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All members of SEAHO institutions are encouraged to submit articles for publication. Articles should be typed and can be mailed, faxed, or emailed to the Editorial Office. Photographs or other camera-ready graphics are welcomed. Material that has been submitted to other publications is discouraged. Any questions should be referred to the SEAHO Report Editor or State Editors.

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

Happy Spring to everyone…I hope the flowers are blooming and the residents are flourishing on your campuses. Just think, it was a few short months ago that we all gathered in Williamsburg, VA for three days of “Revolutionary Thinking”. For those that were able to attend the annual conference, I am sure that you all join me in offering a huge thank you to the Virginia Association of Housing Officers for creating such a wonderful atmosphere in which to learn, grow, and network as professional colleagues. The host committee, under the leadership, of Jerry Roeder and John Evans, deserve an extra big thank you for their coordination of all the conference logistics- congratulations on a job well done. J Finally, the contributions of all the individuals in the region who worked on a committee, presented a program, participated in the case study competition, ran for a governing council position, visited the associate areas were invaluable to the overall success of the conference experience. Our collective SEAHO spirit ruled the day!

• As I mentioned in my closing remarks, what we do collectively and individually for the residents on our campus truly impacts their lives and academic success. As an organization, SEAHO must reinforce its commitment to the institutions and individuals as outlined in our mission statement which calls SEAHO to provide professional development, networking, and involvement opportunities so that SEAHO participants may in turn develop quality and impactful programs and services for their campus. At the same time, we must work on the goals and priorities of the newly developed Strategic Plan as we move forward. With all of this in mind, the Governing Council has outlined several focus areas for the upcoming year:

• Renewed commitment to SEAHO and the Housing Profession. During these tumultuous economic times, housing professionals must persevere in our goal to meet the needs of our residents through their on-campus living experience. SEAHO must ensure that it creates avenues to increase commitment to our ideals through involvement, participation, and opportunities. SEAHO can assist by providing open access for all members to our services, scholarships, grants, and institutes.

• SEAHO must take strong steps towards an even more fiscally responsible organization. As an organization, we have asked ourselves how we can create stability with our revenue stream from one year to the next to better plan for the needs of the organization. Concurrently, we also posed the hard question of limiting our expenses while still fully meeting our association’s mission.

• In an effort to create a stable, revenue stream, SEAHO is moving to explore a different conference hosting model that would take it from our 10 state hosting approach to a more regionally based planning effort. As outlined in our Strategic Plan, SEAHO recently created a Conference Planning Task Force, to be lead by our Past President, Stephen Stauffer from the University of Kentucky, to begin looking at a comprehensive regional plan for our conference arrangements. Options and recommendations will be determined and brought forward for preliminary discussion of the Governing Council at our mid year meeting in October 2010.

• To address the issue of cost saving measures, SEAHO is moving forward, under the leadership of Scott Nelson from the University of Georgia, to move the SEAHO Report, which is currently the largest annual expense for the Association, from a print publication to a solely on-line publication. Scott will convene a task force to determine the best approach to accomplishing this strategic priority.

• With respect to technology, SEAHO is boldly bringing our website to the next level. Led by our Technology Coordinator, Azfar Mian from the University of Florida, SEAHO has created a task force that is charged with matching the needs of the Association with the technical capabilities of the website. The group will look to integrate all our registration, placement, programming, awards, etc. services so to the user it will be visually seamless. Finally, we would like all of SEAHO to get excited for a complete design make over of the website with navigation and appearance excellence as the outcome for the new website launch sometime in the next year.

• SEAHO is always looking to enhance diversity in an effort to increase participation from smaller schools, HBCUs, etc. that provides a rich variety of experience, thought, and leadership to our organization. Over
Greetings and welcome to the first official online Spring 2010 edition of the SEAHO Report!

I certainly hope your spring semester is going well.

It’s hard to believe that the SEAHO 2010 Annual Conference has come and gone! I hope each of you enjoyed the conference in Williamsburg, Virginia. The State of Virginia did a wonderful job hosting our annual conference. In addition, much of the conference would not have been possible without our partnerships with the many associates who helped sponsor this year’s event. Thank you to all who made this conference possible and thank you to the Virginia Host Committee for being such gracious hosts!

As the spring semester comes to a close at the University of Georgia, I would like to personally thank two members of the SEAHO Editorial Board who will be moving on in the field of student affairs. Danielle Vitale and Bonnie Brackett will be leaving the board in May. Both Danielle and Bonnie have spent the past two years not only being part of the editorial board but also have been working hard as graduate students in the Counseling and Human Development Services Department within the College of Education here at the University of Georgia. Danielle and Bonnie will be graduating very soon with their Masters of Education in College Student Affairs Administration. I would like to personally thank Danielle and Bonnie for all of their hard work and dedication in helping to make what the SEAHO Report is today! I wish them all of the best in their future endeavors!

I hope you enjoy this edition of the SEAHO Report. In this edition you will find a wrap-up of the 2010 Annual Conference, including pictures and award winners.

The next submission deadline will be for the fall edition of the SEAHO Report. Beginning this year, the SEAHO organization will no longer be publishing a summer edition. The submission deadline for the fall report will be on Tuesday, September 21, 2010! You may submit your articles and updates to seaho@uga.edu or to seahoreport@gmail.com

Best regards,

Scott Nelson
University of Georgia
SEAHO Report Editor
Editorial Board

Top Row: Shauna Hemingway, Kathryn Hall, Scott Nelson
Second Row: Danielle Vitale, Jeannie Hopper (University of Tennessee – Knoxville), Tamara Burke
Bottom: Bonnie Brackett
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To Be Announced  
Georgia State Representative
SEAHO 2010 CONFERENCE WRAP-UP

Associates

A special thanks to all of the Associates who attended SEAHO 2010. We appreciate all of our partner companies and thank them for taking the time to attend the conference. A Huge Thank You to our Red level ($2500+), White level ($1000-$2499) and Blue level ($100-$999) sponsors.

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**Conference Host Committee**

SEAHO would like to thank the SEAHO 2010 Conference Host Committee for all of their hard work in making this year’s conference in Williamsburg, Virginia a success!

**Co-Hosts:**
John Evans, University of Virginia
Jerry Roeder, Christopher Newport University

**Placement Liaisons:**
Adam Williams, Regent University
Shylan Scott, College of William and Mary

**Associates/Sponsorship:**
Holmes Browne, James Madison University
Chris Durden, College of William and Mary
Joan Houff, James Madison University

**Programs Liaison:**
Katrina Pawvluk, College of William and Mary

**Delegate Services / Hospitality:**
Kristen Cooper, Lynchburg College
Elections

Congratulations to the incoming Executive Board of the Governing Council:

President Elect: Paul Riel, University of North Florida
Secretary: Jon Coleman, Georgia Southern University
Treasurer: Andrea Trinklein, Emory University
Member at Large: Maggie Evans, James Madison University
Sage: Deb Boykin, College of William and Mary

SEAHO would like to thank all outgoing Executive Board Members, Committee Chairs, State Editors and State Representatives for all of their hard work and dedication to the organization!

SEAHO Service Award Recipients

Congratulations to the following SEAHO Service Award Recipients:

- Sheila Burleson, Appalachian State University
- Ron Clough, Christopher Newport University
- Joe Chaparro, Florida Atlantic University
- Holmes Browne, James Madison University
- Sarah May, Meredith College
- Kathryn Hart, North Carolina State University
- Sabrina Johnson, University of Southern Mississippi
- Julie Emore, University of Alabama
- Bud Green, University of Georgia
- Michelle Massey, University of Louisville
- Jamae Flint, Valdosta State University
- Rich Schofield, College of William and Mary
- Jamie Shaffer, Belmont University
- Freddie Walker, Clemson University
- Brett Hulst, Georgia Institute of Technology
- Natalie Reckard, Kennesaw State University
- Annie Johnson, Mississippi Valley State University
- Eddie Thomas, Randolph-Macon College
- Tonya Sell, University of North Carolina – Chapel Hill
- Victor Harrell, University of Florida
- Chris Miller, University of Kentucky
- Jill Hendricks, University of West Georgia
- Jill Wolfe, Virginia Tech

Conference Fee Waiver Scholarship Recipients:

- Sarah May, Meredith College
- Lauren Cooper, Meredith College
- Justin Lukasewicz, University of North Carolina – Chapel Hill
- Robert Brooks, Spring Hill College
- Jennifer Cox, Longwood University
- Amanda Mollet, Radford University
- Jay Hinner, Clemson University
- Andrea Hefflin, Florida State University
- Richard Kenney, Florida State University
- Elizabeth Woodward, University of Kentucky
Educational Programs Grant Recipients:
University of North Carolina – Chapel Hill: “Men’s Summit”
Emory University: “Faculty Associates”

Outstanding Graduate Student Award:
Ashley Wichman, Clemson University

James C. Grimm New Professional Award:
Ann Morgenstern, University of Mississippi

SEAHO Report Award:
Clyde C. Wilson, Jr., University of North Carolina – Charlotte: “Mentorship Guides the African American Male Experience within a Residence Hall”

PEACE Award:
Paul Krikau, James Madison University

Humanitarian Award:
University of West Georgia

Housing & Academic Collaboration Award:
Louisiana State University Residential College

Mid-Level Manager Award:
Sarah Chapman, Appalachian State University

Charles W. Beene Award:
Azfar Mian, University of Florida

SEAHO Founder’s Award:
Cindy Cassens, Winthrop University

PPP Participants:
Paris Andrew, Brandy Alexander, Dahlia Ashford, Robert Brooks, Michael Cherry, Lesley Chumley, Jordan Clark, Karen Connors, Lauren Cooper, Lisa Cooper, Ellen Hartman, Jessica Heffinger, Crystal Henry, Jay Hinner, Dante Hill, Aaron Hood, Tera Humphrey, Annie Kehoe, Miranda Knight, Nicole Larnell, Ariel Leget-Clarke, Melissa Livingston, Illea Luke, Kristin Marley, Hilary Martin, Allison McInnis, Napoleon Melton, Jr., Steven Miller, McShane Murphey, Darius Nabors, Julie Neisler, Chinasa Ordu, Marlena Pipkin, Schvalla Rivera, Marcus Shepherd, Tyrone Smiley, Bridget Smith, Kyle Smyly, Sandra Summers, Stephanie Teodecki, Christina Thompson, Janine Weaver-Douglas, Katie Welsh, Jacklyn Welsheimer, Kara Westmoreland, Morgan Williams, Clyde C Wilson, Jr. and Elizabeth Woodward

The Educational Programs Committee would like to recognize the following individuals and institutions as the 2010 winners of the Case Study Competition and recipients for the 2010 Educational Program Grants.

The Educational Programs Committee received 16 proposals for the Educational Program Grant. Two Educational Program Grants were awarded at the Annual SEAHO Conference. Both programs received a grant for $500. The Faculty Associates Program at Emory University is designed to facilitate the interactions between students living on campus and faculty. The program works with student to help them understand how to engage faculty as resources and foster intentional conversations between students and faculty. The Men’s Summit at the University of North Carolina-Chapel Hill, is aimed at male students at UNC-CH, institutions within the Research Triangle and surrounding community to identify current issues that affect male students, introduce leadership and educational opportunities that promote constructive displays of masculinity, and discuss gender socialization and its impact on male identity in relation to participant’s environment.

At the Annual SEAHO Conference, the Educational Programs Committee Case Study Competition consisted of three separate cases. The first for first year graduate students, the second for teams consisting of a seasoned graduate student and a first year professional, and the third for new professionals with 2 or 3 years experience.

For the graduate case study, the winners were Jay Hinner from Clemson University and Megan Dutton from the University of Southern Mississippi.

The transitional case study competition was won by Andrea Heflin from Florida State University and Amanda Mollet from Radford University.

And finally, Darius Nabors from the University of Virginia and Katie Welsh from Columbia College were the winners of the new professionals case study competition.

The winners of the graduate and transitional case study competitions all received cash awards. The winners of the new professionals case both received registration waivers to the 2011 SEAHO Conference. We would like to recognize OTM as a partner in the Case Study Competition and thank them for their contribution to SEAHO that supports the awards given to the winners.
I have gone through Placement, now what?

Dei Allard & Steve Wood
The University of North Carolina at Chapel Hill

Congratulations! You have made it through the “big dance” of placement whether it is SEAHO Placement, The Placement Exchange, the Southern Placement Exchange or ACPA’s Career Central. (Hopefully, not all of these venues…that would lead to another article!) Now, you are waiting on institutions to give you information regarding your status with the position(s) for which you have applied. The wait can be painful, especially if you are trying to move up from entry-level to mid-manager and beyond! Remember, this is a matching process—not just for skill and knowledge but also for the needs of the institution and overall fit with the organizational culture. Below we have a few jewels of advice to keep in mind after Placement season and throughout the final stages of your search process.

Refine your job search. Be sure you have focused your job search on what you really are willing to do as well as work locations. Be sure to consider the type of job that will successfully develop you into the role you want after the next immediate position. Update employers with any changes of heart. They will appreciate not losing precious time on a candidate who is not truly invested in their position. We can then all focus on the “perfect match” as we progress in the search world. A few things to consider as you embark on the possibilities:

- Are there any “must haves” of the position that are negotiable?
- Can you be in this position and location for around three years or beyond?
- Does the institution/department fit within the philosophies you seek in an institution or department? (liberal arts, private/public, large/small environment, etc.)?

In considering these areas, be sure to fine-tune your search desires.

Be patient! It takes a lot of time to go through each and every candidate to determine who may be a great possible fit for the numerous jobs out there. Not to mention, every search committee member must maintain everyday responsibilities within their current roles!

That naturally begs the question, when should I contact an institution to inquire about my status in their process? If you have not heard from an institution within four weeks of your placement exchange, you should reach out to them. Email contact is your best venue. Do not assume a school has not contacted you because they are not interested. You know what they say about assuming…Institutions are trying their best to be transparent in their search processes. Be open with them, they will be open with you.

On-campus interviews

If you have the pleasure of being invited for on-campus interviews…congratulations! Make your decisions wisely. At times, there may be financial costs associated with saying yes or no to an on-campus offer:

- Who pays and under what circumstances?
- How will you get there/who makes arrangements?
- Are there up front costs?
- What are the interview lengths and expectations therein?
- Are there presentations/meet and greet events?

Be sure you have all the information you need in order to make a well-informed decision and to have a successful on campus interview experience. Do not accept an on-campus invitation unless you are serious about the opportunity. Be sure to also inform your references of your status as they may be asked to complete a reference check for you even before you arrive on campus.

What can you expect from an on-campus interview? This is an opportunity for the institution to learn about you and you about them. This is not a one-sided affair – it’s about coming together and matching the needs with the wants. Keep in mind the ENTIRE trip is an interview. From picking you up at the airport, tours, and the formal interviews, you are being evaluated.

- Prior to going on-campus, do your homework. Know the job and the campus. Look at the institution, division and departmental websites, any material you are provided, and the campus newspaper. A little knowledge of the latest hot topic issues can provide an understanding of the campus culture.
• **Who is interviewing you?** Find out information about them if you can. There are great opportunities to chat informally.

• **Pack for contingencies.** Professional dress is expected at most interviews. Dinners may be business casual. Having too much cannot hurt. Try to utilize carry-on luggage for at least one set of clothes in the case your luggage gets lost.

• **Prepare for questions about yourself and your philosophies.** Do not just answer the questions but be able to provide an example of your philosophy in practice. Utilize the theories in practice you have learned along the way. Do not ramble. Have a point to your discussions but be sure to answer the questions.

• **Prepare questions for your interview teams.** Be able to ask questions about the depth of the philosophies, dreams for the future, etc. NEVER ask the interviewers “how did I interview?” There is an opportunity to receive feedback at another time, not at the interview.

• **Presentations.** Be sure to follow the suggested time parameters. Consider learning styles. Avoid group activities in this setting. Run through the presentation in front of others at home to get feedback as possible.

• **Be accommodating.** Life happens and schedules change. Be gracious, flexible and accommodating. No one likes “high maintenance” candidates.

How to make a final decision…there are some things to consider but you know when you know. It is a little like how people talk about love, believe it or not. No institution is going to have the perfect benefits plan, the ideal pay or location. It is best to get that expectation out of your head. You need to determine what aspects are critical for you to have in a job/institution and which aspects are neutral or just the “gravy.” But there are a few areas to consider to make sure the job will be the experience you are looking for—and it is important to begin thinking of these things as you do your “homework” for your on-campus!

**Benefits.** At some point in your on-campus process, you will have a session with an administrator (usually the hiring authority) to go over the benefits and policies related to the position. You will want to be prepared for what they are about to tell you (or as much as you can ascertain through web resources). This will save you from having to jot down a good deal of notes and allow you to truly focus on some of the specifics conveyed. This is also a great opportunity to ask a phenomenal question related to the benefits package to make it clear that you have taken the time to research the institution. Do not feel the need to agonize over all benefit details before your interview—but know that ultimately if you receive an offer from the institution, you will need to do even more thorough benefits research. But what to focus on in your research?

• Although it may be several years away, it is of utmost importance to consider the retirement plans that the university offers.

• Is the institution contributing anything to this retirement fund?

• For those searching at public institutions, is there a state law (as in North Carolina) that dictates how much of your salary is contributed to a retirement plan? (This may also be an institutional policy as well.) Be sure to explore various options for plans—some institutions may have more than one for you to choose from.

• How long will it be until you are vested (essentially free to move the money with you when you leave the institution)?

• Be sure to understand the health benefits—some premiums may be paid by the institution while others not.

**Salary, vacation, sick time, probationary period.** If you are applying for an entry-level position, it is key to realize that salary levels are rarely negotiable; expect to earn what is placed on the job posting.

• Explore the amount of vacation and sick time awarded to you. Does this change as you are at the institution longer?

• Consider whether or not the institution treats new employees as probationary until they are at the institution for a specified period of time. What does this look like, if it is the policy at your institution? Are there impacts on leave time and benefits?

**Professional development opportunities are key.** Be sure to focus on the resources beyond monies used for conference attendance—these are going to very limited in the coming years and it is key to show that you are interested in more than having a trip to a large city for an annual convention.

• Look at what opportunities might exist within Human Resources at the institution, as well as departmental or divisional support for webinars and drive-in conferences/workshops.

• If there is money available, explore how much you could receive and what the guidelines are for
using it (need to present or volunteer at the conference, for example).

- Although you may have just completed an advanced degree, you may want to explore the options to take courses at the institution or neighboring institutions. Not only is it important to learn the specifics of the benefits, but also the culture around support for taking classes. Are you able to use flexible scheduling to make up hours if a class is offered during the work day or can you only take classes after 5:00pm?

**How much will it cost to live near (or at) this institution?** There are some great online cost-of-living calculators, but be sure that you are getting the whole picture. Remember that if you are coming from life as a full-time student, your paycheck will now have more taxes withheld as a non-student. Explore the sales tax rates for the state and/or county, as well as the income tax brackets for the state. Other aspects to consider:

  - Property taxes should also be reviewed.
  - If you receive meal or housing as benefits, they may or may not be taxed based on local regulations and the duties of your job.
  - Do you receive gym or wellness benefits that will save you having to spend money at an outside company?
  - Also, do not forget the cost to move to the institution—can you afford to physically move there? For upper-level positions, are there any relocation fees that can be reimbursed?
  - Are there support resources for finding housing and schools in the area?

**Is there anything else to consider if I am living in or on?** It is important to explore the live in/on policies for the institution, as they can vary greatly. Some key areas to explore include:

  - What is the partner policy for your apartment? Does your institution require marriage or domestic partnership?
  - Are you allowed to have roommates without regard to their relation to you?
  - Is the apartment furnished?
  - Is parking provided near your place of residence?
  - Are all “rent” and utilities expenses covered, especially for 10 month contracts?
  - Are you permitted to have alcohol in your apartment?
  - Can you have your furry friend live with you?
  - How do you receive mail on campus? Is it limited to when the halls are open?
  - If you are on campus, likely there is a duty requirement to your position. What does this look like? How often are you on duty and are you required to be on campus, or do you have a radius in which you can “stray”?

**Parking trials and tribulations!** For both those living off and on campus, be sure to understand the total cost for parking on campus. See if it is possible to have it deducted from your paycheck on a pre-tax basis.

**Partners.** If you have a partner, be sure to check for benefits they can receive through you (if you choose to do so, of course). Many institutions also offer provisions for domestic partners, but be sure to understand how you may qualify for these benefits if you are in a state that itself does not recognize domestic partnerships. Beyond this, what does the job market look like for your partner if they move to the area?

Researching these aspects of the job will clearly not be the only deciding factor between accepting or not accepting a position. As hinted throughout this article, you will want to weigh the overall growth and development a position will give you—not to mention the overall feel you get from the campus, surrounding community and the faculty, staff and students when you are on campus. But exploring benefits can also ensure you are not unpleasantly surprised when the first paycheck comes in or you see your first 401(k) statement. It can also help when you are between multiple offers from schools and positions that equally excite you.

Good luck in your process; there is a position out there that is perfect and waiting for you!
“What have I gotten myself into?”

Frank Gaertner  
Emory University

I remember sitting in my first class early last June, wondering why I had decided to complicate my life by beginning a Ph.D. program. Here I was, a 46-year-old seasoned housing professional, sitting among many younger classmates who seemed much more at ease in that classroom than I felt. I had completed my master's program in 1993, which is before many of my classmates had even started their undergraduate careers! Did I still have what it takes? Could I get through the copious amounts of reading, the papers, and the projects that lay ahead?

That first semester challenged me in many ways. It took me even longer to complete the readings than I had imagined. However, as time went on, I felt more comfortable in my new role as a student. At this point, nearly a year into my program, I can't imagine not being in this program, surrounded by an amazing cohort and faculty. I’d like to share some of the valuable lessons I’ve learned during the past nine months, to encourage others to take this leap of faith.

What did I have to learn first? During the first month of classes, I simply felt overwhelmed. As I tried to carry on as if nothing had changed, I quickly learned that was impossible. So I learned you have to prioritize. What are the essential tasks that I need to get done today? How can I rearrange my schedule to get these things done? What items at work can I delegate? What social engagements do I just need to say no to? It wasn’t easy at first to adjust and make these changes, but my life got much easier to manage and less stressful once I learned I needed to plan ahead more and say no to things.

Saying no to requests led to my second realization: not everyone will understand why you are doing this. I have it much easier than some of my classmates were keeping up. However, as time went on, I felt more comfortable in my new role as a student. At this point, nearly a year into my program, I can’t imagine not being in this program, surrounded by an amazing cohort and faculty. I’d like to share some of the valuable lessons I’ve learned during the past nine months, to encourage others to take this leap of faith.

As I learned to prioritize and say no to certain things, I made sure to carve out time for those things I truly love. Crazily enough, I decided to train for a marathon when classes began, and I completed the Disney Marathon in January 2010. Running was my escape from the pressures of school and work, and I decided that I needed to make sure I had time for it during this very stressful time. I also got away for several weekend trips during the fall semester. Both these trips and my running added more stress to my life at times, but overall, I feel that they helped to keep my stress in check more than they added to it. They also gave my life a sense of balance.

While it may have taken me a bit longer to get acclimated to schoolwork than my younger classmates, I discovered that being older in the classroom had its distinct advantages. From my 20 years of work experience, I can bring a longitudinal perspective and insight to classroom discussions. After all these years, I know my strengths and weaknesses well, especially when I think of who I was during my master's program. I’ve been fortunate enough to work in a variety of settings in our housing department, from Residence Life to summer conferences to student recreation, so I can bring a number of Student Affairs perspectives to our conversations as well. Finally, I’ve really enjoyed mentoring some of the younger students in my program as they negotiate their first decade of work.

My classmates have given me an incredible amount as well. Perhaps the greatest surprise of my program was learning how significant the cohort experience can be. The Counseling and Student Personnel Services program at the University of Georgia’s Gwinnett Campus is unique in that it has a P-16 focus. Half of my classmates are school counselors while the other half work in Student Affairs. I have learned so much about issues facing students in the P-12 setting and about public schools in general from my classmates. The cohort takes all of its core classes together throughout the three years of the program. We all have struggled from time to time since the program began, and everyone has been incredibly supportive. While I will be glad to finish my coursework at the end of these three years, I will miss the weekly contact with the thirteen very special people in my cohort.
The final lesson I've learned sounds simple but has been fairly profound: continuing your education impacts all areas of your life. What I have learned in the classroom has impacted how I do my job in ways too numerous to mention. In addition to this, I learn different perspectives about work and life from my classmates every time we meet. Working on a Ph.D. has also given us a sense of accomplishment and professionalism. We talked quite a bit at the beginning of the program about how we felt a bit like imposters in the program, while now we're starting to feel more comfortable in our roles as scholars and writers. The faculty at UGA has been supportive and helpful in our journey so far.

While starting a Ph.D. program might initially seem daunting, I highly encourage you to look at the options available nearby. My program has positively affected nearly every aspect of my life. I've been reminded that testing one's capabilities, while uncomfortable at times, is the only way to lead to growth. I'm happy to discuss my Ph.D. program with anyone interested in learning more about it. Feel free to contact me at fgaertn@emory.edu to learn more. Information about the program is also available on the Internet at:

http://www.coe.uga.edu/chds/chds_phd_gwinnett/index.html

My End of Year Speech in Uncertain Times

David P. Jones, Ph.D.
University of Alabama

In my role, I often am asked to make some remarks at various events, particularly during the late spring. I enjoy these opportunities and approach them with vigor. However, when the invitations started to arrive for this spring’s events, I realized that some of the past themes of opportunity, service, and greatest of times, may fall flat. Today’s student is not immune to the realities of our current world. The pressures to succeed, secure an interview, and hopefully land a job are very high right now. Graduate school applications are up as another indicator of a tough economy (Ruiz, 2010). Simply put, it is challenging for our students and in talking with our students, I see the uncertainty of their immediate futures.

The reality of our nation’s and world’s economy is not a valid excuse to pass on an invitation to speak. So with the same vigor as past years, I pulled together what I think is a realistic message that confirms the good decisions our students, in this case Resident Advisors, made to invest in themselves. For your own edification, I have included excerpts from the speech I gave at our end-of-year Resident Advisor celebration.

Good evening. It is a pleasure to be with you here on this exciting occasion. I am your Executive Director of Housing and Residential Communities, but mostly I am an RA. As a past RA, I recognize that for some of you, the finish line is in sight. For others, the starting line is just a summer away. Whether you are awaiting your first year as an RA, welcome, congratulations, and thank you. Thank you for the work you will do, are doing, and have done. The end of a year is always special because friendships are celebrated, memories cemented, and tearful goodbyes posted on Facebook. It is also a great time for reflection. In today’s high-paced world, reflection on the RA position is hard to come by, so we are going to take a moment and do it together.

This is an exciting time for you, us, our department, our university, state, and country. It is exciting in that it is full of opportunities and challenges. It is no secret that it is tough to find a job right now. The economy is still recovering, hiring has slowed, and applications to graduate schools are up. If a guy isn’t careful, he might get depressed. But as I look out across this room, I don’t see depressed faces looking back at me. I see students who have done the smartest thing anyone can do. You have invested in yourself by becoming an RA. It is no secret that I believe the skills you learn and practice as an RA make you more attractive to employers. According to research done by the US Department of Labor in 2009, the top 10 skills sought after by employers in the United States are:

Skills Most Sought After by Employers (Hanson & Hanson, 2010)

1. Communications Skills (listening, verbal, written). By far, the one skill mentioned most often by employers is the ability to listen, write,
and speak effectively. Successful communication is critical to all professions.

2. **Analytical/Research Skills.** Deals with your ability to assess a situation, seek multiple perspectives, gather more information if necessary, and identify key issues that need to be addressed.

3. **Computer/Technical Literacy.** Almost all jobs now require some basic understanding of computer hardware and software, especially word processing, spreadsheets, and email.

4. **Flexibility/Adaptability/Managing Multiple Priorities.** Deals with your ability to manage multiple assignments and tasks, set priorities, and adapt to changing conditions and work assignments.

5. **Interpersonal Abilities.** The ability to relate to your co-workers, inspire others to participate, and mitigate conflict with co-workers is essential.

6. **Leadership/Management Skills.** These skills deal with your ability to take charge and manage your co-workers.

7. **Multicultural Sensitivity/Awareness.** There is possibly no bigger issue in the workplace than diversity, and job-seekers must demonstrate a sensitivity and awareness to other people and cultures.

8. **Planning/Organizing.** Deals with your ability to design, plan, organize, and implement projects and tasks within an allotted timeframe. Also involves goal-setting.

9. **Problem-Solving/Reasoning/Creativity.** Involves the ability to find solutions to problems using your creativity, reasoning, and past experiences along with the available information and resources.

10. **Teamwork.** Because so many jobs involve working in one or more work-groups, you must have the ability to work with others in a professional manner while attempting to achieve a common goal.

Many of these traits are obvious and ones you will and have experienced as an RA. Each is important and will help you land and keep the job of your dreams. Of course, they are truly only half of the story. Employers seek more than a person who can operationalize the goals of the firm or company. They are looking for something deeper. And as an RA, you have it. Employers seek personal values in employees. According to the US Department of Labor in 2009, the top 10 personal values they seek are:

**Personal Values Employers Seek in Employees (Hanson & Hanson, 2010)**

Here is our list of the 10 most important categories of values.

1. **Honesty/Integrity/Morality.** Employers probably respect personal integrity more than any other value.

2. **Adaptability/Flexibility.** Deals with openness to new ideas and concepts, to working independently or as part of a team, and to carrying out multiple tasks or projects.

3. **Dedication/Hard-Working/Work Ethic/Tenacity.** Employers seek job-seekers who love what they do and will keep at it until they solve the problem and get the job done.

4. **Dependability/Reliability/Responsibility.** There’s no question that all employers desire employees who will arrive to work every day - on time - and ready to work, and who will take responsibility for their actions.

5. **Loyalty.** Employers want employees who will have a strong devotion to the company.

6. **Positive Attitude/Motivation/Energy/Passion.** The job-seekers who get hired and the employees who get promoted are the ones with drive and passion — and who demonstrate this enthusiasm through their words and actions.

7. **Professionalism.** Deals with acting in a responsible and fair manner in all your personal and work activities, which is seen as a sign of maturity and self-confidence.

8. **Self-Confidence.** Look at it this way: if you don’t believe in yourself, in your unique mix of skills, education, and abilities, why should a prospective employer? Be confident in yourself and what you can offer employers.

9. **Self-Motivated/Ability to Work With Little or No Supervision.** While teamwork is always mentioned as an important skill, so is the ability to work independently, with minimal supervision.

10. **Willingness to Learn.** No matter what your age, no matter how much experience you have, you should always be willing to learn a new skill or technique. Jobs are constantly changing and evolving, and you must show an openness to grow and learn with that change.

**Final Thoughts**

Employability skills and personal values are the critical tools and traits you need to succeed in any workplace — and they are all elements that you can learn, cultivate, develop, and maintain as an RA. So,
congratulations on your decision to be an RA. Thank you for serving your peers as an RA. Thank you for making a difference in our campus and investing in yourself. For those new to the position, I look forward to spending more time with you and for those moving on to their next challenge I trust you will find life will continue to give you opportunities to be an RA and assist other people long after you have left. Thank you and best wishes for the rest of your semester.

In the history of speeches ever given this one may rate somewhere in towards the bottom of the middle tier, but I do believe it accurately reflects the current challenges our students are facing. The best thing about the future is that we do not know what it holds, however, as housing professionals we can assist our students in their preparation for their uncertain future by maximizing their present. Student employment with us is one of these great opportunities and one we should encourage students to consider at every opportunity.

References

SEAHO number 2, but still a year of firsts.

Richard J. Kenney
Florida State University

SEAHO 2010 at Williamsburg happened to be my second SEAHO conference in as many years, however, this year was sure not to be a repeat experience. This was a year of firsts, just like last. This year I was a “veteran” attendee for the first year graduate students from Florida State also in attendance. I was also making my first professional presentation, as well as having my first professional job interview.

For me, this year’s SEAHO conference can be summed up into two things: teaching and learning. Teaching, because I was now being looked at to provide answers and insight for the first year attendees from Florida State University for their first SEAHO. Just like my own experience last year, SEAHO was their first professional conference. The insight began well before we left, beginning with what they needed to pack, what to do, and what opportunities to take part in. Once we arrived, the nametag ribbons were the next thing on the docket for them to experience and teach them about. Then came the programming sessions, the reason we were all there, to learn from others experiences and possibly bring some of those experiences back to our home campuses. The conference attendees were able to have a vast amount of information presented to them from a vast variety of programming options this year, which speaks to the immense and endless possibilities of ways to accomplish a task or intended outcome. The program options provided everyone with a chance to learn something new, and how to take it back to their own campus.

Learning, because no matter how many SEAHO conferences you have attended, or in what capacity, there is always something new to learn. Whether from a program or an interview you can always learn something new either about an institution, a person, or about yourself. The Placement experience at SEAHO also allowed me to learn more about myself. As much as you prepare for possible questions, you will never be able to prepare for them all, and will inevitably have to think on your feet. Through the responses I provided, the experience allowed me to reflect on who I am as a housing professional, and as an individual. I have come to realize that I have learned so much from my time in my graduate experience at Florida State, and that I am ready and well prepared for my first professional position.

I broke the conference down into the most basic expected outcomes, as SEAHO 2010 has provided me
with an immense amount of professional opportunities. This year I was one of the recipients of the Fee Waiver Scholarship, as well as being selected as a program presenter. Take advantage of the SEAHO Fee Waiver Scholarship and apply! It is a great opportunity to gain funding during the recession, even if you have professional development funds. SEAHO provides us all with the ability to teach and learn, whether it is with the Pro/Am program, programming sessions, Placement with mock interview experiences or résumé help, or just having the opportunity to interact with CHO’s, vendors, or peers in more personal capacity.

Thank you to the host committee for planning such a great conference, the location was a great selection as it made the conference feel very homely and close-knit. Thank you to the Awards and Recognition Committee for selecting me as a recipient of the scholarship. Lastly, thank you to everyone else who made my second SEAHO conference just as memorable as my first, and provided me with the growth opportunities I expect from this great conference, and great region.

SEAHO 2010 Reflection

Justin Lukasewicz
University of North Carolina at Chapel Hill

SEAHO 2010 was my second experience at a SEAHO conference, and I can honestly say my experience was 100% better the second time around. I don’t want this to sound like anything terrible happened in Birmingham, but something has changed, and that change was in me. I was really underprepared the first time around, but learned a lot during that time! My hope with this article is to pass on some knowledge on how to get the most out of your SEAHO experience.

One of the most significant changes that occurred between my SEAHO conferences was attendance at the Regional Entry Level Institute, RELI. This annual SEAHO region initiative happens annually during the month of June, and it brings together professionals in their first through third years in the field. Through a competitive process thirty-two participants are accepted, and they are placed into groups of four and matched with a Chief Housing Officer. This intensive institute takes participants through a weekend of presentations, mentoring, and networking. The question is how does this relate to SEAHO 2010? The direct impact was that I now had an extensive network of people in the region, and not just the people that came from my institution. It was great to reunite with these new friends, and to be able to sit down and chat with mentors that I had met through the program. As I have told everyone since my attendance at RELI, this was the best professional development experience I ever attended, and I saw those dividends at the SEAHO conference. For anyone new to the region, I would recommend that you apply for RELI, as it will help you in your professional life but also at future SEAHO conferences!

The second thing that made my SEAHO 2010 a more engaging experience was my participation on a committee. Last year in Birmingham, I wondered into the Graduate Issues & Involvement Committee meeting. Through this involvement I had the wonderful opportunity to help coordinate the Pro/Am mentorship program. This direct involvement helped me to get to know lots of new people in the region, and I had the experience of seeing the inside angles of a conference! My recommendation would be to sign up to be a Pro or an Am, and be apart of this great mentorship program, but to also sign up for a committee. There are many different facets to each committee, and they are all looking for great people to jump in and seize opportunities to make our organization better! When I walked into that room one year ago, I did not know I would get to be working on such a great initiative, and that it would totally improve my conference experience!

Overall, SEAHO 2010 was a wonderful conference, and I look forward towards Mississippi next year! My advice for the other young professionals in the region is to sign up and get involved with SEAHO! There are so many different facets of the organizations, that everyone can find their niche! I stated the two best experiences I had above, and this can be your story, just change out the pieces to fit you!
As I began my 900 mile journey from Mobile, AL to Williamsburg, VA, I had plenty of time to contemplate what I hoped to get out of the SEAHO conference this year and how far I have come since the last conference. This was only my second SEAHO, but I was able to participate a lot more in the conference. I am not your typical new professional or grad student attending SEAHO. I have been working in professional positions for about 2½ years and I am currently working on a non Higher-Ed masters right now. So, when I go to SEAHO, I look at it as a chance to absorb as many ideas about residential life and student development as possible. I thought about the things I had signed up to participate in. How would I do on the case study competition? What should I expect from my Pro-Am and what kind of relationship will that become? What kind of things will I learn from the PPP program track, and is it appropriate for where I am in my career? Though I had been to SEAHO the year before, my participation was minimal and my experience was overwhelming. I felt like I was prepared this year and ready for anything. I was probably even a little arrogant in thinking that I knew what to expect. As with any time you think that you know what to expect in res life, I was wrong. It turns out that this trip was going to revolutionize my way of thinking about housing and working with other professionals!

After pulling off the lonely interstate into the hidden colony of Williamsburg, I immediately felt like I was transported to our country’s very beginnings. There was this aura of historical hope and hardship. I began imagining what it was like having to tough out life in the early times of our country. How fortunate we are today and how thankful I am for the hard work of those who came before us. I felt feverish with a nostalgia that seemed as if it were imbedded in my genetics as an American. I fantasized what it must have been like being in the presence of those like Thomas Jefferson, George Washington, James Monroe, and the many of the other fathers of our country that had visited this place. How appropriate for us to have a conference in a place that set the standard for developing a person as an individual!

Once I found my hotel and got some rest, I was able to jump into conference mode. Mission one: get registered and map out my conference days. Once that was accomplished, I began the hunt for my Pro. I was excited about the prospect of having a Pro, especially since the director position at my school has been vacant since I got there. Having a Pro is like having an instant mentor. You’re both assigned to each other with the understanding that one of you has the experience and the other, all the questions. Once I found my Pro, I of course bombarded her with questions as we sipped on coffee. Since the Pro Am program is voluntary, the Pros end up being the kind of people that are more than willing to listen and share their wealth of knowledge and experience. Talking to them always makes me feel better about my stresses in res life.

Next on my agenda was mapping out my PPP (Pre Professional Program) track. I felt a little weird being in the track because I am technically already working as a full-time professional, but I still had much to learn. The great thing about the PPP track is that it allows you to structure it with programs you are actually interested in and that you feel apply to you. The programs on the selection list are always selected based on their appropriateness for pre professionals. The programs that I attended this year were excellent and expanded my knowledge and view on things like recent shifts to apartment style living, transitioning into an already-made “family”, ethical job searching, and much more. It’s always fun to see your professional peers presenting and sharing their knowledge.

My final, major involvement at the conference was participating in the case study competition. I was a bit nervous about this competition because, though I am currently a full-time professional, I tend to feel a little insecure compared to the other professionals and even the grad students working on their Higher-Ed degrees. I really wanted to challenge myself, however, and see how much I really did know. Fortunately, I ended up with a good partner that is also working as a full-time professional. When we received our case, I could have jumped for joy. It was a case on dealing with a budget cut. I thought, with my partner's knowledge in student development theory, and my knowledge in business (I’m a current MBA student), we should ace this! We spent the next two days trying to hammer out the issues in the case. We used every resource at our fingertips, from the internet for pricing things to advice from other CHO’s. As we entered the room with the judges, I felt like we were already
champions. Our presentation seemed to go pretty well. At least one of the judges seemed impressed while the other two kept a raised eyebrow. In the end, once we received the judge’s results, we were mortified. One of the judges (who was also the Scholar in Residence) seemed to be pretty impressed with our presentation and gave us pretty good markings. The other two judges hammered us. Out initial reaction, of course, was indignant! Of course that one judge was right. Of course we knew what we were doing. Those other two judges just didn’t get it. They don’t really understand what we meant. I pretty much kept this attitude for the remainder of the conference.

It wasn’t until my drive home while contemplating my total experiences at SEAHO that I really began to evaluate my experience with the case study competition. As I drove through the hills of the Shenandoah Valley, watching as the sun dipped into the distant horizon and the snow-dusted hills began blending into the skies, I felt something begin to change in my mind. I began fighting with myself about the case study competition. I wasn’t initially sure what was happening when I began to argue with myself. Maybe all three judges were right! But how is that possible? They had given us very opposite scores! I mean, one of the was the Scholar in Residence, and he gave us a pretty high score. Well, the majority (the other two) gave us really low markings. But they’re wrong! Then my revolting side shot the retort that whirled around my head and ended the argument. All of the judges were correct because it really just depends on what the values and goals of the institution are. They weren’t wrong because they disagreed with what we said. They were simply disagreeing based on their own experiences and values. It happens. SEAHO shows us that fundamentally, we all have one goal in residence life: provide housing for our students that supports them to be successful. How we accomplish that is where our own diversity of experiences, knowledge, and goals lead us to make decisions, though different, that are still good and right for our students. SEAHO allows this plethora of ideas to come together and continue to evolve and revolutionize the way we think.

I’m glad I attended SEAHO again this year and I am really looking forward to it next year. The more familiar I get with my fellow housing folks, the more I feel like SEAHO is a family reunion. We are very fortunate to have a region like ours and in the bonds we are able to form in our work. I hope that we can continue to revolutionize our thinking and allow that winning side to always lead us in the right direction. Viva SEAHO and Viva La Revolución!

“Green Values” Put in Practice: Six Practical Ways to Engage Residence Life Staff and Students

Charles A. Lowman
University of South Carolina

INTRODUCTION

When I first assumed my post as the Residence Life Coordinator for the University of South Carolina’s “Green Quad” residence hall three years ago, I actually considered myself well-informed about sustainability and “green” issues. As I reflect back on the years I have lived and worked in one of the nation’s largest LEED certified residence halls, I am astonished at how differently I approach my work as a “green” educator these days. In this article, I will share some of the lessons I have learned from practical experience, faculty, and students. Hopefully, these lessons will reach someone out there who is struggling with a way to effectively incorporate sustainability or green initiatives into their Residence Life program. I write this article with the intention of helping readers to find a “starting point.”

To provide some background on my building, it is a 500 bed, apartment style living-learning facility built in 2004. It received silver LEED certification for its numerous “green” features such as brick facades made of recycled incinerator ash, solar panels that heat domestic hot water, recycling rooms on every floor, CO2 sensors, and a massive storm water management system. In 2007, we added an organic garden where students in our Green Learning Community grow and harvest their own vegetables. Green Quad’s numerous special features are awe inspiring to the hundreds of tourists, residents, and parents that visit our complex each year. We are also fortunate enough to have Dr. David Whiteman, a Political Science professor, who serves as our on-site SEAHO Report Spring 2010
Faculty Principal, and directs our Learning Center for Sustainable Futures. It was Dr. Whiteman who first introduced me to “green values,” a concept that would eventually change the way I approach my work altogether.

DISCOVERING “GREEN VALUES”

In my first year and a half on the job, I, like many others, only thought about sustainability in terms of recycling, turning off the lights, and solar power, and this is the point of view from which I instructed my Resident Mentor (RM) staff. We worked so hard to promote recycling throughout the building with our bulletin boards, one-to-one conversations, and floor meetings. I also redesigned our health and safety inspection forms that year to include a sustainability section. This new section contained recommended thermostat settings for each season, and a place to remind residents to turn off their lights when they left the room. Unfortunately, many residents did not readily respond to our message and some even felt it was “preachy.” It would get frustrating at times, and occasionally I would think, “I’ve done all I can do. This group of residents just isn’t interested in being sustainable.” What I eventually came to realize was that my students were not the problem – it was my strategy.

So, halfway through my second year, I decided that we needed to make a course correction. In collaboration with Dr. Whiteman and my graduate assistant, Tyler Gailey, I began to craft a new set of requirements for my Resident Mentor staff based on “green values” as defined in David Pepper’s book, Modern Environmentalism. Pepper defines green values as “eco-centric” and explains that “they start from concern about non-human nature and the whole ecosystem, rather than from humanist concerns. They invoke, in deep ecology, the idea of bio-ethics.” In simpler terms, examples of green values are:

• Eco-centrism
• Community
• Equality
• Appreciation of diversity
• Democracy/Participation
• Decentralization of power
• Non-violence/Cooperation
• Self sufficiency
• Sustainability

Rather than going into details about the specific requirements I developed for my Resident Mentor staff, I will instead share some of the ways we have successfully infused green values into our daily work in Green Quad since 2009. The good thing about the six suggestions I will share is their versatility. They can likely be implemented on any campus regardless of the programming model being used, the type of residence hall, or institutional context. You do not need to have a LEED certified residence hall like Green Quad to make these things happen, nor do you need substantial budgets. When you begin with “green values” in mind the flow of possibilities will astonish you.

SIX PRACTICAL SUGGESTIONS

1. Bring your own [fill in the blank]. An important “green value” is self-sufficiency. One easy way to promote this is by asking residents to bring their own whatever. Think about it. Have you ever considered how much paper or plastic waste each one of your programs generates? If you have food at an event, are you using Styrofoam plates and cups, paper napkins, and plastic flatware? What are you doing with your pizza boxes after your event? While it may seem strange to ask residents to bring their own plates and cups to events, I have found students to be very cooperative with this request here at USC. It has significantly reduced the amount of waste we produce at our programs, and has saved us the trouble of constantly buying disposable items. You might also consider purchasing some real silverware, glasses, and dishes for your residence hall so that they can be reused indefinitely. Not only is it sustainable, it will help you save a ton of cash over the long term. We purchased our own permanent silverware, dishes, and cups at Green Quad and it has been a great investment! And, don’t limit yourself to the things I have listed here – always be on the lookout for things you can buy today that do not require replacing later. Given today’s precarious economic situation, this is more important than ever before.

2. Buy local. Somewhat related to the green values of self-sufficiency and sustainability is “buying local.” This important aspect of green values is one that my students have fully embraced and easily understand. While it is not always convenient for us to buy from locally-based vendors, we have found that advance planning of events allows us the time we need to work within the constraints of our system to make greener purchasing choices. For example, Green Quad
chose to purchase pizzas from a locally owned pizza shop for our 2010 “green” Super Bowl party. We ran into numerous problems along the way because the university typically only conducts business with Dominos and Papa John’s. One issue we ran into was that the Purchasing office did not understand why we wanted to use a different vendor than everyone else. Luckily, advance planning allowed us extra time to educate them on why we were doing things differently, and troubleshoot any administrative issues that came our way. Ultimately, we were able to buy the pizza we wanted, and our green Super Bowl party went over very well. Several students commented that they enjoyed having a different kind of pizza, and this presented a great opportunity for the RM staff to explain why we chose to buy food from local vendors.

3. Use cloth for your bulletin boards. Each month, my Resident Mentors are required to complete a bulletin board. The problem with bulletin boards, however, is that they create huge amounts of paper waste. In 2009, one of my RM’s came up with the idea of using cloth as a background rather than banner paper. When other RM’s saw the variety of colors and textures they could have by using cloth instead of paper, the trend caught on like wildfire. Sometimes RM’s trade their cloth backgrounds with each other to switch things up from month to month too. This small change has resulted in significantly reduced waste, and some of the most aesthetically pleasing bulletin boards I have ever seen. I highly recommend making the change from paper to cloth backgrounds if for no other reason than the monetary savings it can create.

4. No Shave November. We used the month of November as an opportunity to educate students about the problems associated with high consumption lifestyles. Throughout the entire month, we used bulletin boards and programs to draw attention to the inordinate amount of consumption that takes place during the month of November as a result of Thanksgiving and Black Friday. To draw greater attention to our message, we also conducted a “No Shave November” contest. Our 7 contestants chose to go an entire month without shaving and kept reflective journals about their experiences. Contestants were judged on the amount of growth they achieved and the quality of their reflections. In his journal, our winner Jose Lugo said, “I feel a great sense of accomplishment. It was fun, challenging and for a worthy cause. Now that I have somewhat of a beard, I may keep it for a little while longer. I learned that challenges such as this are purely mental. You have to have the self discipline and truly want to achieve your desired goal.” As the winner, Jose took home a Panasonic electric razor so that he would never have to use disposable ones again. The two most successful elements of this contest are also ones that could be replicated on virtually any campus – 1) “No Shave November” is already a popular activity among many students across the nation, so recruits for your program will be easy to find, and 2) incorporating a journaling process will help them to critically examine their experience and personal values. In reading my students’ reflections, I could tell that this contest was a very personal experience for them, and “green issues” now take on a new meaning in their lives.

5. Do something outside. One of the most popular and critical green values is eco-centrism. This green value can be interpreted in many ways, but in its most basic form, it means having an appreciation of the Earth. One way to cultivate such an appreciation among students is to actually get them outside in the sunshine. Admittedly, this can be difficult given all the video games, televisions, and social networks that keep them indoors, but I am convinced that students will come out in the fresh air if you give them good enough reason. Some events we have successfully done outdoors have been outdoor movies, yoga on our turf roof, celebrations of the Autumn and Spring Equinoxes, and planting in our organic garden. When I observe the learning that takes place among students who work in our organic garden, I am convinced that there is a true benefit to offering hands-on experiences such as these in our residence halls. What better way is there to help students appreciate the world around them than teaching them to plant seeds, watching them grow, and then enjoying the literal fruits of their labor? Students at Green Quad are bringing things to life in our own backyard and learning respect for their world at the same time. While it may not be practical for every institution to set up an organic garden, similar learning outcomes could be accomplished by engaging students in green serving learning projects such as planting...
flowers or trees in a park or adopting an area of campus to keep clean. Also, if video games or TV are an obstacle to getting your students outdoors, you might consider setting up an outdoor video game tournament with a projection screen, data projector, and an Xbox. Just getting them outside is half the battle. Once you get them out there, they love it, and you will increase your chances of getting them out for other events in the future!

6. **Dismantle hierarchies, encourage participation and democratic decision making.** Two central green values are *decentralization of power* and *direct participation*. On the floors, RM’s utilize democratic decision making through their development of community charters, roommate contracts, and community-driven programs. While these things are hardly new to the world of Residence Life, it is important to point out that they support green values when facilitated in a collaborative rather than dictatorial manner. I stress to RM’s the importance of making everyone feel heard so that all voices are represented. When this happens, students feel more empowered to hold each other accountable to their community standards. Being accountable to every member of the community is a hallmark of a truly green community.

Another way RM’s can cultivate green values on their floors is by soliciting resident input into hall programs too. One example of this was a recent “green art” program where RM’s encouraged residents to contribute recyclable materials from their rooms, and create works of art out of them. I was so proud of the excellent community artwork the students produced! To further encourage this kind of direct participation, their artwork will be hung up and displayed in prominent locations in the building.

**SUMMARY**

Looking at this list, it is easy to see how these programs could align with the goals of almost any Residence Life program if sustainability is something you want to explore with your students. What I have learned from living and working at Green Quad is that most students are very interested in being good stewards of our planet, but not every student is interested in recycling. I have had much greater success engaging students in our community by finding some element of green values that they can buy into rather than attempting to impose a prescribed set of behaviors on them. In other words, a student may have no interest in turning off the water while they brush their teeth, but they may find that they are quite comfortable using their economic impact to buy from local merchants or air dry their clothes instead of paying to use a dryer. The beauty of a green values approach is that there is a way through for everyone.

**WORK CITED**

Reflections on a Revolutionary Experience

Andrea K. Heflin
The Florida State University

A revolutionary experience by definition is one in which radical and ground breaking events occur. My visit to Williamsburg for SEAHO 2010 was nothing less than revolutionary. This year’s conference was my third SEAHO and allowed me to reflect upon what being a member has meant to my journey in Student Affairs. Over the past three years, the conference has offered professional development opportunities, meaningful discussion with colleagues about significant topics, and the chance to meet new acquaintances while fostering relationships with old friends.

I remember my first SEAHO in Savannah, Georgia very clearly. While working at Emory University I began the graduate program search and had just finished interviewing with several schools in the region. I felt overwhelmed with all of the options for session topics, the sight of hundreds of professionals (many of whom I had just interviewed with), and newness of my first professional conference. Luckily, I was staying with two close friends and mentors who happened to serve on the Programming Committee. These two individuals helped me navigate through the conference, encouraged me to participate in the PPP track, and helped to introduce me to their own friends and colleagues.

My second SEAHO was a very different experience. The trepidation of the unknown was gone and I was excited to reconnect with friends across the region. I traveled to Birmingham with two vans filled with my FSU “family” to experience the conference together. I was able to help other first year graduates select sessions and passed on wisdom that had been shared with me at my first SEAHO. I opted to participate in the DREAM series having just finished reading the book on which it is based. The discussion with colleagues was amazing and learning about the unique challenges at institutions across the region was enlightening. I was challenged to think even more critically and delve deeper into the topics. The resulting knowledge transfer was incredible as I was excited to learn from and share ideas with seasoned professionals. We learned a great deal during our time together, but I quickly realized that learning happened just as frequently outside of the sessions. I competed in the Case Study Competition and was paired with a counterpart from the University of Mississippi. After late nights, asking countless questions to CHOs, vendors, and facilities gurus, we had the opportunity to synthesize our case. The experience offered the chance to speak with individuals that we normally would not approach as graduate students, and offered us a great opportunity to learn from experienced professionals.

While I greatly enjoyed my first two conferences, my revolutionary experience did not occur until this year. I arrived in Williamsburg and for the first time, it felt like I was coming home and not traveling away. I was energized as we walked into the lobby to check in and saw friends that I had met during previous years. Fellow graduate students and I quickly headed to the volunteer table as we have learned one of the best ways to meet others is standing in line to take meal tickets or to moderate a program. As many second year graduates do, I attended the placement orientation to prepare for the impending job search and then the fear hit me. The fear I felt, however, was the realization that dependent on the outcome of said search, this may be my last SEAHO for some time. As I looked around sessions, meals, and receptions, I became very aware that I had developed a home and family within the SEAHO region.

In returning to Tallahassee, I reflected on all that I have acquired from participating in the annual conference over the past three years. I have gained meaningful relationships, trusted mentors, invaluable knowledge, and confidence from actively participating in all that SEAHO offers. While I greatly attribute my preparedness in this next step in my career to my graduate program and work experience, I realize the value in all I have gained through SEAHO. While the future is still unknown, I am certain that my past experiences at the annual conferences have made me a better professional and I look forward to carrying that to my next institution.
A Revolutionary Experience

Sarah May
Meredith College

During our annual NCHO Conference, a delightful skit shared information about the host site and professional development efforts that the 2010 SEAHO Conference would offer participants. As a past attendee, I was excited by the opportunity to not only learn from colleagues within the state, but those from the surrounding region.

After arriving at the conference, I was able to share in the unique experience of meeting the keynote speaker, Dr. Jennifer Arnold, and watch the airing of her television show in the main conference center. What a remarkable woman! It was wonderful seeing Dr. Arnold later on the podium as she shared the impact of residence life as it related to not only her current personal life, but also her professional life.

Throughout the entire conference, the programming sessions proved to be a superior experience. Andre Malraux states that, “Often the difference between a successful person and a failure is not one has better abilities or ideas, but the courage that one has to bet on one’s ideas, to take a calculated risk - and to act.” Individuals selected as presenters not only had a vision of great ideas, but actively served their peers by sharing how putting these ideas into practice can enhance the living and learning experience for our students. Presenters shared the revolutionary ideas that have helped transform programming efforts, community building, educational endeavors, and the personal impact that student affairs professionals may have on the individuals who we strive to serve on a daily basis at our home institutions. The programs I attended provided a plethora of ideas for enhancing the current ways we serve our students living in the apartments, attending a small college, and the overall ways to enhance motivation amongst staff members.

Another aspect of the conference that I was able to gain a deeper appreciation for was the Associate’s area. In my new position as Apartment Manager, I have had the privilege of learning about building new campus housing and the efforts of the various parties involved. One of the opportunities we extended to our students was to host an interactive furniture fair. Students were able to share their personal opinions and input about what they felt would best suit the needs of students living in the new living space. While at the conference, I was able to converse with various companies and gain insights about what innovative ideas they had for campus living. Although I do not currently serve in a purchasing role, I was able to share about what I saw in the Associate’s area and distribute literature to other campus offices that impact the residential living experience. During the experience I also took pictures of various floor models and have been able to look through them as a reference guide.

Overall, the 2010 SEAHO Conference allowed each participant to leave with a cookbook of revolutionary recipes for success. From seasoned professional to new professionals, I gained a greater appreciation for the impact that housing professionals can make not only on their students, but also for one another. The entire experience was amazing, and I appreciate all of the hard work and dedication put forth to enhance the professional and personal development for the region.

SEAHO 2010…Adventures in Williamsburg

Elizabeth Woodward
University of Kentucky

When I began working last summer in my first professional position, I was excited about the professional development that a conference like SEAHO offers. Due to budget cuts, I had not planned on attending SEAHO this year, so I was excited when I was told that I was awarded a scholarship. SEAHO is a great place to catch up with colleagues and gather new ideas to bring back to your institution. Never having been to Virginia, I knew it would be an adventure as well as a nice break from students.

Anyone that knows me, knows that I love reality television, so I was super excited for the keynote speaker. Jen Arnold from TLC’s the “Little Couple” gave a great motivational speech to get the conference started. As a new professional, I definitely appreciated the sessions geared towards us as well as the opportunity to meet others new to the field. I also found the sessions about staff training helpful since that is something on everyone’s mind. Love it or hate it, we all have to endure training every July and/or
August, so it is nice to hear from other institutions and how they are shaking things up and making it interesting.

Overall, I thoroughly enjoyed my SEAHO experience, and I left the conference refreshed and ready to head back to work. I was impressed with the amount of work that went into making this conference such a great experience, and I am planning on attending future conferences. I am grateful that I was awarded a conference fee waiver scholarship or else I would have not been able to attend.

SEAHO Reflection

Jay Hinner
Clemson University

SEAHO 2010 was the first professional conference that I had attended, both in my life and in the South. As a result, I had very little expectations as to what the conference would do for me and where I would grow most, simply because I had no idea what to expect at all. Others had told me at my institution that I would really enjoy my SEAHO experience and that the region is very well respected in ACUHO-I. As a product of Wisconsin (I spent every year of my life there until moving to Clemson in July), I was excited of what a conference would look like with most of the attendees being ‘Southerners.’

If this did not revolutionize my thinking, I don’t know what did. The level of professionalism awed me by those planning and attending the conference, as well as how quickly a graduate student, such as myself, was accepted into the SEAHO Family. As a seasoned delegate to many undergraduate conferences, I was pleased to gain much larger skills and ideas out of this professional conference. I also was lucky enough to build relationships and run into old friends from my past. Overall, however, I felt that the programming sessions were the most beneficial to my growth as an upcoming professional.

In these programming sessions, I was able to learn about skills that I needed most – staff development, developing myself as a professional, and even learning what type of education comes after graduate school. Further, I was able to have the opportunity to present a program myself, which allowed me to grow in many other ways as a graduate student at a professional conference.

Finally, my experiences in the Case Study Competition showed me that even in working with another graduate student that is from another institution as a non-student affairs degree-seeking student, we were able to pull together as a team and be successful. It was a great experience overall and I learned a lot about myself.

In closing, SEAHO has proven itself to be a tightly knit group that truly cares about the development of its members and practices. I have gained skills and knowledge that have assisted me in my position and have already started to consider myself part of the SEAHO family.

SEAHO Reflection

Jennifer C. Cox
Longwood University

My parents have a picture of me when I was about 13 months old sitting in a stroller with a bonnet on my head in the summer sun in the middle of Duke of Gloucester Street in Colonial Williamsburg. Being born and raised in the immediate area around Williamsburg, I have grown up with important historical places in easy driving distance. Of course, growing up in the area meant that I never really appreciated all that it had to offer. I am admittedly not a history buff, so when relatives would come to visit for the summer and we would once again go to Williamsburg I would grin and bear yet another trip.

Since this time my perspective on Williamsburg has continued to mature as I have gotten older, and I was curious as to how my trip to Williamsburg for SEAHO would once again make me look at Williamsburg in a different light.

Throughout the three days at SEAHO I had the opportunity to meet many new people that I otherwise would have never met. I also left program sessions feeling energized and excited to bring new ideas back to my university. In particular, it was amazing to share best practices about apartment programming with colleagues facing similar issues and it was inspiring to
know that other professionals are passionate about ending hazing. I also had many moments where a light bulb would come on in the middle of a session when I was able to see how I could take another institution’s promising practices and alter them to fit my own campus, such as with Revolutionizing BCDs. As if these opportunities were not enough, I also gained insight from speaking to associates. For example, I was able to talk to Residence Life Cinema and On Campus Marketing and share the challenges and concerns that our campus was facing. In return, the associates were able to find ways to make their product work more in tandem with Longwood University. Overall, my SEAHO experience was beyond my expectations.

Patrick Henry, a Virginia native, is quoted as saying “I like dreams of the future better than the history of the past.” I believe this perfectly describes my SEAHO experience. Colonial Williamsburg is about understanding and preserving the past, yet my SEAHO experience was able to give me ideas for the future. It is my goal to now take the information and ideas that were inspired by SEAHO and put them into action. What a truly revolutionary experience.

A Priceless Experience

Lauren Cooper
Meredith College

I had heard of SEAHO, here and there, but didn’t really know what it was about, until I attended my first NCHO. I remember being so intrigued, while sitting at lunch, as our SEAHO representative, wearing a fashionable, 18th century, style, bonnet, gave a rousing speech about SEAHO and this year’s theme. I had such a great time at NCHO, and came away looking forward to the opportunity to attend SEAHO, not to mention my excitement at the possibility of Jen Arnold being the keynote speaker. With the help of the SEAHO fee waiver, and the support and wisdom from my supervisor I found myself in Williamsburg, ready to expand my horizons.

The whole SEAHO experience was filled with back to back informative, key moments, however, I would like to share, my top two, of several experiences, that turned out to be so much more than I had anticipated. The first, was my time spent with the associates. As a self-proclaimed “housing nerd”, I thoroughly enjoy perusing “The Talking Stick”, and other similar publications, to search for the latest innovations in the industry. So the opportunity to spend that kind of time with the associates, was like a dream to me. Not only did I get to make a wish list of beneficial products for my institution, I was able to learn about so many new products. I have to admit, I had envisioned the scenario of kiosk reps in the mall, chasing customers, while flashing jewelry or lotions, that none of us could live without. That was hardly the case at this trade show. There was so much enthusiasm generated by the associates that it was difficult to make the rounds to see everything that interested me. There was no pressure to buy, just genuine product promotion and education. I not only learned about the products, but I got to know the associates as individuals. I learned that some of them had sold products to my institution, that I use every day. I also learned that some of them live in my own neighborhood, with their children who are interested in attending my school.

Another highlight of the conference for me was the Pro Am program. After literally bumping into my Pro, after a session on the first day, we set up a time to meet. We met over breakfast, which I have to say was the most enlightening breakfast I have ever had. She answered all of my questions and was able to give me a lot of insight and perspective. Sometimes, it takes someone who does not know you personally to offer an honest opinion. This was such an inspirational experience. My Pro opened my mind to the many possibilities before me in my professional housing career. I left this conference, excited about the future and actually made life changing decisions with the knowledge I had gained. The mentoring was such an invaluable experience.

Not only did I learn so much both personally and professionally, but, I was afforded the pleasure of doing so in such a setting as Colonial Williamsburg, a perfect venue. Now that, is priceless.
I had not been to a conference at which I was not well connected until I attended SEAHO. As a new professional I was eager to get involved. I signed up to volunteer, signed up for the Pro-Am tour, attended the new comers meeting, participated in the PPP program, and participated in the case study. I attended a committee meeting and was actively trying to network with people—I still felt disconnected. Everyone kept saying, “Get involved! Get Involved! Get Involved!” Yet, I was uncertain how to actually do that.

I began thinking about my experiences in other organizations. I recall having the same conversations with newcomers in which I encouraged them to become involved and I truly wanted them to become involved. This provided a unique reflection opportunity for me—thinking about ways to truly engage with the membership. It also helped me to have the confidence to realize that people wanted me to be involved and that I simply needed to take some personal initiative to make it happen!

For those that have yet to become involved, I encourage you to step up and find a way to contribute. Professional Development should be more than a line on your resume or a conference that you attend. It requires you to be an active participant in writing your own experiences. Armed with this personal reminder I began to chart my own course at the convention and quickly I went from feeling lost and disconnected to engaged and empowered.

In thinking about the experience I realize that it is very akin to my experience as a new professional. As a graduate student I always had faculty to say, “You should do this, get involved here, try this, apply for this…” and when I would attend conferences we would all huddle around one another and a familiar face was easy to find. As a new professional I have struggled to become engaged in my professional development. I realize now it is because I was not taking the personal initiative to make it happen. SEAHO helped me to reflect on this as both a new professional and as someone that is involved and wants to engage others.

First, my thoughts and advice for other new professionals:

- **You are a valuable asset and have things to contribute.** It is easy to look at those that are in leadership positions, involved, or presenting programs and to think, “Wow, they are important. I can’t talk to them and I certainly can’t be like them.” The reality, however, is that they were all at the same place—it may have been 5, 10, 20, or 40 years since some of them were in our seats, but at one time they all were. We are the future of the association and it will only continue to grow and develop if we take the step to help it grow and improve. We have valuable ideas, perspectives, talents, and input. Moreover, they truly want our input and involvement.

- **Take initiative.** In our daily work I am sure that each of us has things that we wish we could do but we simply don’t have time. Or, we have programs that we have always done that are somewhat effective, but they could be better; however, we’ve done it for so long we don’t know what else to do. SEAHO and professional organizations are the same way—everyone wants to improve and try new things but it takes time and effort to do that. If you want to get involved look at what is being done and ask yourself how you can contribute, help, or improve things. Think about your own experiences and what you would have liked to see. Talk to the people that are already involved, share your ideas, and ask to work on that specific project—they won’t turn down help, especially if you have already found specific things that you can help with.

- **You get out of the experience what you put in.** SEAHO is more than just a conference. The conference is just a part of the professional development experience and it is the way to build connections to keep professional involvement alive during the year. I attended intentional programs that I can now implement at my own campus. I ate every meal with people from different schools to build my network—as I have questions I now have additional people I can ask. I also met people from Virginia that I can collaborate with for staff development and training. I participated in the case study and not only won $100, but I also gained perspective in thinking about a situation and got to interact with an amazing new professional. Through involvement in the Pro-Am program I not only gained strategies for focusing my professional development to advance my career but I also found ways to become involved in our state organization. I could have simply come, done
some sightseeing and attended a few programs but what type of experience would that have provided?

Second, my thoughts and insights that I will take to my leadership in other professional associations:

• **Reach Out.** At other conferences I never perceived myself as intimidating but SEAHO helped me to remember what it feels like to be the new person at the conference—people with titles automatically seem intimidating even. As an extremely extroverted person I was intimidated to speak to the leadership until several past and present leaders came up and engaged me in conversation. This truly helped me to feel connected and valuable. In the future I hope to intentionally engage others so that I can do my best to help the new members to feel like part of the association.

• **Be Intentional.** I can’t say how many times during SEAHO I heard someone say, “Get involved!” I can recall saying the same thing many times. When I say it I know that I genuinely want people to be involved, but SEAHO reminded me how difficult it is to bridge the gap between wanting to be involved and actually figuring out how to do it. In the future I plan to take time in getting to know those that want to be active and hearing about their interests, passions, and desires to help find specific ways in which we can connect them to being involved. If nothing else, I will look at my own involvement and see if there is a way that they can directly help with the work that I am doing.

I can honestly say that I never thought I would learn the things from SEAHO that I did. I thoroughly enjoyed the opportunity to attend and am thankful to have been selected a scholarship recipient to attend the conference. From this experience I hope to continue on the state and regional levels to help improve our organizations and to gain additional personal development. Thank you SEAHO for this opportunity!

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**Ten Things Every Live-In Professional Should Know about Emergency Preparedness**

**Andy Altizer**  
Georgia Institute of Technology

The pulse of the campus can often be gauged in the residence halls. Live-in housing professionals know what’s going on with students; after all, they live with them—or at least, within their community. Residence life staff have advanced degrees in student development, higher education administration, sociology, counseling and other degrees that seem to fit their job function. New live-in professionals quickly try to put Chickering and Astin’s theories into practice. They also find themselves dealing with time consuming facility issues, and often must quickly adapt to a building or apartment manager frame of mind.

But, what about emergency preparedness? Graduate schools and training programs seldom spend much time on critical incidents that may occur on campus, and especially in the residence halls. Sure, every residence life professional is aware of fire and evacuation procedures, but what about other issues that can turn a living learning center into a hazardous situation? Live-in professionals often learn about critical emergency situations *on the job*—perhaps even “during” an event.

Live in professionals have a lot to juggle. At a minimum, the following ten items should be on every live-in professionals list to accomplish when it comes to emergency preparedness:

1. **Know Your Campus Police:** Regardless of the type of incident, campus police will always be the first responder on scene who will take initial actions. Building collaborative relations with them will pay huge dividends during an actual emergency.

2. **Learn and Understand the Incident Command System:** Police, fire, emergency managers, public health officials, etc all operate under the Incident Command System (ICS). Learn how you would fit in during an emergency situation where police and others responded to your building. Suggest taking the free online
class, “Introduction to the Incident Command System, ICS-100, for Higher Education,” which can be found at http://training.fema.gov/EMIWeb/IS/IS100HE.asp.

3. **Know Your Building:** It’s important to know your residents, your staff, and yes, your building. Go beyond knowing where the fire control panels are located, but know where the fire hydrants, hose hook ups, circuit breakers, water and gas shut off values, etc are located. Information that can pass onto emergency responders may save lives.

4. **Recognize Red Flags:** Residence life professionals are well versed in recognizing suicidal threats, depression, etc., but what about a student showing signs of violent behavior? Students that cross the line from being stressed-to-distressed-to-violent? Recognizing such red flags, and then knowing who to report them to can be critical in preventing a violent act on campus.

5. **Evacuate Every Single Time:** Other than a “trouble maintenance” alarm, residents should evacuate the building every time an alarm sounds. Do not get into the habit of silencing an alarm, and then investigating the source before the evacuation process begins. Fires, and fire alarms, must be taken seriously. Some campuses even prohibit anyone other than the fire department from silencing alarms.

6. **Obtain an Emergency Kit:** Assembling an emergency kit is not very difficult and is typically cheap. Suggested contents include a flashlight with extra batteries, a small first aid kit, a whistle, a poncho and a light stick. Check with your local Red Cross chapter for samples and pricing.

7. **Utilize Campus Resources for Training:** Offer free evening classes to your residents on emergency preparedness, crime prevention, fire extinguisher operation and other safety topics. Some campuses may even offer Campus Emergency Response Team (CERT) training classes. Coordinate the classes with your campus police department, environmental health and safety department, campus fire safety group and/or local fire department, emergency management or local Red Cross agencies.

8. **Conduct Emergency Drills:** It has been instilled in most people throughout life that practice makes perfect. This line of thinking is no different in emergency situations. Coordinate yearly building evacuation, severe weather sheltering and lock-down drills with appropriate campus and local first responders.

9. **Have Multiple Ways to Receive Emergency Information:** Many campuses have mass emergency notification systems that utilize phone calls, texts and e-mails to notify students and staff of an emergency situation. It is equally important to employ redundant methods to ensure that you receive and are able to quickly relay emergency notification messages to your residents. NOAA weather radios, an AM/FM radio, campus televisions, desktop alerting and weather texts (www.weather.com) are other reliable ways to receive emergency notifications.

10. **Be a Leader:** If an emergency occurs in your building, residents will instantly look to you for leadership and guidance. It is important that you are familiar with your building emergency plans and procedures in order to provide this leadership immediately during emergency situations.

Although these ten suggestions may seem insurmountable at first glance, considering your current schedule and responsibilities, they do not have to be accomplished in a day or even in a week. Take the necessary time to initiate and implement these emergency preparedness recommendations properly. In doing so, hopefully your actions will cultivate a culture of emergency preparedness among your residents and in your building. Actually, you may not notice an immediate transformation among your residents by implementing the ten steps included in this article, but your actions will definitely put you and your residents ahead of many of your peers in preparing for various types of emergencies that might impact your building or your campus.

**Authors:**
Andy Altizer is the Director of Emergency Preparedness at Georgia Institute of Technology. After completing graduate school at the University of Missouri, he started his higher education career as a live-in residence hall director at Western State College of Colorado.

Steve Harris is the Director of the Office of Security and Emergency Preparedness at the University of Georgia. Steve graduated from Georgia Southern University with a degree in History and continued his education at the University of Georgia by receiving his Master’s degree in Social Science Education.
Students choosing to live in any of the housing communities at the University of Louisville have many options that provide them the ability to choose a community that best fits their needs. Housing is organized to provide different levels of service and financial choices for our students.

The levels begin with traditional, community-bath, suite-style and apartment housing managed by Housing and Residence Life. These facilities include Unitas, Miller, Threlkeld, West, Wellness, Louisville Hall and UTA and Med-Dent Apartments.

Other properties at this level include Allen and O’Hara ULP Properties (Community Park, Betti Johnson, Kurz and Minardi halls):

- The property is owned by the University of Louisville but is managed by Allen & O’Hara.
- Allen & O’Hara is a leader in privatized student housing development and management.

Currently, all assignment processes of ULP and UofL Housing operate together through the same assignment system.

The Residential Education Teams are pursuing combining training of staffs for ULP and UofL Housing.

The ULP management is included in many major decisions the university makes with regard to development and policy changes.

ULP also aids the University of Louisville in negotiations for new partnerships.

In order to provide a variety of housing options, we are affiliated with private communities on the campus edge. These are associated with the housing program yet offer more independent living for the more seasoned student. This level of affiliation includes the Edwards Group (Province Community):

- The company works with universities in many areas.
- Other locations include USF in Florida, Dayton Ohio, and RIT in New York.
- The Province is owned and operated by the Edwards Group.
- Housing posts the Edwards Group’s information as a housing option and will recommend the Province as a housing option for sophomores and above.
- As part of the contract, freshmen are not permitted to live in the Province.
- The Province opened at 86% in August and as of December is now at 92%. Capacity is 800.
- The difference between this facility’s level of services and others: The University hosts programs in the facility of same quality that are held on central campus.

The last level of housing, which provides the highest level of independent living for our students, includes other existing communities off campus. These communities are University Park Apartments and Phoenix Place Apartments.

- Properties are owned and managed by Brown Noltemeyer.
- Both UPA and Phoenix Place have their information listed on the housing main website and are recommended by housing staff as additional options.
• UPA is located at Preston and Eastern Parkway near Belknap Campus and Phoenix Place is located on Hancock St. near the Health Science Campus downtown.

To serve students further, Housing also offers an Off-Campus Housing component. The Housing website provides a link to the Off-Campus Housing Service. There students will find information on housing listings, roommates, sublets, and message boards for furniture, carpools, etc., in the local community.

Future Affiliations and Developments include:
Liberty Green on the Health Sciences Campus:
• This project is in design process and has started discussions have started with housing about affiliation options. Hopes to become a living-learning community for the medical field by having faculty live on the property.
The ICON on Belknap Campus:
• Location of property is on corner of Floyd and Cardinal. Will be apartment-style housing for primarily undergraduates. There will be retail spaces on the first floor of the building. Housing hopes to create living environments such as an academic program or athletic team housing.

Additionally, the movement of students into affiliated housing provides the opportunity for the university to renovate current buildings and develop new classroom or business-operational spaces. Future plans for Housing and Residence Life are all part of the 2020 Master Plan and include increasing service options for our students such as dining, library services, and support services.

The Clothesline Project at JMU

Dan St. John & Kathleen Campbell
James Madison University

The Clothesline Project (CLP) is a National program that began with a mere 31 shirts in October 1990 as a part of an annual Take Back the Night march in Cape Cod, MA. Inspired by the AIDS quilt, a small group of women came up with the idea using shirts hanging on a clothesline to bear witness to sexual assault and domestic violence. At James Madison University, every spring the Clothesline Project is sponsored by First Year Involvement, located in the Office of Residence Life, in conjunction with University Health Center’s Student Wellness & Outreach. To date, ORL has collected close to 600 shirts from both men and women, and we continue to collect more with each passing year.

This year, the Clothesline Project took place on Thursday and Friday, March 25th & 26th from 12-6 pm each day. At the event T-shirts are displayed that represent individuals’ experiences with sexual assault and sexual victimization. There is also an area at the event where visitors can decorate a t-shirt (these are anonymous). 20 shirts were made at the event this year. We ask participants to keep conversations to a minimum while viewing the display as we have a CD of sounds playing. Each sound represents a different statistic related to sexual assault/domestic violence against women. A gong is struck to indicate that a woman is being battered; a whistle is being blown to indicate that a woman has been raped, and a bell indicates that everyday women are killed by their partners in the United States. Other informational signs are hung around the room and a resource table is set-up to display pamphlets/information about campus and community resources on the topic of sexual assault/domestic violence. We also made stickers and handed them out to each visitor as they left the event. This year, we had approximately 340 visitors from the JMU and Harrisonburg community! If you are interested in hosting this event at your campus, don’t hesitate to contact us and/or check out the national website http://www.clotheslineproject.org/
Mental Health Issues:
Impact on Residence Life Staff

Aimee Jones
Appalachian State University

With the recent media coverage of the suicides at Cornell University, attention has been brought back to the mental and emotional health issues of college students. 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 problems” on their campuses” (Guess, 2008). Additionally, many counseling centers are facing a limited budget and fewer available resources.

According to Carol O’Sablen, 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’Sablen has seen a trend of percentages increasing overtime, particularly for anxiety issues. Currently, Appalachian State University sees “over 400 students who report with depression, anxiety (or both) and 300-350 with relationship concerns” said O’Sablen. 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 and before any campus professionals are involved. Today’s residence life staff are faced with more pressure than ever before to be alert and aware of student mental health issues. With the campus shootings, suicides, and families of victims pointing the finger at institutions for not taking steps to prevent these occurrences, all campuses are taking strides to stop further tragedies. The question is how are residence life staff members working towards prevention?

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. This type of initial training, however, should just be the start to spreading awareness and skill development.

Cornell University, after the recent suicides, is taking serious steps to prevent further occurrences and help students and staff deal with grief and loss. The institutions has created a website call Caring Community that is updated with information on mental health resources, news updates, a blog to respond to questions, and videos about suicide prevention (Lipka, 2010). Additionally, Cornell sent staff members door to door to check on students. Annually it also puts on 200 programs focusing on anxiety, depression, stress relief, and other mental health issues and solutions (Lipka, 2010). “Everyone on campus [at Cornell], including janitors, administrators, residential advisers, and professors, is trained to look for symptoms of depression” (Levitt & Candiotti, 2010).

Many other institutions have also taken steps to address mental health issues. The University of Maryland offers for-credit courses focusing on dealing with stress, time management and other...
issues. “The University of South Carolina, the University of Nevada-Reno, and Texas A&M offer in-depth seminars on the transition to college that help students get to know one professor really well” (Kadison & DiGeronimo, 2004, p. 179). The list goes on to explain many institution-wide initiative but none explain in detail the role of in-hall staff.

According to Kadison and DiGeronimo (2004), “Depression, sleep disorders, substance abuse, anxiety disorders, eating disorders, impulsive behaviors (including sexual promiscuity and self-mutilation), and even suicide are no longer rare anomalies. They are part of college life” (p. 152). Colleges are now more responsible for taking care of the needs of students beyond the academic realm. Emotional, health, and wellness support are becoming vital to the success and life of college students.

Residence hall staff have been impacted in many ways by this push to increase programs and outreach focusing on awareness, available resources, and self-management tools. Specifically, they have to report out of the ordinary 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. The pressure is on to ensure the safety of students physically, mentally, and emotionally.

Recommendations for Housing and Residence Life Staff

Given the data on the increases of students attending colleges and universities with mental health issues, it is important to keep all resident life staff updated and reminded frequently of signs, symptoms, and prevention measures. Training for Resident Assistants, Resident Directors, and other staff members who work directly with students should take place beyond the initial beginning and mid-year training sessions. Supervisors, counseling center staff, and campus leaders should come together to plan trainings on specific prevalent mental health issues such as anxiety and depression. It is easy for staff members (especially student employees) to become lackadaisical and burnt out over the semester. Reminders to be alert as well as conducting refresher trainings mid-semester will help prevent staff from becoming complacent about real life and death issues. These trainings should include case studies, scenarios, and strategies for helping students utilize coping skills in a hands-on fashion.

Beyond staff training, outreach into the college community is vital. Students need to know that it is normal to have feelings of anxiety, stress, and depression and that it is ok to ask for help. Residence life staff should not be afraid to have bulletin boards and posters around the halls addressing these issues. Additionally, outreach programs should be developed to help all students develop coping skills necessary to handle the demands of student life. Programs could include an introductory Expressive Arts group therapy session, a natural healing/homeopathic health session (topics like yoga, organic eating, massage, meditation, journaling, dialogue, acupuncture, natural stress relievers, etc), a Dream workshop focusing on the importance of rest and interpretation of dreams, a session on perfectionism and failure, and/or bringing in professors, administrative staff, counseling center staff, and others to the halls who can serve as mentors to students.

Students need a community to support them to be able to develop and succeed. Many are looking for ways to get connected but are afraid to reach out to others. Residence hall floors could form small support groups that meet weekly or monthly and develop their own topics for discussion over the semester. If safe spaces are created and autonomy is given to the group, students will be able to have a peer support group right in the halls. Resident life staff could also conduct a depression screening survey mid-semester in the Fall and Spring. The survey could be anonymous and would help students identify their own symptoms and give residence life staff a general idea of how students are doing.

Residence life staff have the most impact on students living in the hall (primarily freshman). It is inevitable that students will move off campus and not have the immediate resources available to them in the halls. This fact reinforces the importance of providing resources and opportunities to develop coping skills that students can take with them. Residence life and student affairs professionals should also reach out to students beyond the halls. In an ideal world, small peer support groups formed in residence halls would carry on after the move off-campus. However, the reality is not that simple. Upperclassmen should be reached through courses such as senior seminar or career and life planning and/or through mandatory small group advising to remind students that stress and anxiety is normal and help is out there.

References


**SEAHO Feature**


**Student Affairs Around the Region**

**Alabama Updates**

**Birmingham – Southern College**

Birmingham-Southern College will be opening a two building 167 bed suite style residence hall in August. The residence hall will be eligible for LEED Certification and will feature private bedrooms. The college also plans to complete interior renovations of the common areas in our two freshman women residence halls this summer.

**Jacksonville State University**

Jacksonville State University recently closed out another great spring semester. Events included partnering with Counseling Services on the Red Flag Campaign. Many little red flags were placed all over campus to start the conversation about the campaign. A Red Flag Rally was held in conjunction with the Clothesline Project and Sexual Assault Awareness Month. Students were able to design t-shirts and hear local representatives speak about sexual assault and domestic violence. For more information, visit www.theredflagcampaign.org.

Students and staff members also participated in TOMS Shoes annual, “One Day without Shoes” event. This event was sponsored by Freshman Forum and the Office of Student Life. Participants went barefoot for the entire day and enjoyed a walk across campus as a demonstration of what it is like to go without shoes. www.onedaywithoutshoes.com

We also had a great time at our 6th annual End of the Year Banquet. At the luau themed event, awards were presented to various staff members and the graduating staff was recognized. We also enjoyed the year in review through pictures! And the winners are….

Bulletin Board of the Year: Lebya Simpson; Fitzpatrick Hall

Group Program of the Year: “From G’s to Gents,” presented by Bernard Feelings, Bart Tapp, Shalon Montgomery; Patterson Hall

Rookie of the Year: Jamelle Jones; Daugette Hall

Female RA of the Year: Christian Doerter; Leadership House for Women
Male RA of the Year: Kendrick Davis; Daugette Hall
Scholar Award (Highest GPA): Christina Doerter; Leadership House for Women
Community Service Award: “Haiti Relief Project” by Shalon Montgomery; Patterson Hall
People’s Choice Award: Scott Johnson; Crow Hall
ARLC of the Year: Niccole Larnell; Crow and Dixon Halls
RLC of the Year: Allison McInnis; Daugette and Sparkman Halls

Our Graduating Staff:
Heather Barber; Logan Hall
Antwan Dixon; Apartment Area
Christina Doerter; Leadership House for Women
Hernan Gambertoglio; Apartment Area
Crystal Maleckas; Apartment Area
Ashley Mann; Curtiss Hall
Jessi Noel; Apartment Area
Martha Wako; Curtiss Hall
Niccole Larnell; Crow and Dixon Halls
Sharree Tuck; Apartment Area

Our Stadium Housing project is coming along nicely and we are excited about the Stadium Housing Dedication ceremony to be held in July. There will be a Stadium Dedication ceremony on September 11, 2010. The Housing Reunion will also be held this day. For more information, please email us at jsuhousing@jsu.edu. We would love to see past staff members!

We would like to welcome Niccole Larnell to the Housing Staff. Ms. Larnell previously served as an Assistant Residence Life Coordinator and has been hired as the Residence Life Coordinator for our new FYE residence halls, Logan and Patterson. Congrats Niccole!

Check out our new blog: http://jsuhousing.jsu.edu!

Troy State

Troy University Housing & Residence Life welcomes their newest Community Director, Chris Maurer. Chris was formerly employed at Abraham Baldwin Agricultural College in Tifton, Georgia as an Area Coordinator. Chris holds a bachelors degree in Psychology and is completing an MSM at Troy. Chris began work in January and supervises two buildings with 20 staff members and 650 residents.

University of Alabama

Matthew Demonbrun, is a new Community Director at The University of Alabama. Matthew has previous experience in student activities and parent programs. Matthew received his Bachelor of Science in Aerospace Studies from Middle Tennessee State University in 2006. Afterwards, Matthew worked as an Air Traffic Controller for the Hartsfield-Jackson Atlanta International Airport for two years before he left to pursue his graduate degree. Matthew started at the University of Alabama in August 2008, pursuing a Master of Arts in Higher Education Administration. He worked as the Graduate Assistant for Parent Programs from August 2008 until August 2009 and Graduate Assistant and Advisor for University Programs from August 2009 until December 2009. In January 2010, Matthew took a position as Interim Community Director for Housing and Residential Communities. He has now officially accepted an offer as the Community Director for the Colonial Area at the University of Alabama and will graduate with his Master of Arts in Higher Education Administration in May 2010.

Georgia Updates

Georgia College & State University

After two years of discussion and planning University Housing at Georgia College & State University is moving forward with a staff re-organization that will ultimately assist the department in fulfilling the university’s mission.

After being declared Georgia’s public liberal arts university more than ten years ago, GCSU made a significant investment in University Housing and remodeled or rebuilt every bed space on campus and added about 800 beds in the form of apartments. Though the physical structure of the department changed, the staffing model remained the same despite the move from a 1,100-bed system to 2,230.

The new organizational structure, which will be in place for fall, introduces and Area Coordinator model to Georgia College. A new Associate Director will
Louisiana State University Department of Residential Life is on schedule to complete the $22 million renovation of West Laville Hall for fall 2010. With new common areas, study rooms, kitchen, computer lab, laundry room, windows, central air conditioning system, elevator, furnishings and decorations, this 280-bed facility will have the look and feel of a brand new residence hall. West Laville Hall is home to the Honors College, and will open at full capacity. As West Laville opens, the same renovation plan on East Laville Hall begins, with a scheduled completion date of fall 2012.

To meet the increasing demand for on-campus housing, this summer LSU Res Life is breaking ground on a new, state-of-the-art, 370-bed residence hall, the third building in the Residential College Complex. Future residents will enjoy suite-bath style rooms, modern common areas, on-site classrooms and faculty offices, study rooms, kitchen, laundry room and all the amenities that the 21st Century student has come to expect. This modern residence hall will house traditional students as well as several living-learning programs, and is scheduled for completion for fall 2012.

The LSU Res Life living and learning program continues to prosper and expand with the opening of the new Mass Communication Residential College (MCRC) in fall 2010. Housed in the historic Jackson Hall, the MCRC offers an educational and social community for the next generation of journalism, public relations, advertising, and political communication professionals. With eight residential colleges, the Honors House, and two Freshmen Interest Groups (FIGs), nearly 50 percent of incoming first-year students live in living and learning facilities.

Macon State College

Macon State College is adding residence life to the Macon Campus starting Fall 2010. The College has taken over the management of a 336 bed apartment complex next to the campus. This is the first phase in plans to start residence life and offer more housing options for students.

Dr. Chris Summerlin has been hired as the Director of Residence Life. Dr. Summerlin previously served as the Director of Housing and Residence Life at Darton College. Plans are currently under way for the hiring of professional staff and future expansion of the residence life program.

Southern University at New Orleans

Southern University at New Orleans (SUNO) celebrated the Grand Opening of its Residential Life community in January of 2010. The newly developed residential facility provides apartment style living for students and faculty. The residential life staff is committed to creating an environment which contributes to the holistic development of their residential students. All efforts are made to design programs which celebrate diversity, encourage personal development, and strive for consistent accountability while demanding high standards. The Residential Life community will serve as the catalyst in ‘Completing the Cycle of Student Development’. The housing community currently has 170 residents, and is operated under the leadership of Adrell Lawrence Pinkney, Ph.D. who serves as the Director of Housing. Marilyn Hill, formerly of Southern University at Baton Rouge housing staff, is the Housing Consultant. Eleven Community Assistants (CAs) reside on the property to assist in building the community and serve as a liaison between management and the residents.

University of New Orleans

Pontchartrain Hall is a state of the art residence hall located on the main campus of the University of New Orleans (UNO). This residence facility consists of two separate and complete residence halls, Pontchartrain Hall North and Pontchartrain Hall South. Safety in and around Pontchartrain is first and foremost. The campus police provide 24 hour patrols in and around both Pontchartrain Hall North and South. There is also a state of the art surveillance system covering the common areas within the hall as well as the exterior and parking areas. Lafitte Village,
UNO’s family housing facility which was severely damaged during Hurricane Katrina, is currently under renovation and is projected to re-open in January of 2011. Also located on the UNO campus is a privatized housing complex offering apartment style living for students. This is a privately owned complex separate from UNO Student Housing.

**Tulane University**

Pile driving for the new residence hall is progressing along and should be completed within the next couple of weeks. Construction is scheduled to begin in May for Residential College II, located on Willow Street. The project is scheduled for completion in July with an opening date of August 2011. The facility will house 267 upper-class students and was designed by Hanbury Evans Wright Valttas architects. Woodward Design Build will be the contractors for this project. The last residence hall built on Tulane’s campus, Wall Residential College, opened in Fall of 2005.

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**Conferences**

**Louisiana State University – Alexandria:**

**Regional Entry Level Institute (RELI)**

The 7th Annual SEAHO Regional Entry Level Institute (RELI) will be held June 3-5, 2010 on the beautiful campus of Furman University in Greenville, Carolina. Co-sponsored by SEAHO and Southwest Contract, the Institute is 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 will spend both classroom and individual time with the attendees making this a great professional and personal experience. Angela Rollins, a 2nd year as a housing professional at The Oaks Residence Hall at LSU-Alexandria, will participate in this 3 day seminar. She looks forward to the knowledge that will be gained from experiencing seminars on the following topics featured this year: supervision, personal/professional balance, professional ethics, managing risk, mentoring, budgeting, professional development, and facilities.

**Tulane University:**

**National Association of Student Personnel Administrators (NASPA)**

This year’s NASPA Conference was held in Chicago, Illinois from March 7 – 10. The theme of the conferences was “Live the Legacy Be the Movement”, and the presentations focused on the following topics: faith, justice, advocacy, progress, diversity, the power of one, and hope. Tulane sent three housing officers to the conference, who also participated in the Placement Exchange, a recruitment fair which takes place prior to the NASPA conference.

**Donna M. Bourassa Mid-Level Management Institute**

This past January Carllos D. Lassiter, Associate Director for Residential Education, Training and Recruitment at Tulane University was selected as one of fifty participants nationally to attend the Donna M. Bourassa Mid-Level Management Institute sponsored through ACPA, Association of College Personnel Administrators, which was held in Louisville, Kentucky. The Donna M. Bourassa Mid-Level Management Institute is an educational program for those desiring to strengthen their skills and understand changing campus dynamics in order to advance in the profession. The Institute, named for Donna Bourassa, Ed.D., former Associate Executive Director of ACPA, is a successful professional development resource to hundreds of colleagues in the student affairs profession. Features of the Institute includes dynamic curriculum focused on identifying the complexities facing higher education and the student affairs profession and providing the resources to affect positive change. Also, it provides sessions dedicated to skill enhancement in the following areas:

- Campus cultures - external and internal influences
- Supervision and personnel issues;
- Multicultural competencies;
- Fiscal management and budget development;
- Assessment and strategic planning;
- Managing effective change in organizations; and
- Career mapping.
Tulane University:

**Association of College Personnel Administrators (ACPA)**

Area Director Nathan Slife presented a research paper entitled “A Relational Approach to Self Authorship Theory and Practice”. Nathan explored in this paper the theory of Self Authorship in contrast to the theory of Relationality and examined different implications of both theories in practice.

**The Southeastern Association of Housing Officers (SEAHO)**

Area Director Nathan Slife presented the “Best of Louisiana” presentation at SEAHO in Williamsburg, VA. His presentation was entitled “Relational Interventions in Supervision: An Examination of Student Affairs Theory and Practice”. Nathan examined in his presentation findings from a study he conducted on undergraduate student leaders at Tulane University and implications from these findings for student affairs educators.

**Tulane University**

Tulane University was recently awarded a $158,000 Fire Prevention and Safety Grant from the Federal Emergency Management Agency. The grant will allow for a greatly expanded fire safety training program, enabling the Department of Housing and Residence Life to acquire fire extinguisher training systems, produce educational resources and materials on fire safety in residence halls, and to supplement the work of other departments throughout campus on Fire Safety. Planned programs include monthly educational offerings and even a fire safety demonstration in the form of a live dorm room burn. The grant also includes funding for smoke alarm installation and safety inspections for those students who live off campus. Tulane will be partnering with the New Orleans Fire Department to offer many of the programs and hopes to develop the educational program to serve as a model for fire safety education on college campuses throughout the country. For more information, contact Aaron Miller (amiller3@tulane.edu).

**Mississippi Updates**

Mississippi was well represented at the SEAHO Conference in Williamsburg, VA this year. The conference was all about Revolutionary Thinking and we were able to infuse a little Mardi Gras fun into it. Mississippi has been working hard at planning SEAHO 2011, which we’re hosting in Mobile, AL Feb 16–18, 2011. So let the parade to Mobile begin!

Mississippi representatives, at the SEAHO Conference, also won the following awards:

- James C. Grimm New Professional Award—Ann Morgenstern (University of Mississippi)
- Graduate Student Case Study Award Winner – Megan Dutton (University of Southern Mississippi)

**No Frills 2010**

The department of Housing and Residence Life’s Residence Hall Association hosted the South Atlantic Affiliate of College and University Residence Hall’s (SAACURH) annual No Frills Conference during MSU’s Spring Break. Over 200 students from 35 schools in the southeastern region attended a 3 day conference where students met to discuss regional business, decide on winners for over 15 SAACURH awards, and to elect the new SAACURH Executive board for the upcoming year.

In order for the No Frills Conference to be held at Mississippi State University, the No Frills Planning Committee completed a 20 page bid that they presented during the 2009 No Frills Conference hosted at Florida State University. Members of the Residence Hall Association and Resident Advisors served as the volunteers and members of the planning committee. One student who attended the conference said, “I loved that the Conference was hosted at MSU this year. The campus is so beautiful and everyone is so friendly.” Congrats to the student staff of housing and the Residence Hall Association for a job well done!
Mississippi State University

Mississippi State University is pleased to announce a few new hires to the department this year. Dorothy Scott was hired as the Office Associate in August and has been doing a great job of managing the front office and office staff. Also Lari Wright was hired as the Associate Director of Administrative Operations in March. Lari previously worked for the department as the Camps and Conferences Coordinator.

Construction also continues on South Hall, which is a new 350-bed residence hall that will open Fall 2010. This building will host a majority of the Day One Leadership program. For future updates check out Mississippi State University Housing & Residence Life on Facebook.

Southern Miss

Construction is still underway for Century Park, a new 864-bed facility that Southern Miss will open in the Fall 2010 semester. This project is expected to be LEED Certified and will consist of four residence halls and a Learning Center in the middle of the four buildings. This project will open during the Centennial Anniversary of The University of Southern Mississippi.

North Carolina Updates

Meredith College

Meredith College Apartments Earn LEED Silver Certification

Meredith College’s new student apartments have earned LEED Silver certification from the U.S. Green Building Council. LEED is the nation’s preeminent program for the design, construction and operation of high performance green buildings.

The student apartments, which are known as The Oaks, opened in August 2009. In keeping with Meredith’s commitment to sustainability, the apartments were built in an environmentally friendly manner. The LEED certified building practices being used to construct the apartments translate to quality of life features such as superior air ventilation and water purification systems, and non-toxic paints and carpets.

“Meredith’s strategic plan called for additional residential space on campus,” said Director of Residence Life Heidi LeCount. “If we were going to add more housing, we wanted to do it in the right way.”

The Oaks project achieved LEED Silver certification for energy use, lighting, water and material use as well as incorporating a variety of other sustainable strategies. LEED certification of Silver was based on a number of green design and construction features that positively impact the project itself and the broader community. These features include:

- dual flush toilets,
- “dark sky” friendly exterior light fixtures,
- water efficient landscaping, including drip irrigation,
- use of low-emitting materials including adhesives, paints and carpets,
- construction materials made from recycled products, and from materials extracted and manufactured regionally, and
- diverting 89% of construction waste from the landfill.
About The Oaks

The Design/Build team for the apartment project was Choate Construction Company, HADP (architects) and BJac (architects and interior). Construction began in Spring 2008. The Oaks is the first new residential construction at Meredith since the 1970s. Residence in The Oaks is open to juniors and seniors. The Oaks contains 48 four bedroom/two bath units and 30 two bedroom/two bath units. Each unit is completely furnished, with living, dining and bedroom furniture, and appliances including washers and dryers. Visit www.meredith.edu/apartments for more information.

About LEED

The U.S. Green Building Council’s LEED green building certification system is the foremost program for the design, construction and operation of green buildings. By using less energy and water, LEED certified buildings save money, reduce greenhouse gas emissions and contribute to a healthier environment for residents, workers and the larger community. The organization has become the preeminent green building, standards, education and research organization in the nation. Visit www.usgbc.org for more information.

The University of North Carolina at Greensboro

Megan Delph, Coordinator for Residence Life at The University of North Carolina at Greensboro, has received the American College Personnel Association Outstanding New Professional of the Year Award. This national award honors new housing professionals who have made positive contributions to the Residence Life and Housing profession. Megan also has been selected to attend the upcoming Regional Entry Level Institute (RELI).
Christopher Newport University

Christopher Newport University is excited to welcome Maryann Stassinos to the Residence Life team as our new Office Services Specialist. We are excited to have Maryann on board!

In August of 2010, CNU Residence Life and Housing will open its newest facility acquisition, CNU Landing. Formerly an off-campus apartment complex adjacent to Greek Village, the University acquired the property in February and with the complex reopening as CNU Landing in August, 82 additional students will join the residential ranks at CNU. These students will live in two-story apartments in groups of 2, 3 or 4 students. With the addition of this location, two additional RAs have been hired, bringing the RA staff to 69.

A delegation of students and advisors recently attended the VACURH Conference hosted by Emory and Henry College. At the conference, Brandi McKee was elected to a two-year term as the VACURH Advisor and student Margaret Heine was elected as the new Assistant Director of Recognition for the VACURH State Board. Also at the conference, the CNU delegation won Best Banner and the Philanthropy Competition.

James Madison University

The ORL staff at JMU, along with many offices across campus and countless students both past and current, would like to wish Mary Warner a long and happy retirement after 33+ years of service to JMU. Her unique sense of humor and her unbounded love of students will be sorely missed!

JMU ORL would like to warmly welcome Ms. Elizabeth Campbell. Elizabeth will be serving as the Administrative Assistant for Community Development. Welcome Elizabeth!

SAACURH Update Summer 2010

Hello SEAHO!

The year is drawing to a close and oh what a year it was! SAACURH has been busy this year and we wanted to take a minute to update you on a few of the goings on in SAACURH. For those of you that are new to SEAHO and may not be familiar with our organization, SAACURH is the South Atlantic Affiliate of College and University Residence Halls. Please take a look at our website (http://nacurh.org/SAACURH/) to learn more about SAACURH. Here are a few of the many activities going on in SAACURH…

Website

The SAACURH website is currently going through some updates and revisions and we apologize for the construction. The SAACURH webmaster is in the process of redesigning the entire site. Please contact the webmaster at sa_webmaster@nacurh.org or the SAACURH RCC for Administration at sa_rcca@nacurh.org if you have problems with the website or suggestions for changes.

No Frills 2010 recap

Mississippi State University recently hosted the SAACURH No Frills 2010 Conference. The conference, hosted March 19th-21st in Starkville, MS, had approximately 40 schools in attendance. Delegates spent a majority of time in the boardroom, voting on important legislation for the region, getting updates on special projects and the activities of the national offices, and voting on award winners for the year. The following awards were given out at the close of the conference:

-Evelyn A. Wallington Advisor of the Year Award – Lindsey McDaniel (University of North Carolina-Wilmington)

-Building RHA Award – University of North Carolina-Chapel Hill

-On Campus Marketing Distinguished Service Award – Megan Dutton (University of Southern Mississippi)

-First Year Experience Award – Natalie Cooper (University of North Carolina-Chapel Hill)

-Hallenbeck Service Award – Sean Pierce (Florida Atlantic University-Jupiter)

-SEAHO Student of the Year Award – Jennifer Slee (University of North Carolina-Chapel Hill)

-On Campus Marketing NCC of the Year Award – Atembe Fonge (University of North Carolina-Chapel Hill)
- NRHH Member of the Year Award – Brenden Akins (University of West Georgia)
- President of the Year Award – Ryan Hill (University of Georgia)
- SAACURH School of the Year Award – University of Virginia’s College at Wise
- NRHH Outstanding Chapter of the Year Award – University of North Carolina-Wilmington
- NRHH Building Block Chapter of the Year Award – Valdosta State University
- OTM Cup – University of Virginia’s College at Wise

The delegates also selected the new SAACURH Executive Committee (SEC) for the 2010-2011 year. The following people will take office at the close of the NACURH conference:
- SAACURH Director – Dusti Harris (University of Tennessee-Knoxville)
- Associate Director of Business Administration – Stephen McCay (University of Southern Mississippi)
- Associate Director of NRHH – Chad Freeman (Valdosta State University)
- Regional Communications Coordinator for Administration – Nontalie Morrow (Valdosta State University)
- Regional Communications Coordinator for Development and Education – Megan Dutton (University of Southern Mississippi)

The host for the No Frills 2011 conference was also selected at the conference. Appalachian State University will be hosting the SAACURH No Frills 2011 conference in Boone, North Carolina on March 18th and 19th, 2011.

NACURH 2010

SAACURH is headed west! The national conference will be hosted by the University of California-San Diego from June 21st-24th. This year’s theme is “reunite, recreate, reinspire”.

Affiliations

The new affiliations year is almost here. Each school must affiliate or re-affiliate beginning at the NACURH conference for the next year in order to have access to NACURH and SAACURH resources and to have voting rights in the boardroom. The NIC or NACURH Information Center coordinates all of the affiliations processes. Any school with questions about affiliations is encouraged to e-mail the NIC AD of Affiliations directly at nic.affiliations@nacurh.org or the SAACURH RCC of Development and Education at sa_rccde@nacurh.org. The following website also has all of the affiliations documents that a school will need to affiliate: http://www.nacurh.org/affiliations-documents/.

Contact SAACURH

If you are looking to stay in the SAACURH information loop, there are several options! Join the SAACURH listserv by e-mailing the SAACURH RCC for Administration at sa_rcca@nacurh.org and asking her to put you on the listserv. Find the SAACURH SEC on Twitter! Follow SAACURH on Twitter as well! And keep checking the SAACURH website at http://www.nacurh.org/SAACURH/ for updates and the SEC contact information.

As you can see, SAACURH is staying busy! We appreciate the support of SEAHO and all of the individual housing professionals in the region and look forward to continuing the strengthening of our great working relationship. Have a great summer!

From the Pride of NACURH with Louie Love, SAACURH