing is Growing Again!

Housing and Residence Life has affiliated with IPA to build a nearly \$55 million project that will provide housing for more than 500 students. Investment Property Advisors LLC, a Valparaiso Indiana-based developer is also building 30,000 square feet of retail space on the site. Signed tenants for the project include Qdoba Mexican Grill, Jimmy John's Gourmet Sandwiches, Heine Brothers Coffee and Grays College Bookstore. The first units are expected to be ready in Fall 2011 and the entire project completed a year later.

In addition to the retail services for our students, the facility will offer one to four bedroom suite-style fully-furnished apartments. Unit amenities include full kitchens with microwave, washer/dryers, energy-efficient electric climate control, internet and cable services, as well as all utilities included.

Western Kentucky University

Western Kentucky University's Department of Housing and Residence Life would like to welcome our newest Professional Staff members:

Aubree Alvarez is the new Coordinator for Housing and Residence Life at Rodes Harlin Hall. She comes to us from Samford University in Birmingham, AL

Katie Corbin is our new Marketing Coordinator. She is a recent graduate of Western Kentucky University with a Bachelors of Fine Arts degree.

Minnette Huck is the new Coordinator for Housing and Residence Life at McCormack Hall. She comes to us from Missouri State University in Springfield, MO.

Timothy Popma is the new Assistant Residence Hall Director at McCormack Hall. He comes to us from Central Michigan University in Mount Pleasant, MI.

Sarah Rigsby is the new Assistant Residence Hall Director at Bemis Lawrence Hall. She comes to us from Samford University in Birmingham, AL.

Louisiana Updates

Louisiana State University



The newly renovated Honors House – West Laville Hall opens fall 2010!

Louisiana State University Department of Residential Life and the Honors College are pleased to announce the extensive renovation to West Laville Hall is completed and opened on schedule this fall!

While maintaining the beautiful Spanish Renaissance architecture, this renovation made many major improvements to the building including new central air conditioning and heating system, lighting, windows, and a new fire sprinkling system. The interior was completely repainted and refurbished, the bathrooms were remodeled and there is new furniture in the student rooms and throughout. Greatly expanding the common living spaces, there is a spacious new common area, computer lab, kitchen, laundry room, elevator and quiet study areas on every floor. With wheelchair ramps, automatic door openers, and accessible rooms, kitchens, common areas and bathrooms, West Laville is fully ADA compliant. Home to over 300 honor students, West Laville Hall has the look and feel of a brand new residence hall. Work is already underway doing the same extensive renovation on the next-door East Laville Hall and enclosing the courtyard area that connects the two buildings. The East Laville Hall renovation will be completed in fall 2012 and will become the second building in the Honors House.

STUDENT AFFAIRS AROUND THE REGION



Summer 2012 improvements

During the summer months the Res Life staff shifts into high gear and completes as much work as possible on the residence halls. During summer 2012, the bathrooms were remodeled in Jackson Hall as well as the suite bathrooms in Louise Garig Hall. The entire interior of Annie Boyd Hall and the bathrooms in Evangeline Hall were repainted and the air conditioner was replaced in Old Acadian Hall. The lobbies in Louise Garig and Broussard Halls received new furnishings, and the next four buildings in the West Campus Apartments buildings were given a fresh coat of paint and the flooring was replaced.

Construction begins on new residence hall

To help meet the unprecedented demand for on-campus housing, LSU Res Life has moved into the next phase of its Master Plan, and will begin construction on a 360-bed residence hall this fall. With a scheduled completion date of fall 2012, this state-of-the-art residence hall is the third of three new residence halls in the Residential College Complex (RCC). This modern suite-bath residence hall will be home to both traditional students and living & learning programs. Completing Phase II of the RCC, construction is also starting on a new faculty

apartments and office building, which will provide office space and housing for in-residence faculty members for several residential colleges. In the last 10 years more than 50 percent of all undergraduate housing at LSU is either new construction or completely renovated, and over the next ten years the remaining 50 percent will be added to the list!



New Mass Communication Residential College

LSU Residential Life and theanship School of Mass Communication are excited to announce the opening of the new Mass Communication Residential College (MCRC) in fall 2010! The MCRC offers an educational and social community for the next generation of journalism, public relations, advertising, and political communication professionals. Home to about 100 students in the historic Jackson Hall, MCRC offers a beautifully landscaped gated courtyard, a newly renovated dining facility just yards away, classes in the on-site classrooms in the next door residence hall, and a short 5-minute walk to the Journalism Building. MCRC is the eighth member of the Residential Colleges Program, which now includes over 50 percent of all undergraduates living on campus.

Mississippi Updates

Mississippi is busy planning SEAHO 2011 in Mobile, AL for the SEAHO membership. Conference information will be forthcoming but please mark February 16-18 on your calendar for the annual SEAHO conference. Hotel accommodations will be provided at the Renaissance Riverview Plaza and the Battlehouse Hotels in Mobile, AL. Please visit <http://seaho.org/cws.index.php?subj=10> for more information about the conference, hotel, and

registration rates. We look forward to seeing you in Mobile!

The Mississippi Association of Housing Officers (MAHO) annual conference will be hosted by Jackson State University in Jackson, MS on November 10, 2010. This year's conference will be a one-day drive-in conference, business meeting, and professional development opportunity for housing professionals.

Jacksonville State University

Jacksonville State University had a busy summer and opened the fall semester with lots of excitement! We completed our Resident Assistant Training at Camp Skyline in Mentone, Alabama, adopting the theme “We are One!” Our staff then transitioned into COCKY DAZE 2K10, our first annual Welcome Week events for move-in weekend. Events included hydration stations, a prize patrol, Chicken-n-Bingo, a campus worship service and a cook out with a huge water slide. For our first year, COCKY DAZE was extremely successful and we have begun planning next year’s events.

Our newest facility, Stadium Tower, opened with a great reception from our students and JSU community. During our first home game, we welcomed housing alumni back to campus for the Stadium Dedication and the renaming of our field to Burgess-Snow Field at JSU Stadium.

We also presented our annual “BUSTED!” program during the month of October in an effort to educate students once more about safety and security in the residence halls. Staff members checked residents’ doors to see if they were locked or unlocked as a way of informing students about the importance of securing their rooms at all times. A representative from UPD gave tips on campus safety and security.

We would like to welcome Matt Russell and Sharree Tuck to the Housing Staff. Mr. Russell comes

to JSU by way of LaGrange College and serves as the Residence Life Coordinator for Crow and Dixon Halls. Ms. Tuck is a JSU graduate and has served as an Assistant Residence Life Coordinator. She has been hired as the Residence Life Coordinator for Curtiss and Fitzpatrick Halls. Congrats Matt and Sharree!

We are looking forward to ALAHO in October and will be hosting the RADICAL Conference (RA Drive-In Conference of Alabama) in the spring. And as always, we are excited to see what Mississippi has in store for us in February!

The University of Southern Mississippi

Southern Miss is excited to welcome two new staff members, Jennifer Kay and Courtney Douglas, who will serve our department as Residence Life Coordinators. Jennifer Kay is a recent graduate of Mississippi State and Courtney Douglas is a recent graduate from Southern Miss. Dr. Chris Crenshaw has recently resigned as the Director of Residence Life to assume a position at Southern Miss as the Director of Physical Plant. He will be greatly missed and we would like to thank him for his service to our students and our staff. Mr. Sid Gonsoulin, Associate Vice President of Student Affairs, will serve as the Interim Director of Residence Life until the position is filled.

North Carolina Updates

The University of North Carolina at Greensboro Welcomes New Staff.

UNCG is proud to welcome the following staff for the 2010-2011 academic year.

Erica Estep – Senior Assistant Director for Residence Life & Academic Enhancement

Erica E. Estep, a Maryland native, joined the Spartan team in July 2010. Her diverse background encompasses over fourteen years of professional experience in Higher Education and Student Affairs. She received her B.A. in English Literature with a Secondary Education concentration and Cultural Anthropology minor from Washington College in Chestertown, Maryland. She received a M.A. from The Ohio State University in Columbus, Ohio in 1998 and received other professional opportunities at Virginia Tech and North Carolina Central Universities in the areas of leadership development, student activities, teaching, student and parent orientation.

Eric Scott - Coordinator for Residence Life.

Originally from Baltimore, MD, Eric comes to UNCG from the University of South Carolina where he served as a Residence Hall Director. As the Coordinator overseeing the Phillips-Hawkins Residence Hall, Eric works closely with the International House Learning Community. Eric has a bachelor’s degree in Media Arts and a master’s degree in Higher Education Student Affairs from the University of South Carolina.

Darcy Haubrick- Coordinator for Residence Life

Darcy comes to UNCG from the University of St. Thomas in Minnesota where she earned her M.A. in Leadership in Student Affairs. Before completing her graduate work, she earned a B.A. in Political Science from Gustavus Adolphus College. As a Coordinator for Residence Life, Darcy works primarily with upper-class students in apartment housing. In addition to her work in housing, Darcy

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instructs a University Studies course to first-year students.

Regina Gavin- Coordinator for Residence Life

Regina came to UNCG from Valdosta State University where she completed her graduate studies and served as a Residence Hall Director within VSU Housing and Residence Life. As a Coordinator for Residence Life, Regina supervises five predominately upperclassman residence halls known as the Quad. With this position, she is not only able to supervise resident advisors, but she also oversees four undergraduate leaders of who hold the position as Head Residents. Regina received a B.S. Degree in Psychology from the University of Georgia and a M.Ed. in School Counseling from Valdosta State University.

Jamie Nelms- Coordinator for Residence Life

Jamie comes to UNCG from Western Kentucky University (where she served as a hall director for three years) by way of UNC-CH. Jamie works primarily with a traditional co-ed freshman population and will be overseeing our L.E.A.D. (Leaders Emerging and Developing) LLC. She received her B.S. in Business and Marketing Education and her M.A.E. in Counseling and Student Affairs—both from WKU.

Newberry College

We are off to a very busy, yet great start at Newberry College! We are over capacity for the second year in a row. As a result, we have had to partner with a local hotel to try and accommodate our students' demand for on campus housing. Our staff has done a remarkable job with managing our record enrollment.

Additionally, the Office of Residence Life has implemented a new campus wide residential education initiative called NC-PACK. NC-PACK stands for *Newberry College-Pursuing Achievements in Community and Knowledge*. As a part of this new initiative, students will be engaged in intentional conversations, develop meaningful relationships, and create deeper connections to the campus and local community. Resident Advisors will be focusing on peer mentoring, leading, and advising while our Residence Hall Association will serve as our residential programming board. The NC- PACK acronym was developed after the College recently announced its new nickname, the Wolves.

Finally, we will be hosting the South Carolina Housing Officers Association's annual conference in October. The conference is a one day conference designed to re-establish the housing officers' network

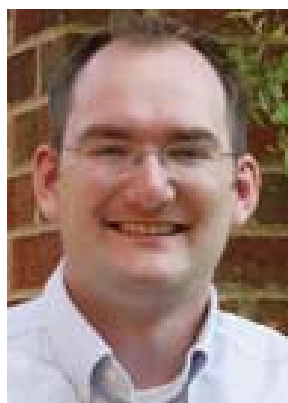
for South Carolina. We are excited about having the opportunity to host this event!

UNC –Chapel Hill

It is with great pleasure that we announce the arrival of three new Community Directors and a Graduate Intern to our Department this year. Additionally, we have a former Community Director who has been promoted to Assistant Director.

Tom Hardiman

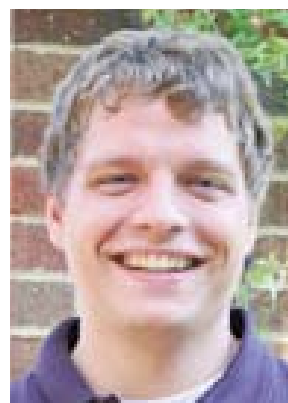
(Ehringhaus Community) joins us from Siena College where he served as a Residence Director since June 2008. In May 2008, Tom received his Master of Arts degree in Counseling in Higher Education with a concentration in Student Affairs Practice in Higher Education. Prior to



Newark, Tom received his Bachelor of Arts degree in Secondary Education and History from the University of Rhode Island May 2006.

Matt Knickman

(Olde Campus Lower Quad) comes to us from the University of Central Missouri in Warrensburg, MO. Matt recently graduated with a Master of Science degree in College Student Personnel Administration. Prior to Warrensburg, Matt received his Bachelor of Science degree in Recreation from



Southeast Missouri State University May 2008. He also worked a summer as a Summer Conference Intern at UNC-Chapel Hill in Summer 2009.

Aliana Harrison (Connor Community) arrives

from right down the road in Raleigh, where she graduated with her Master's in Education (Higher Education Administration) in 2010. Prior to going to school in Raleigh, Aliana graduated in 2008 with a Bachelor of Arts in History from Elon University in Elon, North Carolina.





Lisa Freeman, former the Community Director of the Carmichael Community has recently been promoted to Assistant Director of South Campus Communities. We are excited to have Tom, Matt, Aliana and Lisa on board at UNC-Chapel Hill. Also a big thanks and best wishes to the staff formerly in those

positions: Tom Hamilton, Candice Reder and Dei Allard. We miss you and hope you are doing well!

On campus, we are eagerly anticipating and working steadily away at the joint NCHO/NCCPA annual conference, which is being hosted on the campus of UNC-Chapel Hill October 21-22. The North Carolina Housing Officers are looking forward to the collaboration with the North Carolina College Personnel Association, which occurs every three years. We have a great slate of programs, opportunities for networking, and many vendors and associates to interact with. For more information, check ncho.org.

Tennessee Updates

Cumberland University

Cumberland University has hired Eddie Lovin as Director of Residence Life and Greek Affairs. Lovin comes to Cumberland after spending the previous five years at Maryville College as a Residence Life Coordinator. Lovin oversees the entire residence life department, all housing and programmatic aspects, and serves as the primary judicial officer for in-hall infractions. In addition, Lovin serves as the primary contact for Greek Affairs at Cumberland.

Cumberland also welcomed two new Residence Life Coordinators to the staff, who will oversee and direct the staffs in Commons Village I & II. Mark Strejc comes to Cumberland from Charlotte, NC. Mark served as a Resident Assistant at Maryville College for three years, serving in three various styles of halls. A history major, Strejc will help facilitate and coordinate the First Year Studies program, Orientation, and the Focus Mentor program at Cumberland. Amber Gray joins the Cumberland staff after a successful three year stint as a resident

assistant at Maryville College as well. Gray, a native of Knoxville, TN, will serve as adviser to the Student Activities Board and work on facilitating all-staff training and programming.

Cumberland University will break ground in September on a new 150-bed residence hall that is scheduled to open in the fall of 2011 as part of its strategic move towards creating a residential campus and an energized residential life program. The facility will create a unique residential experience for Cumberland students, while increasing the quality of campus life and the sense of community. The residence hall will be located on the southeast edge of campus and will feature four-person suites with double bedrooms, private restroom facilities, full wireless access, and a learning space for instruction and group study. The design of the new hall will allow the University to better address the needs and expectations of the new generation of college students, equipping them with academic and personal skills that enable them to be successful both in college and in their professional careers.

Virginia Updates

Christopher Newport University

CNU expanded its East Campus area with the addition of CNU Landing this fall. Formerly an off-campus apartment complex, the University took possession of the complex in the spring and this August 82 students moved into one of the 27 apartments. Consisting of either two, three or four bedrooms, these apartments house upperclass students. Also, the addition of CNU Landing allowed

for 2 two more RAs to join the staff, bringing the current total to 69. With opening behind us, the staff is looking forward to a great semester as well as a variety of student and professional conferences in the coming months.

George Mason University

On January 1, 2010 - a marked event happened on George Mason's campus. The university and their

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relationship with the privatized housing company ended. During this time, there has been a lot of transition and change. One of those changes was the restructuring of the housing communities into neighborhoods with each operating a 24 hour service desk. This change also included a changing the residence life staffing model to accommodate our eventual growth to 9000 beds on campus.

A few new folks have joined our team, they are:

Lora Austen joined the Mason team in January 2010 and continues to oversee Liberty Square as the Resident Director.

Tracy Cunningham brings several years of full time experience from University of Illinois - Urbana Champaign as the Assistant Director of Residence Life overseeing the Northwest neighborhood. She is also in charge of residence life staff training and development.

Tom Dicato joined the Mason team as a Resident Director for Dominion, Franklin and Greyson. His previous full time position had been at the University of Cincinnati.

Clinton Dorsey came to Mason in January 2010 and is the Resident Director for Potomac Heights. He is also co-chair of the VACUHO RA Conference planning committee.

Rosanna Duran came to Mason from two full-time years at Reed College to join the Presidents Park Resident Director team overseeing Harrison, Jefferson, Monroe and Wilson Halls.

Chad Fehr came from several years of full time experience, most recently from Washington University - St. Louis as the Assistant Director of Residence Life overseeing the Central neighborhood. He is also responsible for assisting in major residence life programming and working with other offices on campus.

Kate Hogan joined the Mason team this summer as the Resident Director for Adams, Lincoln, Madison and Washington.

Parker Goolsby transitioned with Mason and is the Resident Director overseeing our newest building Hampton Roads.

Charlie Judge joined the Mason team as a Resident Director for Piedmont, Shenandoah and Tidewater. He was most recently the Assistant Director of Residence Life at Westminster College.

Danica Lance came to Mason in August with close to three years full time experience at Carleton College. She is the Resident Director for Northern Neck, Commonwealth and the SCBI in Front Royal, VA.

Sarah Loth oversees Brunswick, Carroll, Dickenson and Essex halls on campus as a Resident

Director. Many of the Living Learning Communities at Mason are in her residence halls.

Lauren Mauriello transitioned with Mason in January 2010 and is the Resident Director oversing Jackson, Kennedy, Roosevelt and Truman. She is also co-chair of the VACUHO RA Conference planning committee.

Brad Menard is the Assistant Director for Residence Life for the Northwest neighborhood. He most recently worked in privatized housing as a Area Coordinator. He works with University Life and our department on assessment.

Leah Quinn joined Mason after being at the University of the Pacific for three years. She is the Residential Student Leadership Coordinator who handles Resident Advisor training and development, as well as the Resident Student Association (RSA).

Clair Shields transitioned with Mason in January 2010, and she is the Resident Director for Eastern Shore, Amherst, and Blue Ridge. She assists the Honors program with the Living Learning Community that is located in two of her buildings.

Elizabeth Stoehr joined Mason from her position at Landmark College in August as the Resident Director for the Student Apartments and Townhouses.

Aja Vaughn transitioned with Mason in January 2010 and is now a Housing Services Coordinator in the Northwest Neighborhood

James Madison University

New Staff

Kari Talik joined the JMU team on August 5th as the Skyline Area Director. Kari is joining us from Ferris State University in Big Rapids, Michigan where she was a full-time Hall Director for 3 years. Before Ferris State she worked at Indiana State University where she received a Masters in Student Affairs and Higher Education.

Pam Steele joined JMU as the Lake/Hillside Area Director this past July coming most recently from Radford University where she also served as an Area Director for the past 3 years. Prior to working at Radford University she worked at Rochester Institute of Technology in Rochester, NY. Pam is also a proud alumnae of the University of South Carolina's Higher Education program.

Departures

Two of our staff members have moved on to pursue new opportunities. We bid a fond farewell to Paul Krikau who has taken the position of Director of Housing and Residential Life at Indiana University South Bend (pkrikau@iusb.edu) and to LaRhonda Johnson who is headed back to North Carolina

(larhondakjohnson@gmail.com). We thank Paul and LaRhonda for their many years of service to JMU.

Virginia Tech

The restructuring process of spring 2010 challenged the way we looked at our live-in professional staff. We converted the Complex Director position to be a Residential Learning Coordinator (RL Coordinator) position. This position will be responsible for facilitating learning and development in the residence halls. The RL Coordinators worked extremely hard over the summer to develop a community development plan (CDP) for his/her community. For this year, the department decided that all CDPs should focus on creating opportunities for students to practice civility, which supports one of the divisional learning outcomes. The department hired four new entry-level professionals for the 2010 – '11 academic year, which are:

Jennifer Martin—Ambler Johnston

Mrs. Martin completed her undergraduate degree at the University of Virginia, and her Masters in Higher Education from the University of Georgia. Following a year as a hall director at Georgia Tech, she relocated to this area and has worked with the Social Security Department in Roanoke, while attempting to re-enter student affairs here at Virginia Tech.

Damian Waite—Vawter/Barringer

Mr. Waite just received his second Masters degree, in Social Work, at Boston College. He previously earned a MPA from Hamline University

and a BS in Marketing from Northwestern College. He is a native of Jamaica and brings a solid orientation towards social justice and service to our department and Virginia Tech.

April Aldeen—Newman/Miles

Ms. Aldeen just received her Masters of Higher Education Administration from Vanderbilt University, and is a graduate of Berea College with a BA in Religious Studies and Sociology. For the last two years she has served as the head resident and graduate hall coordinator in The Commons, a first year community with extensive faculty involvement at Vanderbilt.

Jason Johnson—Hillcrest/Campbells/Egglestons

Mr. Johnson recently completed his Masters of Education from the University of Vermont, where he also earned a Bachelor of Arts in Chemistry. He has worked with their highly respected Department of Residential Life for over a decade as a student and a professional, including roles as the office manager and housing assignments coordinator.

University of Mary Washington

The University of Mary Washington in Fredericksburg, VA would like to welcome Tiffany Harris, our new Area Coordinator. Tiffany is originally from Maryland, but joins us from Mount Union in Ohio. We hope you all get a chance to meet and welcome Tiffany to the Commonwealth of Virginia.



Hello SEAHO!

I hope everyone has had a great start to the new semester! SAACURH has been very busy over the past few months getting ready for the new school year! First order of business is the new SAACURH Executive Committee who has been working hard to keep this region moving forward:

SAACURH Executive Committee (SEC)

Director:

Dusti Harris - sa_director@nacurh.org - University of Tennessee-Knoxville

Associate Director of Business Administration:

Stephen McCay sa_adba@nacurh.org University of Southern Mississippi

Associate Director of National Residence Hall

Honorary:

Chad Freeman sa_nrhh@nacurh.org Valdosta State University

Regional Communications Coordinator of

Administration:

Nontalie Morrow sa_rcca@nacurh.org Valdosta State University

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Regional Communications Coordinator of Development and Education:

Megan Dutton – sa_rccde@nacurh.org -
University of Southern Mississippi

Regional Advisor:

Alicia Vest – sa_advisor@nacurh.org -
Appalachian State University

Regional National Residence Hall Honorary Advisor:

Adam Schwarz – sa_nrhadvisor@nacurh.org -
Florida International University

Conference Updates

NACURH 2010 was hosted at the University of California – San Diego in June. SAACURH was represented well by outgoing National Chair Joey McNamara, incoming National Associate for Administration Thomas Brigman, 13 of the Top 50 programs, and awards won such as Best Roll Call and National Building Blocks RHA of the Year to University of North Carolina at Chapel Hill.



After NACURH 2010, the SEC met in July for **Summer Summit** at the University of Georgia. We worked meticulously to create a plan for the year, outline duties, and set goals. The main reason for this weekend, however, was to meet with the SAACURH 2010 Conference Staff in order to continue planning SAACURH. Let's just say that all those who attend **SAACURH 2010** October 29th-31st at the University of Georgia is in for a treat. With the theme

"Commandeering the LeaderSHIP" each person will have a great time enjoying the pirate themed activities while expanding their horizons to build and develop leadership skills. The cost of attendance is set at the affordable rate of \$160 for delegates and \$170 for advisors. Encourage your Residence Hall organizations to build a delegation and attend this conference with high energy and school spirit. For any additional questions about this upcoming conference, please refer to www.saacurh2010.com.

Affiliations

If you currently have residence hall organizations that are not affiliated with SAACURH, please encourage them to. Affiliating is one of the best steps that can make in order to improve their organization and help it grow. The process for schools to affiliate has become much more efficient so the process is less daunting. Your institution can affiliate on a national, regional and state level. Please contact the Regional Communications Coordinator of Development and Education at sa_rccde@nacurh.org with any questions about the affiliation process on a regional and state level. In order to affiliate on a national level, please contact the NACURH Information Center (NIC) nic.affiliations@nacurh.org with any questions about the national affiliation process. Also, if schools affiliate on the national level, they are automatically affiliated on the regional level.

Contact SAACURH

SAACURH is all about communication and there are several ways to get in contact with us so that we can answer any questions you may have. Any SEC member would love to provide you with any information you need and their email addresses are listed above in the SAACURH Executive Committee section. You can also follow us on twitter as *SAACURH* and *SAACURHSEC*. We also have a SAACURH Facebook group that is updated with great pictures and events that are going on throughout the year. Last but not least, please refer to our website www.saacurh.nacurh.org for any additional information.