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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. Articles sent as email attachments are preferred. Be sure to include the author’s name and institution, and SEAHO committee or task force affiliation as appropriate. Photographs or other camera-ready graphics are welcomed. Material that has been submitted to other publications is discouraged. Any questions should be referred to the SEAHO Report Editor or State Editors.

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!

Welcome to the conference edition of the SEAHO Report. Our theme, I ❤ SEAHO, stresses the importance of what we do on our campus every day. Your involvement in the SEAHO organization is significant as you grow in your professional career. SEAHO continues to be strong, vibrant, and committed to the housing professionals in the SEAHO region. The annual SEAHO conference is one example of our organization’s commitment to the housing profession.

I am pleased to announce that we have secured the SEAHO conference locations through February 2015. The decision to pursue a regional model was motivated by the SEAHO executive board’s desire to have a dependable revenue stream, provide for a better conference experience, ease of transportation for our membership, and to reduce the financial obligation on the conference host. Steve Stauffer (University of Kentucky) was asked to lead a task force that was formed to explore regional sites for the SEAHO conference. Thanks to Steve and the task force, the SEAHO organization is positioned to be successful in the future.

Future conference dates, regional sites, and hosts are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Date</th>
<th>Location</th>
<th>Host Institution</th>
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<tbody>
<tr>
<td>SEAHO 2013</td>
<td>February 27 – March 1, 2013</td>
<td>Atlanta, GA</td>
<td>Katrina Pawvluk (College of William and Mary)</td>
</tr>
<tr>
<td>SEAHO 2014</td>
<td>February 18 – 20, 2014</td>
<td>Louisville, KY</td>
<td>Tom Hardy (Valdosta State University)</td>
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<tr>
<td>SEAHO 2015</td>
<td>February 24 – 26, 2015</td>
<td>Mobile, AL</td>
<td>David Wilson (Murray State University)</td>
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Another initiative you will be hearing more about is the SEAHO website. Azfar Mian (University of Florida), Ryan Rushing (University of Florida), and Ryan Winget (University of Florida), have been working to develop the new site. I have reviewed many of the features and changes, and I am very impressed with the progress. Look for more information about the website during our conference.

I invite you to attend as many program sessions that you can. Your friends and colleagues have worked very hard to create thoughtful, vibrant, and meaningful presentations for you to experience and enjoy. Take time to meet and greet our many wonderful Associates who are anxious to demonstrate their products and services. We are grateful to them and their continued involvement with the SEAHO organization.

Finally, I would encourage all of you to attend the Business Meeting on Thursday, February 16 at 10:00am in the Marriott Plaza A/B. Important information will be shared as well as the election of officers. This meeting is open to all members and allows you to the opportunity to learn more about SEAHO.

I hope you have a wonderful conference experience.

Paul Riel

SEAHO President
Hello SEAHO!

February is my favorite month for so many reasons but I would be lying if I said a big one wasn’t the chance to network with such amazing colleagues every year at the annual conference. I am so excited for another edition of the SEAHO Report and am looking forward to seeing a lot of you in Chattanooga! Before I get to business, I want to take a moment to acknowledge Scott Nelson and his team for the many years of dedication to the SEAHO report and the great care they took in helping us transition! We truly have big shoes to fill. Thank you all for your amazing dedication and work with the SEAHO report! We won’t let you down!

With that said I would like to introduce myself and SEAHO’s fabulous editorial board members:

Nicole Lenez, Managing Editor: Nicole is the Area Coordinator/Community Development Coordinator at Roanoke College. Born and raised in Bloomfield, NJ, she graduated from Roanoke College in 2005 with a BA in History. Nicole received her Masters of Education in Counselor Education: Student Affairs at Clemson University (GO TIGERS!). She has also worked professionally at Bridgewater College, and George Mason University. Nicole has served on the SEAHO Governing Council as the Virginia State Representative and loved every minute of it! She is a sports nut who enjoys movies, reading, relaxing, and hanging out with friends and family.

Carla Finklea Green, Feature Articles Editor (Northern District): Carla is in her second year as Residence Hall Director at Old Dominion University. Carla chairs the Tunnel of Oppression committee and student staff recruitment and selection committee. Carla believes laughter is the best medicine as she enjoys doing standup comedy and improv in her spare time. Carla is originally from the Mississippi Gulf Coast (Moss Point). She attended The University of Southern Mississippi where she received a Bachelor of Arts (Public Relations/Marketing) and Masters of Education (College Personnel Administration).

Jeannie Hopper, Feature Articles Editor (Southern District): Jeannie is currently serving as Assistant Director, Apartments at the University of Tennessee, Knoxville where she has worked since she was a freshman in college. She has a Master’s degree from UTK in English Literature, hence her love of writing and editing. Within housing, Jeannie’s focus areas right now are graduate assistant recruitment, apartment-style community building, and professional staff training.

Ben Wicker, State Reps Editor: Ben currently serves as an Area Director at Maryville College in Maryville, TN. Before arriving back at Maryville in 2008, Ben worked at Mercer University in Macon, Georgia where he was a Residence Life Coordinator. While at Mercer, Ben served on the host committee for the 2008 SEAHO conference and attended RELI in 2007. He earned his Master’s degree from the University of South Florida in Tampa where he graduated in 2005 with a concentration in College Student Affairs. While working on his Master’s, Ben served as a graduate Resident Director. In 2003, he earned his BA in Business from Maryville College, and served as Resident
Assistant there for two years. Most recently, Ben has served on the SEAHO 2012 host committee and was recently elected as the Tennessee State Representative to SEAHO. He is thrilled to have the opportunity to serve the region as a member of the SEAHO Report editorial board!

It is so easy to submit to the editorial board for publication in the SEAHO report! We are interested in what is going on in the region so write it up as a featured article, or institutional update. Consider sharing the amazing things your campus is doing to help and educate other institutions and your colleagues in the region. We can inspire each other! Just contact one of the members above or email your ideas, questions, articles, and updates to . We look forward to hearing from you!

Hope you all have an amazing conference and start to the Spring semester! We’ll see you in the Spring edition!!

Nicole Lenez
Managing Editor, SEAHO Report
Regional Entry Level Institute

June 6-9, 2012
Duke University
Durham, North Carolina

The Regional Entry-Level Institute is an intensive four-day professional development opportunity featuring activities for new professionals who aspire to mid-level positions in housing and residential life.

RELI participants will:

- Attend sessions facilitated by veteran professionals in housing and residential life.
- Assess current skill levels and devise professional development plans.
- Learn practical information designed to help survive and thrive as mid-level professionals.

Registration is $200.00 and includes all materials, lodging and most meals.

Registration and Travel Scholarships are available!!

Application Opens—January 3rd, 2012
www.seaho.org/reli
Deadline for Applications — March 12th, 2012
Status notification — April 6th, 2012

What past attendees have said about RELI:

“RELI reignited my personal and professional passion for working in housing and with students.”
...Matt Varga, University of Tennessee- Knoxville

“Wonderful! Networking, positive, professional reinforcement, mentorships, encouraging learning environment. Fun.” ...Megan Delph - University of North Carolina-Greensboro

“...an amazing opportunity for learning and networking.” ...Stephanie Moore ...Maryville College (TN)

“RELI helped me lay out all the pieces of my career so I could begin putting them together and building upon them.” ... Steve Wood - Winthrop University (SC)

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email: hawkinscv@appstate.edu
SEAHO 2012 Officer Elections

President-elect Candidates

Maggie Burkhart Evans, James Madison University

Many of the most amazing people I know have served as SEAHO president. To actually be considering the possibility of serving as SEAHO president-elect is a truly humbling thought. My term as SEAHO Member at Large concludes at the Chattanooga conference, and I find myself not quite ready to finish my official service to SEAHO. With a husband also a SEAHO housing professional and a 10 year old daughter who has grown up at SEAHO conferences, I am worried that my family life might suffer if I don’t continue to serve the association in some formal office!

I’ve been a SEAHO member since 1990, and have been at James Madison University in a variety of roles during my 21 years here, culminating in my current position as Director of Residence Life. Prior to coming home to SEAHO, I worked at Shippensburg University and The Ohio State University. Serving as the chief housing officer for JMU is a worthy training ground for the many similar experiences that will be required of the SEAHO president-elect and progression of future association duties. I currently strive to lead and inspire a large department to find joy in serving students in creative and efficient ways. It is my hope that this leadership can be transferred to building relationships between SEAHO states, associates, and the governing council.

In 1993 I drove into Charlotte, NC with several JMU colleagues. I was excited to embark upon my very first SEAHO experience. I was instantly welcomed into the SEAHO family, and have been hooked ever since. I’ve lost count of how many times I’ve presented programs at SEAHO, but I do remember presenting four sessions at the Grove Park Inn in 1996, which in hindsight was a bit overkill. I learned to better balance my volunteer activities from that point forward!

A transformational volunteer experience for me came from serving on the host committee for SEAHO 2000 held in Williamsburg, VA. The three years VACUHO spent planning that conference ranks among my top professional experiences. This state-wide commitment to SEAHO provided me with a regional perspective, and my initial intensive connection to the association. More importantly, it connected many people from across our state in long-standing professional and personal relationships. Imagine my luck to have the opportunity to repeat the host committee experience in 2010, again in Williamsburg. A SEAHO Host Committee Homecoming!

I’ve been involved with ACUHO-I since 1992, and this extensive involvement has provided me with a keen understanding of the leadership, governance and central office management of the organization. I believe this understanding could only benefit SEAHO’s connections to ACUHO-I.

My association involvement and experience includes:

• Multiple programs presented at SEAHO over the past 18 years
• NAACURH Advisor of the Year 1990
• VACUHO Professional of the Year 1998
• Served on SEAHO Governing Council as the Virginia State Representative and Editor 2003 and 2004 (A TOTALLY fun experience!)
• Served as Promotions Chair for the SEAHO 2000 Host Committee
• Served as SEAHO Program Committee chair for SEAHO 2007 in Lexington (I had an amazing committee, and am still inspired by their trust in me!)
• ACUHO-I Housing Marketing Strategies Committee Chair 1995-1997 (nurtured my “other” love, ACUHO-I)
• ACUHO-I Millennium Magic planning committee, 2000 (Who wouldn’t have fun between Disney World and Joanie Schmidt??)
• Conference Chair for the ACUHO-I Jazz It Up conference October 2006 (Hard work doesn’t begin to describe this one…culminating in relocation due to Hurricane Katrina)
• Recipient of the 2007 ACUHO-I Presidential Service Award (I still can’t believe this one. Such an unexpected honor)
• Virginia Student Services Conference Pioneer Award recipient 2010 (humbled to share this honor with some legendary Virginians)

Goals:

I believe my staff would describe me as a compassionate and trusting leader. My goal is to surround myself with the smartest people I can find. SEAHO is rich with talented professionals. Therefore, as on my own campus, I hope to spread the leadership net wide and encourage members to share their gifts with the association to move it forward to even greater success. As a collaborative leader, I would of course look for consensus from the Governing Council before making solid plans, but below are a few thoughts I’ve had regarding directions SEAHO might take:

• Technology continues to change at a dizzying pace. I will work with the leadership team to determine which technologies SEAHO must embrace in order to stay current. Efficient use of social media and a fully-functioning website are at the top of that list.
• Continue the good progress on the SEAHO strategic plan and assessment strategies.
• Explore ways that SEAHO can engage graduate students and new professionals in the association so that we always have a crop of energetic and skilled volunteers ready to serve, lead, and help SEAHO flourish.
• Connect with presidents of other regional associations as well as the ACUHO-I Regional Affiliations Director in order to share experiences, ideas, and move all of our associations forward.

The bottom line is, I love SEAHO, and I want to continue to serve. I believe that my involvement in VACUHO and ACUHO-I can only enhance the skills and leadership I hope to bring to SEAHO. If elected, you can be sure you’ll have my heart and soul in the job. I’d like to live up to the examples of all the amazing friends and leaders who have served SEAHO.
Donna McGalliard, Wake Forrest University

Professional History:

As the daughter of an educator, it is in my genes to have a passion for learning and being in the learning environment. To that end, I have constantly set goals for myself that involve not only educating myself to the highest extent possible, but obtaining positions which prepare me for sharing my experiences and education with others.

My story - I have to admit I am one of those folks that “fell into housing” while an undergraduate student. As a resident assistant at NC State University, I realized that this was the field for me and my academic major was only going to be what was typed on my diploma! I continued my love of housing as a hall director at Greensboro College while also pursuing my masters’ degree at University of North Carolina – Greensboro. Florida State University was the next stop in my journey and while completing my doctorate, I worked for the Florida Board of Regents office, the general administration for the state university system. After nine straight years of schooling, I began my professional career in 1997 as the Director of Residence Life at a small, private, religiously affiliated college in NC, Catawba College.

Coming to Wake Forest University in June 2000 as the Associate Director of Residence Life afforded me many opportunities to expand my experiences and knowledge of small, private universities. Through hard-work and a dedication to tasks and responsibilities, I was promoted from Associate Director of Residence Life to Director of Residence Life to Dean of Residence Life and Housing within the span of 9 years.

I learned from a variety of mentors over the years that the best things you can do for yourself personally and professionally are to read everything you can, engage in discussions with colleagues, keep open lines of communication with those around you (whether you report to them or they to you) and work collaboratively to make informed choices, but know when to make a final decision. And probably the best advice of all – connect with your professions’ association and be involved! In so doing, I would be honored to serve, if elected, as your next President-Elect.

Housing Association Experience:

Regional Entry-Level Institute Co-Chair, SEAHO, Furman University, June 2009- June 2010
Duke University, June 2011
North Carolina Housing Officers Host Committee Chair 2008
National Housing Training Institute Faculty, ACUHO-I, University of Maryland, June 2008
Regional Entry-Level Institute Faculty, Furman University, June 2008
SEAHO 2006 Host Committee – Chair, Meals Committee, February 2006

Goals:

As President-Elect, I will continue to uphold the expectations set for this position and would do so with a passion for results-driven work and collaborative effort for our profession and association. There are numerous recent projects that are coming to fruition within the association and it would be my goals to:
1. Continually assess the overall health of the organization, both fiscally and with regard to our mission and vision.
2. Survey the membership to determine needs of the organization and individual members.
3. Monitor newly implemented technological advances to our website and offerings.
4. Ensure the executive leadership of the organization is committed to its’ values, mission and vision by carrying out the responsibilities of each role to it’s fullest in a timely and responsible manner, making us accountable to the membership of SEAHO.

Ralphel Smith, University of Georgia

Hello to all the members of SEAHO. I am Ralphel Smith. I serve as the Assistant Director for Residence Life at the University of Georgia. I also serve as an adjunct faculty member in the college student affairs administration program. I have worked at UGA for 14 years first as an Area Coordinator and now as the Assistant Director, and I also received my Ph.D. from the institution in 2005. Prior to UGA, I worked for several years at the University of Tennessee.

I am very interested in serving in the role of President-Elect for the SEAHO organization. It has truly been an honor over the past eight years of my career to be involved with the many wonderful housing professionals, whether they were seasoned senior level administrators or new professionals just starting their journey, in the SEAHO region. I believe after serving for 5 years as co-editor of the SEAHO Report and 2 years as the member-at-large that this organization is definitely one of the best organizations looking out for new professionals, mid-level professionals, and incorporating the knowledge of senior housing officers.

This has really motivated me to want to support what the organization represents in the history of housing, what it signifies now, and what it will lead us to in the future. I am excited about many of the new changes happening with the organization having been a part of the governing council and executive council as these changes were being proposed, discussed, and voted into action.

Having the opportunity and privilege to serve as President-Elect, President, and Past President of this organization would be a large honor and responsibility that I would take to heart and put forth all of my effort to represent the membership with pride and strive to have the organization provide for the membership professional development, recognition, and a network of colleagues. Working in housing over the past twenty years has remained an exciting journey for me. I am very content doing my job, having an impact on my campus, and possibly making a difference on my campus and in the profession. I hope that I have been a mentor and role model for younger professionals, and I would like to continue doing that for twenty more years.

It is an honor to be on this ballot and I thank the membership for considering me for this very important role.
Member-at-Large Candidates

Anna Hobby, Agnes State College

In my journey into Student Affairs, before graduate school, assistantships, and professional positions, I had the opportunity to attend SEAHO 2005 in Jacksonville, Florida. I had this opportunity because a SEAHO member was willing to make an investment in my future in Student Affairs. Great mentorship led me to find the amazing support and network SEAHO provides, and serving SEAHO through being a committed member of this organization has been a huge part of my professional development.

I have attended five of the last six SEAHO Conferences and have had the opportunity to present programs or pre-conferences at each meeting. Additionally, for the past four years I have served on the Program Committee culminating in my role as Program Chair for the 2012 conference. Alongside my colleagues, I have worked to take a critical look at our programming offerings, tracks and initiatives making sure we are meeting the needs of our members. This year, we were able to secure an additional program session to allow the participation of more presenters, thus increasing information and ideas to be shared. As I conclude my tenure with the Program Committee, I feel it is extremely important to find ways to continue to serve SEAHO and look forward to do so by serving as Member at Large.

I have served in three SEAHO states during my Student Affairs career and at four institutions. Emory University, The Florida State University, The University of Tennessee-Knoxville, and my current role as Director of Residence Life at Agnes Scott College have given me experiences and insights from multiple perspectives. I believe these experiences allow me to provide ideas and varied viewpoints that represent the entirety of the SEAHO membership. Additionally, through my responsibilities on the Program Committee and attendance at RELI, I have had the opportunity to personally interact with many SEAHO delegates and feel these interactions will assist me in representing their voice. In my current role at a very small private women’s college, I now more than ever, realize the critical role professional development in SEAHO provides our colleagues. A goal of mine would be to work with State Representatives, engaging institutions that have not been actively involved in past state and SEAHO conferences.

SEAHO is where my HEART is, I am passionate about the opportunities for growth, mentorship, and challenge this organization provides and would love to serve SEAHO’s membership for the next two years. Thank you for your consideration.
Deb LoBiondo, Duke University

It is with the utmost pride that I share my interest to run for the office of Member at Large for State Reps of SEAHO. Over the past ten years I have served SEAHO as a RELI faculty member, RELI co-chair, and now serve as RELI host chair. It has been an honor and pleasure serving SEAHO and witnessing the impact our entry-level institute has had on many young professionals as well as those seasoned colleagues who serve as mentors.

Given my involvement over the years, I am ready to take on the responsibility of serving SEAHO in another leadership capacity. As Member at Large, I pledge to maintain regular contact and open communication with State Reps and Committee Chairs as well as provide assistance and support as needed.

Thank you for your support.

Calvin Mosley, Mississippi State

I am interested in Running for the Member At Large for State Reps. Position with SEAHO. I have been involved in SEAHO since 1999 when I was a Graduate Hall Director at Mississippi State University. I attended my first SEAHO Conference in February of 1999 in Biloxi Mississippi. Since then I have attended SEAHO Conferences in Williamsburg VA (2000 and 2010), Birmingham Alabama, Baton Rouge Louisiana, Hilton Head South Carolina, Jacksonville, Florida, Asheville, NC, and Mobile Alabama. I have served on the Placement Committee, and Associates Committee, as well as the Host Committee for SEAHO 2010.
First of all, I would like to say thank you for the opportunity that I have had serving as the SEAHO Secretary for the last two years - it has been an amazing experience for me! During this time I have been able to be part of dedicated team of professionals committed to the growth and success of our association, its member institutions, and the profession as a whole. As I was approaching this year I thought carefully about what I felt my continuing involvement in SEAHO was going to be and I found that I really enjoyed serving as the Secretary. I am grateful to have been nominated to continue to contribute to our organization in this role. As we begin the process of transitioning to a regional conference hosting model, I feel it will be important to have strong support and participation from the SEAHO board to support this effort and make it work. Being part of the work over the last two years to make this a reality as a member of the Executive Board has been both a challenging and rewarding experience and I feel that I can continue to contribute as we move fully in to this model. In addition, the board has been working to develop our new web presence and use of technology with moving the SEAHO Report online, creation of the new website and the use of electronic voting in the board room to make our time there more efficient and I would like to continue working to develop these resources for our association.

As Secretary, I have worked to support all the members of the Governing Council in getting information and resources to our members. Providing accurate and timely information has been a key responsibility of this position not only for our current needs, but also as we move forward with our future plans. It is also critical that we have good records and history as well in order to provide understanding to future leaders of our organization of why certain decisions were made, what the intentions were of the leaders at the time, and how our past impacts our future.

I want to thank the membership for this opportunity to continue my involvement with SEAHO and thank you for considering me again for the position of SEAHO Secretary.
Stephanie Messer-Roy, University of Southern Mississippi

I have been a member of SEAHO since 2000 and I’m extremely honored to be nominated for the SEAHO secretary position. I have been involved with the organization in several different ways over the years and have found that SEAHO is a friendly organization that offers opportunities for involvement to housing professionals of all levels and I’m proud to be a member of that type of organization. I have presented programs at SEAHO, served as a program moderator, and have been involved in the Awards and Recognition Committee. I was honored to be able to serve SEAHO as the Registration Chair for the 2011 conference in Mobile, AL. and was very proud of the work that my committee did for that conference. It was wonderful to be a part of something that was able to provide so much back to the organization. Additionally, I have served as the State Representative to SEAHO from Mississippi since 2010 and continue to serve in that capacity currently.

Residence Life has always held a special place in my heart. I began my housing career at Carroll College in Waukesha, WI before moving to Mississippi. When I made that move I was welcomed whole-heartedly into SEAHO and was provided with many opportunities as both a new professional and a mid-level manager. I am currently serving as the Associate Director of Residence Education at The University of Southern Mississippi where I work primarily with residence education, staffing, training, student conduct, assessment, staff development, and professional development. I believe that I have grown as a person and as a professional due to my SEAHO involvement and my love for the organization.

As Secretary, I would strive to accurately reflect information from Governing Council and make sure information was readily available to the SEAHO membership. It is also important to represent the membership at these meetings and to ensure that we are adhering to our strategic plan and are focusing on further developing that plan to advance our organization to the next level. Furthermore, technology should be used as a means of awareness and information sharing and I believe that I could continue to advance those efforts for our organization. Note taking, reporting, and archiving information is becoming increasingly import for SEAHO and I would be honored to assume that role for our membership.

Thank you for your consideration of my candidacy for the SEAHO secretary position and I look forward to serving you in the future.
During my time as an entry-level live-in housing professional, I have spoken to and encountered many Hall Directors, Residence Directors, Community Directors, and the like across the country. After listening to their experiences and maintaining contact over the years, a pattern began to evolve of our experiences. It appeared entry-level live-in professionals pass through four stages as they progress through their entry-level careers. These stages are The Eager Beaver, The Adjuster, The Wall, and either The Professional or The Cynic. The four stages typically parallel their year as an entry-level professional. There is some overlap and stages can begin at any time during their early career. It is important to note that everyone has a unique experience and it is impossible to classify everyone's experience into a staged model. Additionally, this model is based on personal interactions and conversations with colleagues in the housing field. Then again, this is coming from an over-analytical doctoral candidate that likes to put things into systems and models.

The first stage, which corresponds to their first year as an entry-level live-in professional is coined “The Eager Beaver” stage. These entry-level professionals are fresh out of graduate school and are very eager to apply what they learned from their master’s program. They develop programming models and activities based on student development theory. They always try to go the extra mile to help others, students, and supervisors. I remember my first year as a Hall Director and I was very much the eager beaver. I developed a mission and vision statement for my building and posted it in the lobby all year. I created a wishing well for parents at opening (a wishing well was a homemade “well” where parents could place a card with well wishes and we would deliver it a few weeks later to their student). I referenced student developmental theory books constantly and looked for applications in my profession. I regularly, and eagerly, engaged students and even paid the tuition of a student who did not have the money. Of course, he paid me back later, but I was so eager to have a positive impact I was willing to do just about anything.

After a year of trying to change the world and the lives of every student encountered, the entry-level professional begins to adjust to his position, role, and institutional culture resulting in progression to the second stage called “The Adjuster.” The eagerness is still present, but not as bold. Student development theory has found its place, which is usually second to experience. Student engagement is still positive and encouraging, but it becomes a different type of engagement and less over the top. The focus shifts to administrative tasks and departmental expectations. The entry-level professional begins to recognize she is not going to change the world or all of the lives of the students in which she encounters. The personal value originally placed on the position begins to diminish. For example, in my second year, I distinctly remember focusing on departmental operations and expectations. The wishing well disappeared because my focus was on providing a quality opening experience. Additionally, my judicial meetings became more focused on the student’s decision-making process and less on the violation itself because I realized that I could not change students’ behavior. That was ultimately up to them. I began to feel grounded in my position.

The third year, which usually corresponds to the third stage, is a pivotal year. I coin this stage as “The Wall,” which is a metaphor for the feeling of running into a wall. After seeing many entry-level professionals in their third year, one thing became very clear. They became burned out, lethargic, negative, and were a completely different person from their first year. By the time the third year hits, entry-level professionals feel they are not making a real difference in students’ lives. They begin to feel undervalued. This results in a negative attitude towards the field, students, department, and possibly the institution. At this point, the entry-level professional may be “going through the motions” and doing the minimum to meet expectations. However,
their behavior from their first year to their third year is significantly different. For example, one colleague I have known for quite a while progressed through these stages and she hit the wall, hard. She was upbeat, fun, and lively her first year. It became very evident when she hit the wall. She was rarely around, difficult to get in touch with, and was negative about most things dealing with her job. She was snarky with colleagues and very critical. I too hit the wall and was very much the same way.

It may or may not be noticed by supervisors, but is most certainly noticed by peers. This is a pivotal point in any entry-level professionals’ early career. After hitting the wall, the entry-level professional decides to begin job searching and tries to do the least amount of work possible while maintaining minimal performance expectations. There are three possible outcomes from this stage. The first is obtaining a new job and leaving. Second is a positive breakthrough where the professional overcomes the negativity and burnout. He decides to remain in his position and make the absolute best of his position by working hard (my path after hitting the wall). If this should occur, he evolves into the fourth stage known as “The Professional.” However, the wall is not easy to overcome and in my experience it is difficult to break through the wall and as a result they enter the other option in the fourth stage, which is “The Cynic.” However, taking certain steps discussed later, becoming the cynic can certainly be avoided!

The Cynic is the individual who constantly critiques everything from their peers, supervisors, institution, department, etc. However, they rarely provide any constructive feedback. They are constantly looking for a new job and usually do not breakout of this stage until they find a job. The irony is their behavior and attitude transpires in their interviews decreasing the likelihood they will be hired. This becomes a vicious cycle exacerbating the bitterness felt for the position.

The Professional, on the other hand, successfully pushes through the wall. The attitude is one of experience and optimism with realism. Not only do they provide criticisms, but they also provide solutions to their criticisms. They have the experience of an entry-level professional that can provide leadership to their colleagues. Often times, they seek out new experiences that will further their career since the core duties are more than likely mastered by this time. Traditionally, their colleagues will rely on them to be the “voice” of the entry-level professionals. They continue to try to do an exceptional job and may become over committed. You can see a total transformation in the person from their third to their fourth year as they transition from “The Wall” to “The Professional.”

What does this mean for entry-level professionals and their supervisors? Well, it is important entry-level professionals are aware of their professional growth. This model presents two outcomes for professional
growth. A mature professional that is ready to advance to the next level or a professional that is cynical, negative, and has a destructive attitude to staff and students.

Supervisors can usually place their staff into one of the four categories. But what does that mean for supervisors? Supervisors can guide conversations around their staff member’s current attitude, but specific actions should be taken to reduce the risk of an entry-level professional from becoming “The Cynic.” Based on conversations with colleagues from across the country, here are some recommendations for supervisors to help entry-level professionals progress in a positive manner.

The first recommendation is morale. Morale is a huge factor in the progression of an entry-level staff member. Having a feeling of being recognized, valued, and heard can do wonders for entry-level staff. Constantly including entry-level staff members’ opinion into operational or procedural decisions is impossible and impractical. However, letting them have a small voice can be the difference between being cynical and professional. Should they get a voice, it is important they see it being heard and valued. Otherwise, it could appear as a waste of time; thus exacerbating the feeling of being undervalued. Having a voice provides a sense of ownership, which instills pride. It places value on their job and the work they do. Typically, when a professional hits “The Wall” it is the result of not feeling valued or making a difference.

A second recommendation is recognition. Recognize entry-level staff members for jobs well done. Each person has their own preference for recognition, but everyone loves being told they’re doing a great job. Rarely being told you’re doing a good job results in low morale and decreases motivation to do a good job. Think about this: why would an entry-level professional want to do a great job when his colleague who does a mediocre job receives the same feedback? We need to encourage entry-level professionals to have the passion to do a great job. I understand, you may be saying they’re getting paid, that should be enough motivation. However, to be direct, it’s not. This is a new generation entering the field with a different sense of what it means to be valued. They grew up being told how great they are and received a trophy for simple participation. It is important to note, it is not solely a generational trait. Most leadership experts will state that to motivate those you lead you must recognize their positive achievements. I personally guarantee that if you regularly and appropriately recognize your entry-level staff, you will see a dramatic difference in their work performance. Recognition can come in many different forms from nominating for institutional, departmental, or regional awards; to thank you cards; to performance raises. For example, if you do nominate someone for an award, send them the nomination letter. Even if they do not win, they will feel honored that you recognized their hard work and took the time to nominate them.

The third and final recommendation for supervisors is be a mentor. Entry-level professionals are new to the field. They may think they know what needs to be done and how a professional should act, but they do not. When entry-level professionals start their career, they only know what was taught in graduate school and what they see from their supervisors (unless of course they have previous professional experience). By being a mentor, you can shape entry-level professionals into strong and experienced individuals. This includes professional development, conferences, guidance, developmental conversations, etc. This requires constant feedback on performance. The most difficult part of this recommendation is that it takes time, which is something many do not have. However, if we want these entry-level professionals to be great, we need to commit the time to make them great.

These three recommendations provide steps supervisor can take, but there are also recommendations for entry-level professionals to avoid becoming the dreaded cynic. The first recommendation is to recognize your feelings. I remember the day when I realized I was not happy and burned out. I also realized I was not the same person from years prior. After much reflecting, I realized the difference was that I felt lost and had no direction professionally. For entry-level professionals that feel they have hit the wall, I recommend a professional plan for where they want to go in their career. Having that plan gives them goals to work towards and reestablishes the value they may feel is lost. I developed a professional plan and began taking on additional responsibilities to help achieve that plan and my goals, which leads into my second recommendation.
The second recommendation for the entry-level professional is to expand oneself in new areas both professionally and personally that help achieve the professional plan. It is important the entry-level professional finds new tasks within her job that challenge her and accomplishes the professional plan. For example, after I hit the wall, I was determined to use my assessment skills when analyzing my Educational Benchmark Data for my residence hall. I created a book full of charts, goals, and objectives that I could reference throughout the year. It was a lot of work, but I found it very motivating. Additionally, I sought out other professionals within the housing department and asked how I can get involved. Our housing services department brought me onto the CCTV Committee as well as the School Dude Online Maintenance System Purchasing Committee. Both experiences were valuable in helping me push through the wall and accomplish goals within my professional plan.

The third recommendation is to get highly involved in professional organizations. Early in my career, I did not place a lot of value on conferences or professional organizations. I am very embarrassed to say that because SEAHO and RELI were a big part of helping me through my wall stage. SEAHO and RELI helped me meet new people, gave me new opportunities, and provided further value to my position. I was able to meet others that felt the same way I did and could relate. Having a confidant helps provide support one needs to push through the wall and become the professional were all seeking to become.

This article reviewed the four stages of the entry-level professional and provided recommendations to help them overcome the negative stages. These stages directly impact entry-level professionals’ performance and the performance of the department. It becomes the responsibility of entry-level professionals to control their behavior and ensure they become the professionals they want to be. It is very hard to recognize yourself in a stage, but that is where help from a supervisor becomes vital. Supervisors need to assist the entry-level professional by encouraging positive behavior, providing professional guidance, recognize jobs well done, and placing value on the position.

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**Check It or Regret It:**
**Why Housing Departments Should Conduct Background Checks on Student Staff**

By:

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To educate versus provide security is a common dilemma for housing professionals in student affairs. On the one hand, we see ourselves as educators providing a holistic educational experience for college students. We provide resources and assist as students work through their decisions to grow into well-rounded adults. On the other hand, we must provide secure and safe environments for students. Providing a safe environment can vary from resident assistants completing rounds, to security forces on campus, to checking into the backgrounds of students who may be a risk to others. Higher education is currently in a state of finding balance between educators and protectors.

An example of this major theme in higher education for housing professionals is the current debate on completing background checks on resident assistants (RAs). RAs are the students housing professionals work with the closest but also grant the most security access on campus. The students we hire ultimately represent our departments to the majority of our residents. RAs are selected through intensive selections processes, allowing housing professionals to have a high level of trust in the students they hire. However, in the post-9/11 and Virginia Tech tragedy world, the ‘should have known’ phrase gets placed on
several institutions when an institution or a department fails to anticipate an unforeseen tragedy. Considering the hypertensive society we live in, can housing professionals continue to not take every precaution before providing a student staff member access to other students’ rooms and property? After analyzing the current debate on completing background checks on RAs and personal experience, housing professionals should consider completing background checks on RAs.

With recent cuts to higher education, the thought of extra expenditures to annual budgets probably deters chief housing officers from adopting background checks as a regular practice for student staff. The main argument against completing background checks is that they are too expensive and will not produce any results relevant to the department. There are two assumptions with this ideology. The first is that any background check will probably be clear of any records because the traditional college-age student is between the ages of 18-24. Any prior criminal activity as a minor will not appear in criminal records. Housing professionals should not assume that students did not commit serious infractions after their 18th birthday and new RAs can be upperclassmen that are traditionally 21 or older. Several incidents may have occurred from the time a student turns 18 and when they are hired as a staff member. Likewise, housing professionals could assume that admissions receives previous criminal records through their admissions process. Several institutions ask applicants to self-report previous records but not all institutions complete background checks on all of their applicants. In a recent study, 60% of admissions offices completed background checks on college applicants. Of the 60%, only 38% of the admissions officers had training in interpreting criminal records (Lipka, June 2010). Therefore, several students on college campuses could have previous criminal records that the institution either does not know about or does not understand when a student is admitted to the institution. These same students could then be selected as RAs.

Background checks should be used as a preliminary screening process for RA selection versus a reactionary expenditure. Unfortunately, most background checks in higher education are reactionary (Lipka, May 2010). The checks are a means to protect residents, discover which students may be a danger to themselves or others, and then provide resources to those students who may need assistance. As educators and protectors, housing professionals must monitor the safety of the whole while monitoring the needs of the few. From a public relations standpoint, the department is protecting itself from exterior criticism and lawsuits by conducting background checks. If results come back negative on a RA who later commits a crime, the department can defend hiring the student initially due to a clean previous record. The University of Tennessee system now requires all staff (students and professionals) who handle security (including keys), cash, or student accounts, to complete a background check (Sauls, 2011). The new policy was a reactionary policy measure from an incident that occurred at my former institution in the spring of 2011. A new Tennessee state law, based on the incident, requires all state employees to have a background check and fingerprinting.

In the fall of 2010, the housing department terminated an employee who had several incidents relating to the misuse of keys and other unexplained incidents. After spring break in 2011, a RA called their supervisor to report that someone had been in their apartment during break. After a police investigation, the former RA was accused of entering several apartments during the break.

The former RA was arrested for 12 counts of aggravated burglary and one count of aggravated arson from the previous incident on campus. The student has been accused of planting clock radios with spy cameras in several campus apartments, including female staff member rooms (Staff, 2011). After several days of consoling students, answering concerned parents’ questions, and communicating with the media, the department made steps to insure the current safety of the remaining residents and staff on campus. All Housing and Residence Life professional, seasonal, and student staff completed background checks (Sauls, 2011). Furthermore, the

1These are still pending cases. The student is considered innocent until proven guilty in a court of law and through the institution’s student conduct process.
institution hired a security consultant to tighten gaps in security protocols (Stickford, 2011). The new measures allowed the department offered a safer environment for the students.

If the department had completed background checks on our RA staff, the above incident may have been avoided. Although there are fiscal and ideological reasons housing professionals may not wish to complete background checks on their RAs, institutions should look at this experience as an example of why ample thought should be given to adopting the policy. Completing background checks will provide an extra layer of protection for our residence halls. In addition, the checks provide a political cover for the department and shows the public at large the institution and department is serious about keeping residents safe. At the end of the day, simply ask yourself this question; are you better safe than sorry?

A Call to Action: A First Year Graduate Student’s Experience Instituting Diversity Education

By:
Vincent Buonocore
University of South Carolina

Introduction
Depending on where you come from, student staff members can go by many different names: Peer Advisors, Community Advisors, Resident Assistants etc. At the University of South Carolina, they are Resident Mentors. These student leaders are the backbone of housing departments across colleges and universities throughout the country. They are on the front lines in our Residence Halls and on our campuses 24 hours a day, 7 days a week. Their responsibilities include weekly staff meetings, planning and executing social and educational programming opportunities, enforcing college policy, addressing crisis situations, and acting as a mentor and role model for students living on campus. They must do all these things in a professional manner while maintaining high academic standards.

At the University of South Carolina, students sign and agree to uphold the Carolinian Creed, which obligates members of the community to adhere to certain ethical standards. Among these obligations is the responsibility to “discourage bigotry while striving to learn from differences in people, ideas, and opinions.” Additionally, the description of the Resident Mentor position at the University states that the individuals are required to entertain certain interpersonal skills and a Resident Mentor “must role model and encourage appreciation of all cultural, religious, and sexual differences.” It is these values that guided the practice of my first major program at the University.

The Problem
My involvement with the University of South Carolina’s Department of Housing began in July of 2010. I went through a comprehensive graduate assistant training and then had the opportunity to observe the Resident Mentor training in the weeks following. I was particularly troubled following the diversity training that the Resident Mentors were put through.

The training had two parts; the first was facilitated by a second year graduate assistant and introduced a global perspective of several diverse cultural, societal, and ethnic groups. The second session was facilitated by a small group of Resident Mentors. In the second section of diversity training, the Resident Mentors used a book that the department had supplied to guide their discussion. One of the activities the Resident Mentors executed was a fish bowl activity in which selected individuals went around and told the group of 225 Resident Mentors why they felt advantaged or disadvantaged.

Throughout this entire experience I witnessed
Resident Mentors on their phones and talking while others were sharing their stories. The Resident Mentors who were facilitating had failed to foster an environment of respect and that was why the activity had failed. I was particularly bothered when a Resident Mentor stood up and shared that she felt disadvantaged because she was a “feminine lesbian” and found it hard to fit in with the gay community. This statement was met with laughs and side comments as other Resident Mentors stood up to get a better look at the “feminine lesbian.” What is even more disturbing is that there were over 40 professional and graduate staff in the room when this occurred and no one, not even the experienced professionals put a stop to it. It was extremely disappointing to witness such an important part of the training being disregarded.

I did not know how to respond; I could not speak out because I felt that I was new to the institution and did not know what the standard operating procedure for such a crisis would be. I left the room quietly and brought my concerns to supervisors later that day. I was given various explanations and was told by some that the very fact that we had diversity training was a sign of progress.

I had failed to intervene at the appropriate time during training and I felt as though someone needed to say something. Later that day I sent an e-mail to the graduate and professional staff expressing my concern. In it I reiterated the importance of diversity training for our student leaders and accepted part of the responsibility for not making my voice heard at the appropriate time. I ended the message by urging the staff to hold their Resident Mentors and themselves to a higher standard.

In the weeks that were to follow the training, assessment data was processed and the Resident Mentor response to training was not positive:

“Diversity training should be conducted by professional staff and should reach a deeper level than ‘I am diverse.’”

“I think that Diversity Training should be drastically changed. As it stands it doesn’t do much to prepare us to deal with differences between people that we may encounter with our residents.”

From these comments I concluded that the Resident Mentors at the University of South Carolina were open to and asking for a change.

My Journey

Being new to the University of South Carolina I needed to do a great deal of research and recruiting in order to successfully modify the training and learn exactly how we could relay the importance of diversity while promoting an awareness of behaviors for the spring of 2011 winter training.

I started by looking through old programs in transition binders and found several handouts and activities supervisors had done with their staff members in the past. Nothing that I found really appealed to me, I wanted an activity that would allow the Resident Mentors to understand the importance of being aware of others differences. I wanted something that they would not be expecting, I wanted to make it a priority to remind them of their responsibility as both a student and a Resident Mentor to be aware of issues pertaining to intolerance or ignorance. I wanted to give them exactly what they were asking for in their assessment of training.

By mid October I had received approval from the Assistant Directors to go ahead with a program that I had facilitated in the past; however, previous experiences in undergrad had taught me the most important aspect of preparing the training was to have the students themselves participate. I put together a quick presentation for the Resident Mentor Council and presented the idea. After several discussions with the Resident Mentor Council, I was able to recruit the help of 12 volunteers who would become the “engine of leadership” in what would be a very successful Winter Diversity Training.

The Resident Mentor’s decided to collaborate on a planned fish bowl activity where these volunteers would talk about how they were different, how it affected their experiences while at USC, and how they used their identity to be a better RM. My only
stipulation was that they prepared their speeches as soon as possible and read them to me so that I could edit them and help the Resident Mentor’s to get their message of urgency across with out offending many people. This arduous task was too much for just myself to complete so I was fortunate enough to receive the help of Matthew Lindenberg, a current Graduate student in the HESA program and Charles Lowman, a professional staff member within housing to help with meeting with the students individually.

This group initially met biweekly to ensure progress and precision. We struggled at first with volunteers who dropped out and one particular individual, Drew that seemed to really struggle with the idea of even having diversity training. After each of these meetings, this individual would send me emails urging me to try and keep the presentation short and make sure it appealed to people with short attention spans. Although frustrated and at times very negative, this person kept coming to these meetings and listening to other volunteers share their thoughts and feelings. After one meeting he sent me an email that said:

Cut the programming about diversity. Give us the simple resources that we can provide students in need, but don’t teach us things we already know. We were hired because we are already open to diversity. We don’t need the programming to understand diversity, we already understand it!

After reading this I was convinced I was going to have to ask him what he was trying to accomplish by coming to the meetings.

A few weeks before the end of the semester we met as a large group to rehearse and make any final edits to the speeches. This was the first meeting where we were all together and all the Resident Mentors would hear each other’s stories. Drew attended but had no speech or role. We went around and each RM told their story. One student discussed what it was like growing up being discriminated against because she had adopted biracial brothers and sisters. Another student gave a speech about their religion and ethnic identity; another student shared a story about her family’s socioeconomic status and how she has to pay her way through college. All these serious and inspirational stories covered how these student we able to be better Resident Mentors because of their diversity.

Drew remained quiet throughout the entire experience until the last RM stood up and talked to the group about gender identity and how this individuals interpretation of their sex did not match their biological sex which happened to be female. Drew became very attentive and had several questions for the RM when they had finished. I watched Drew learning about something he had previously never had any exposure to and I decided that even if he did not participate in the meetings prior to this one, it had been beneficial for him to hear these stories.

The next day I received an email from Drew who wanted to make a speech at the training about his experience listening to the group. I told him to type something up and email it to me and we would talk. It was incredibly satisfying to see that his interactions with his peers had inspired him to participate in something he had previously been against.

The Outcome

Winter break came and went and training came very quickly. On the morning of the event six students stood up in a dark room with the spotlight only on them and they told their experiences to their peers. For many of the Resident Mentors it was unexpected and enlightening. The Session lasted a little over an hour but discussions of their stories continued for 2 hours after the presentation and through lunch. Resident Mentors were asked to reflect on the importance of being sensitive to others and aware of their own language and behavior as student leaders.

Within their Residence Hall staffs, the Resident Mentor’s discussed how they could work together to discourage bigotry and learn from others. The afternoon session following the Resident Mentor presentation consisted of various presenters from across campus that were available to provide the Resident Mentor’s resources for their diverse populations. The full day session challenged the Resident Mentors and allowed for discussion and self-reflection on the impact they had on the student population.

In the weeks that were to follow we assessed the training and received the following feedback:

“Spring training was 10X better than Fall Training. I’m graduating in May so I hope you all will have something that can top the diversity videos and speeches.”
Preparing for Job Placement
By:

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Lisa LaBarbera-Mascote  
*Associate Director*, NC State University  
*SEAHO Placement Committee Chair Select*

Going through job placement, especially at a conference, can be terrifying! Since I have probably made (*or seen*) almost every placement mistake in the book, I have a responsibility to make sure you have a positive placement experience. After being in the field for a number of years, I have learned very specifically what I am seeking in someone who is interviewing. Some of my rules to live by in the job search process are as follows:

1) **Know yourself and what you are looking for.** Before you even begin your research on schools, determine what is important to you as a professional and as a person. You should, of course, be considering the criterion - small vs. large, religiously affiliated vs. state, rural vs. urban campus, etc. However, do not underestimate the importance of your personal and professional values as well. What are your values as a professional? What are your values as a person? I would recommend making a list or “must haves” and “negotiable” items. This will become an important list as you begin to apply and interview with different institutions.

2) **Your resume is a crucial tool - take your time with it.** A resume is the way in which you introduce yourself to an institution for the first time. Make it count!

   Step 1: Make frequent updates. Whether you are in a search process or not, you should make updating your resume a yearly routine. If you do not, you will forget items along the way.

   Step 2: Ask three people you trust and respect in the field to review your resume.

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“Preparing for Job Placement” by Ebony Ebron

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Looking Forward
The winter training for the Housing Staff here at the University of South Carolina was by no means an end all, be all in diversity initiatives. Since this event, students have collaborated on several other events on campus including a Tunnel of Awareness. While my knowledge of student development theory is not as hardened as some of the other professionals at my institution, it is my belief that we had a need for a deeper level diversity training just based on the affective responses the students had in the fall. At a predominantly white institution like the University of South Carolina, the need to be aware of diversity and sensitive to others’ feelings is extremely important.

In order to provide a Department of Residence life for a growingly diverse society and student body, forward thinking and progressive leadership efforts that are more intentional in providing meaningful experiences for staff members to interact with each other and discuss diversity is essential. A multiculturally competent Resident Mentor is a student who will allow for a safer and more inclusive campus environment. Diversity Training cannot and should not be a two-hour session performed once or twice a semester. Diversity dialogues and events should occur on a regular basis in order to truly expose students to the real world diversity they will experience when out in the working world.

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SEAHO Feature

“The spring training was really touching and impressive.”

“The diversity training was great. I loved that we had students actually talking about issues that they struggled with.”

The majority of the feedback we received was positive but Resident Mentors did request to have more situational training.
Everyone has different opinions on resumes; ultimately you will need to decide what you like best. However, if these individuals are in positions that you aspire to, their advice is valuable.

Step 3: Make edits and have someone give a final review. You need to make sure your resume is perfect! The grammar and formatting are as important as content.

3) Make connections. Networking through the job search is crucial. Because this is a very small field, someone you work with likely has connections to places you would like to be. Do not be afraid to schedule meetings or lunches with a professional to discuss your job search and what you are interested in. Not only will the advice be helpful, but you never know when connections may arise.

4) Practice, Practice, Practice! Practice your interview skills. Take time to evaluate your philosophy and approach for the different key areas of the jobs for which you are applying (i.e. supervision, advising, budget, conduct, diversity, etc.). Then, envision three examples of what you do in each area. Ask the person you trusted with your resume to interview you. It is not appropriate to sign up for interviews at placement for practice! This will only waste your time and the interviewer’s time. Practice ahead of time.

5) Do your research. Know who you are interviewing with; do your research on each position and institution. Ask specific questions about things you have learned. By taking the time to do your research, you will show that you are interested in the institution and the interviewer.

6) At placement, find YOUR place. Whether you are going through placement on a national or regional level, finding your place is important. Before placement opens go to the orientation, walk through the placement area, and learn where everything is. Being familiar with the placement venue will ease stress once interviews begin. For me the most important thing is also finding that one quiet place where I can go to think (and write thank you cards) before and after interviews. The candidate room may suffice, or a bench off to the side with a view is more preferable. Find a spot to make your own so that you can rethink and re-center yourself before an interview.

7) These walls DO talk. The biggest faux pas you can make at any placement conference is to talk negatively about an institution or individual while on site. There are ears everywhere. Do not hurt your chances at getting a job because you are venting about your last interview. You never know who you are standing next to in the lunch line. This rule also applies during an interview; bad mouthing your current institution leaves a bad taste in the mouth of interviewers. If you think an interview question may lead you down a negative path, talk through possible answers with someone you trust first.

8) Most importantly, do not wait to get the process started. It is never too early to work on a resume, look up the requirements for jobs you aspire to, or talk to others about your career goals. Your current job should be the place where you are preparing for your next job.

This year the SEAHO Placement Committee is working to make the placement a great experience for all involved. If you are preparing to enter a job search and looking to stay in the Southeast region; participating in placement at the SEAHO annual conference is a great opportunity to make connections. SEAHO Placement is free and the website will go live in December, on www.seaho.org.

Placement Orientations: Feb. 15, 2012 10:00 a.m. – Noon
Placement Center Open: Feb. 16, 2012 9:00 a.m. – 12:00 p.m. and 1:30 p.m. – 5:00 p.m.
Placement Center Open: Feb. 17, 2012 9:00 a.m. – 11:00 a.m.
According to the NCAA, institutions are to provide an environment in which the athlete and the athletic program play an essential role in the student body and in which there is a distinguishable difference between professional sports and intercollegiate athletics (Zimbalist, 1999). The National Association of Intercollegiate Athletics (NAIA) in addition to the National Junior College Athletic Association (NJCAA) both have similar standpoints in which, first and foremost, a student athlete is at the institution as a student. A trend within the college athletics is ‘whole person programs’ since participation in college and university athletic programs can affect students in profound ways (Pascarella and Terenzini, 1991).

Residence life departments have comprised curriculums, program plans, and opportunities to develop our resident-students. So how can we support new directions within the NCAA to support the student athlete as a whole person? This is actually more challenging than one may think. It is important to take a glimpse into the world of a student athlete. Below you will get 3 different perspectives from each division and different sports. This is important to understand the athlete perspective in order to support their development. There are three components (academic, athletic, personal) which we must understand to support student athletes and each of our roles impacts these differently.

On a personal level, college student athletes would like to enjoy the college social atmosphere (Miller, P.S. and Kerr, G. ,2002). According to Ferrante and Etzel (1991), failure to maintain balance among these three areas may result in personal dissatisfaction, increased stress, psychological problems, and even athletic ineligibility. Though these perspectives will not be cohesive for every athlete in each division, it will be important to understand they are ‘like our typical resident, but with a twist’. Resident assistant Matt Andrews agrees with that statement. He states “they are just like everyone else just more structured with their time”. Andrews has been a resident assistant for the last year and half and has had several ‘star’ athletes live on his floor(s). He feels the key to connecting with them is to ‘be personable and treat them just like any of your residents’. Andrews has had also taken courses with several of athletes on his floor so he is able to connect with them regarding their academics. Not all resident assistants have this opportunity. Some professionals in our field caution letting student staff know which residents are athletes because they feel they will be treated differently. The fact of the matter is they are at your institution to get an education regardless of what division or association your school is affiliated with.

Division 1: Female freshman
Mackenzie Caquatto. Mackenzie says she “enjoys the convenience on campus housing provides” and enjoys “having a suite style room because location of the enmities and that she is able to have a fellow athlete as a suitemate because they can understand the rigorous schedule”. 
Other research on grade point averages found that for freshman female athletes, higher levels of social support related to better fall semester grade point averages (Petrie and Stoever, 1997). “Unfortunately, support systems are not always present, accessible, or satisfactory for freshman student athletes entering a new environment and likely leaving behind established support resources (e.g., family, and high school friendships)” (p. 606).

**Division 2: Male sophomore/junior, basketball/football**

The researchers noted, however, that across the first three years of college, “male intercollegiate football and basketball players are not receiving the same cognitive benefits from an undergraduate education as are other men” (Pascarella and others, 1999, p. 21). Furthermore, there was a significant negative cognitive impact during the second and third year of participation in basketball and football regardless of institution size. However Mitch Williams, Senior Left Offensive Tackle, at Mars Hill College has been able to bridge this by being a Resident Assistant, athlete, and Business Major. Supporting student athletes who may be able to hold a leadership within housing can be very valuable, but even more challenging. Williams feels that athletes that live in the residence halls are “better acclimated to the school. Easy access to other athletes is needed to get in contact with them…along with the community support, meet all different types of people.” As an athlete and Resident Assistant one of the more challenging aspects for him is “to be strict on other athlete, help keep them out of trouble, and to take evening classes.” While the most rewarding aspect of balancing his roles is “helping people with different back grounds and people with different situations.”

**Division 3:**

At the Division 3 level, athletes that were interviewed highlighted that being at a small school provides a family like feel. They noted that housing staff is “awesome but that they wish they could pick their own roommates and where they lived on campus”. Accessibility to a social environment, where student-athletes can engage, was noted as important as well. An athlete noted “hanging out on the hallway at 1:30AM” was one of their most favorite experiences within the halls. The athletes shared that if they could tell any new student-athlete coming in about the on-campus living experience that it would be that they “will have a blast and get to know everyone”. Howard-Hamilton and Watt (2001) note how this social experience is an important part of their development and integration with the campus community. Many student athletes struggle with false impressions in Division I schools but that theme is not as apparent in this division.

**Directors and Assistant Directors:**

**Know your stake holders and liaisons.**

Howard-Hamilton and Watt (2001) explain student affairs administrators and others who work with college athletes can enhance their living and learning environment by linking concepts from student development theories and models and results of research on college outcomes to institutional policies (Coomes, 1994). Masteralexis and Hums (2009) explain that within sport management, increased attention is being focused on NCAA athletic departments and student services, fund development, and compliance. Student athlete services addressed the academic concern and welfare of student-athletes, overseeing such areas as academic advisors, tutoring, and counseling (Masteralexis and Hums, 2009 Student affairs practitioners and athletic staff should schedule regular meetings with faculty to discuss what is happening and what can be improved when working with student athletes (Howard-Hamilton and Watt, 2001). “Institutional policies and procedures that may reinforce some of the negative attitudes held toward student athletes (such as requiring
intercollegiate athletic staff to check on student athletes’ class attendance) should be closely examined for their indirect, but potentially harmful effects on the student athletes’ academic performance and self-esteem” (Engstrom, Sedlacek, and McEwen, 1995).

Understand NCAA guidelines

This is important as the rules regarding occupancy limitations for student athlete facilities can cause repercussions to your athletic programs. Housing and residence life departments need to hold the torch in making proper assignments to not violate NCAA policies.

It is important to understand the goals of your athletic department, student support services and advisors who work with the athletes along with your housing department. Estler and Nelson (2005) state that “a campus leader, especially at a Division I institution, must straddle the line between two sets of values related to athletics that can foster very different decisions.” The two examples are “this American passion for organized college sports competition as an egregious attachment to the body academic whose removal should be the goal of every serious person” or “the pursuit of athletic competition as an essential component of superior higher-education institutions” (Lombardi, et al., 2003). These views can be seen from NCAA decisions on sanctions for violations of compliance or institutional action against violations of a coach, team or athlete.

It is imperative to note that some athletic departments do not welcome input from student affairs administrators and faculty (Becker, et al., 1985). However, engaging in purposeful conversations with athletic personnel could ease access (Petrie and Stoever, 1997). Once collaboration between the rest of the institution and the athletic department has been established, the athletic department will find it useful to talk with faculty members and to understand their questions, concerns, and frustrations with student athletes (Howard-Hamilton and Watt, 2001).

Know how your athletes are getting their orientation and assess their transition

Are you aware of how these residents are being introduced to housing services and facilities? If not you should. Howard-Hamilton and Watt (2001) confirm institutions should be prepared to work with student athletes by developing policies and programs that support their learning and development. The theories described here provide a framework that faculty and administrators can use to assist students in making the transition from high school to college, adapting to the pressures of student athlete life, and achieving the educational outcomes institutions desire for all their students. The developmental tools and research on college outcomes should also form the basis for campus policies and procedures so that the institution and the athletic program have compatible goals and objectives for the student athletes (Howard-Hamilton and Watt, 2001).

Duderstadt (2000) notes one way of doing this effectively is that it is imperative that the mission, purpose, and goals of athletic programs be congruent with those of the college or university. In order to assess the congruency between the missions of the institution and athletic departments, there should be a thorough review of their statements (written as well as spoken, verbal as well as enacted) to determine whether they are similar or mutually exclusive (Howard-Hamilton and Watt, 2001).

But what if the goals are different? Then senior student affairs administrators, academic administrators, and representatives from the athletic area should meet and address the lack of congruence. There needs to be a review of the institutional mission statement providing for an opportunity for an affirmation or reaffirmation to have a sense of shared vision inclusive of mutual values that move the institution toward an action plan. The review committee should present suggestions for policies, practices, and interventions so that student affairs administrators and those in the athletic support areas can work together throughout the school year to write and update or revise the policies (Howard-Hamilton and Watt, 2001). These policies, practices, and interventions can be combined with the research information that supports and confirms the need for institutional transformation of obsolete or non-inclusive mission statements and goals. Furthermore, these suggestions could be implemented at any institution regardless of type and size. Howard-Hamilton and Watt (2001) suggest an example noting, Division II and III programs could review the mission statements of their institutions and involve the faculty and administrators in the process of creating a supportive environment for non-athletes and athletes.
**Live in Professionals/Conduct Officers:**

**Understand NCAA guidelines**

Review the codes in the NCAA guidelines or by asking your compliance officer in your athletic department. This will also help you understand the percentages of progress athletes have to make, academically, in order to even be eligible.

**Know your student athlete.**

This includes by face and name, if possible. You should know who your student staff members are who they will directly be working with if a situation arises. Ask your athletic department for a media guide or pictorial roster to with this. Many institutions have pictorial directories for their students if your institution does not a media guide, this may be helpful. Some student athletes appreciate their privacy just like any other residential student. Knowing boundaries regardless if they are on a recreation sports team to a competitive club sport all the way to an athlete ESPN seeks out after each game. You and your staff are there to create a home and sense of normalcy for this athlete.

**Know and understand support services and advisors who work with the athletes so you can refer them appropriately.**

If there are issues that arise, you may be able to better facilitate a supportive conversation to get them help. Howard-Hamilton and Watt (2001) note how some athletic counselors have suggested that specialized training in developmental issues be a requirement for professionals who work with student athletes (Lanning, 1982; Shriberg and Brodzinski, 1984). Ferrante and Etzel (1991) argue, too, that to assist student athletes with their development, student affairs practitioners must recognize the three major and related challenges these students face: academic, athletic, and personal. Student athletes who perform poorly in the classroom may place their academic eligibility in jeopardy (Howard-Hamilton and Watt, 2001). This is further explored by Howard-Hamilton and Watt (2001) when they explain how college athletes may find the educational environment challenging because there is an assumption by many non-athletes, faculty, and administrators “that they possess innate athletic superiority but lack any academic competencies or abilities” (Engstrom, Sedlacek, and McEwen, 1995, p. 217).

**See if there are required programs they need to participate in and meet them where they are.**

Based on Engstrom, Sedlacek, and McEwen’s (1995) research, faculty internalize some prejudicial attitudes and biases toward athletes—but they can learn otherwise. Faculty members have the power, consciously and unconsciously, “to make the learning environment for all students inclusive and supportive rather than isolating and exclusionary” (Howard-Hamilton, 2000, p. 45). Conversations with faculty may also assist in addressing challenges that may be beyond the student athlete’s control such as classes missed due to travel schedules (Howard-Hamilton and Watt, 2001). Although the information above pertains to faculty it can also pertain to educational opportunities in the residence halls or through student conduct offices. Programs that may often be required for student athletes can include anything from orientation, behavior/conduct/decision making, leadership development, community service, alcohol and drug education courses.

**Understand trends with student athletes.**

This can mean specifically for your institution or for the NCAA. Mental health and academic goals are quite important in student’s success. Knowing the support system the athletes have in place internally with athletics can provide you and your staff with great incites. This ultimately can assist your staff and the student athletes. An example of this is having dates and schedules of competition in comparison to when competition athletes are traveling in relation to exam periods and so on. This sounds rather complex, but most athletic department liaisons have these calendars and dates prior to the start of the semester. These dates can be helpful in knowing if they are missing programs and or meetings that they are in competition or that specific times of year should be ‘known’ as busy times for that sport.

**Protect them from the ‘media’ and help them develop independence.**

Howard-Hamilton and Watt (2001) suggest, athletes, like many students, must achieve a sense of independence, including autonomy from parents. This developmental task has been described as moving through autonomy toward interdependence (Chickering and Reisser, 1993). As for any student that may be in the public spotlight, you should not be
giving special treatment but you should know your media relations policies and the boundaries that may, or may not, exist. There are several case studies that exist based on media and how they can impact residents in a residential community. This may be a good exercise for professionals and student staff.

**Be intentional with your communication just like their coaches.**

Howard-Hamilton and Watt (2001) explain that coaches, for example, might require student athletes to follow absolute rules and regulations of behavior. These decisions might not provide the appropriate amount of support and challenge for students to consider the world as other than right or wrong, good or bad. As a result, athletes might maintain a dualistic or dichotomized frame of reference toward work, academics, and relationships. If there is cognitive developmental movement and the student athlete suffers a setback due to a bad game or being benched by the coach, retreat to the dualistic position might occur. The athlete could find comfort and security in this state until the environment becomes less threatening; then inner strength is found to cope and move forward. The student athlete also could face moral challenges on and off the playing field or court.

An understanding of Student Development Theory such as Kohlberg, Piaget, or Gilligian’s theories on moral and cognitive development can guide staff and how they communicate, intentionally, with student athletes.

It is also important to know their language. Know the coaching staff goals and what it means to be a successful athlete in their sport. Explaining how actions or behaviors can impact those goals shows the continuum of their life as a community member at your institution. Get to know their academic advisors, if your athletes have a separate advising department. This will aid you in understanding their language and you can learn how their academics work while in competition.

**Understand what it means to have a conduct meeting with an athlete.**

Conduct officers must understand the six stages of moral judgment expresses a different basis for deciding what is the fair or just way to resolve a moral dilemma (Guthrie, 1997). A study on the moral development and athletic aggression (Bredemeier, 1983; Bredemeier and Shields, 1986) among male and female basketball players indicated that their concept of fair play depended on their level of reasoning and not on their athletic ability. Principled reasoning was parallel to fair play; at stages five and six athletes avoided deliberately injuring opponents (Howard-Hamilton and Watt, 2001). Conduct outcomes can impact an athlete’s eligibility, not only for the next competition, but season, or even overall eligibility. It is very important that this should not be ‘fear tactic’ to the hearing officer. If you review news over the past consecutive years you will see this is how many athletic programs come under review and into the public eye.

**Understand the student athlete population.**

It behooves the graduate students and live-in professionals the opportunity to get to know an often segregated student population which encompasses various diverse populations. Student athletes are often categorized at most institutions by being from out of state, they can be international students, first generation or multi generation college students, varied spectrums of socioeconomic status, varied religious or belief systems, and gender identity is often stereotyped.

When student athletes attend college, they might have exposure to, and interact with, persons from diverse racial or ethnic backgrounds or cultural groups different from their own (Cabrera and others, 1999; Pascarella, et all, 1996, 1999; Pascarella, Bohr, Nora, and Terenzini, 1995; Howard-Hamilton and Watt, 2001). Interactions with diverse peers can have important positive cognitive and affective outcomes, including respect for differences and greater levels of critical thinking (Whitt and others, 1999, forthcoming). As a consequence, students may experience improved self-esteem (Pascarella and Smart, 1991; Taylor, 1995).

**Understand their influences and team dynamics**

Most importantly these individuals have been strongly influenced by their coaches and teams.

Howard-Hamilton and Watt (2001) validate that many athletes however, form a strong emotional connection to their coaches. The athletes’ connection with coaches is reinforced by a strict structure of meetings, training, practice, study hall, and volunteer activities. Thus they may experience a delay becoming
comfortable with an independent state of mind because there is “little emotional or physical space to develop autonomy” (Harris, 1993, p. 5). Several student services professionals have stated that athletes need and can benefit by advisement which recognizes the pressures and experiences that make them different from other students (Earl 1979; Cleland 1981; Grites 1982). Institutions are providing advising programs to help athlete’s orient to their own long-term welfare. Some of these support systems for student-athletes are extensive, while others are minimal (Figler, 1987). While Grites recognizes that athletes may present profiles placing them in more than one category needing special advising (such as minority or academically disadvantaged or even intellectually superior), their athletic experience often differentiates them because of their “extremes of commitment, expectations, and previous attention” (p.78).

**Support your staff and understand how your supervisors work with athletics**

Solicit someone from the athletic department to talk about the athlete experience to you and your staff. During the SEAHO 2011 conference, there was a presentation “Student Athletes as Residents: Needs and Expectations”. The attendee’s talked about how many schools are working collaboratively with Athletics so student staffs, as well as professionals, have strong communication and working relationships. Recommendations to professional staff would be to seek out opportunities to shadow or ask questions to better understand what it means to be a student athlete at your institution. Listen to student staff when they are having difficulty programming or reaching out to athletes. As a professional staff member support your staff by role modeling and taking the initiative to talk to student athletes. This can be an excellent professional development opportunity.

Intentionality in selecting student staff to work with the student-athlete population is important. Review how you hire for your residential areas that may have a lot of student athletes. They can be even more challenging to come out, depending on the rigors and schedule control your athletic department has on the athletes. Staff can often be intimidated by athletes who may be in the media or by their overall stature. In these instances having a student staff member who is confident in themselves and their abilities will be beneficial.

**Student Staff:**

Get to know the residents personally, stand up for them as a member of the community.

Similar prejudices were found when student peers were asked about their perceptions of athletes (Engstrom and Sedlacek, 1991, 1993). Howard-Hamilton and Watt (2001) remark that these results suggest that there are some environmental factors outside the control of the student athlete that may lead to unsuccessful matriculation.

Having an understanding that academics are imperative to maintain NCAA status, ask them how their classes are going and if they are using tutors. Athletes often volunteer through the athletic association; it would behoove a student staff member to see if their floor can collaborate with the organization the athletes are working with, to volunteer at that location too.

**Speak about their goals and aspirations and how you can support that**

Challenge them to be involved. An area where they need to be challenged is in the classrooms and elsewhere on the campus, as relationships may be more than difficult to develop because so little time is available for extracurricular activities or socializing. Also, the skills of listening, cooperating, and communicating are needed in these settings, but conversations may focus on activities that are not part of the athlete’s frame of reference (Howard-Hamilton and Watt, 2001). Further research is needed to better understand the balance between how much student-athletes are challenged outside of their arena of competition in comparison to challenges they experience when competing.

**Understand their schedule and program to be inclusive**

See if they are ok with you recognizing their accomplishments in competition or if they would want the floor/community to support them. However, Howard-Hamilton and Watt (2001) warn that college athletes might form an ego identity based on how successful they are in a particular sport. Athletes receive praise and accolades from family, peers, and the media based on their performance on the field or
court (Harris, 1993). Hamilton and Watt (2001) furthers this perspective by noting this support and encouragement might seem positive—but when recognition comes only for athletic competence, a person’s entire sense of self-worth hinges on making big plays and winning the game. This is a problem because students should be making tangible steps toward a future that focuses on all of their strengths, not just their athleticism. Erickson (1980) notes that ego identity can become fragile when society defines a developing personality based upon superficial values which supports the challenges athletes can face. Nath Komanski and Scruggs (2011) completed a comparative study utilizing the SERU survey at the University of Florida and an independent survey which represents responses from over 14 different sports in order to evaluate what some of the programmatic needs would be. Congruent with traditional student needs, student athletes at the University of Florida they seek programs related to mental and physical health/wellness, study skills or academic related, they seek faculty interaction, opportunities to learn about social justice and diversity, financial management, and of course social opportunities.

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When professionals in Housing and Residence Life think about how community is built within their halls, many focus on the hall programs and interactions that come from the Resident Assistants they supervise. However, Hall Directors can play a direct role in making their residence hall feel like a home to the many students who live there.

During a spring RA training at North Carolina State University, I had the pleasure of hearing Ms. Coretta Roseboro Walker speak about a program she developed called “Cookies with Coretta” at Florida State University. During her speech she emphasized the connections she was able to make with her residents through that program, and how it helped to build a sense of community in her hall simply through handing out freshly baked cookies to her residents.
Hearing about her success inspired me to adopt a similar ‘grass roots’ approach to building community within my own residence hall. Therefore, this past fall I introduced “Peanut Butter-Jelly Time with Jason” or “PBJ Time” in the Apartment Residence Hall (ARH) at the University of Tennessee. Capitalizing on the popular adult cartoon, Family Guy, I was able to come up with several marketing gimmicks to attract residents.

The concept of PBJ Time is very simple in that on the last Tuesday of every month, I set up a table in the main lobby of ARH and hand out an assortment of peanut butter and jelly sandwiches to the residents who walk by for one hour. More often than not, the residents would stay for a couple of minutes and chat with me about their day or issues they may be having. On average around 70 students stopped by the table. Each month featured different types of jellies, such as apple, peach, strawberry, or grape. I also found other ways to surprise residents during PBJ Time, such as dressing up as a Banana for Halloween (If you’ve seen Family Guy, you’ll get the joke.), or shaping sandwiches like snowmen in January.

The residents of ARH have come to anticipate the last Tuesday of every month with excitement, and have made many positive comments about the program. Candice Lawton, ARH 3rd Floor Resident Assistant stated, “PBJ Time gives everyone a laugh, a sandwich, and a different perspective on the roles of housing professionals.” Doran Shemin, 3rd Floor resident commented, “PB&J time is great because it shows that the housing staff, especially Jason, wants to get to know residents. It shows an openness that I have not seen in other residence halls, and also shows that the staff is not there to JUST enforce rules, but the be there as a support system.” Finally 14th Floor Resident, Tannen Smith, said, “As I was walking out the door to go to class, I noticed a table with peanut butter and jelly sandwiches with a group of people around it. Suddenly, I heard my name, turned to see who said it, and found my Hall Director offering a PB&J. This simple gesture showed that my Hall Director wanted to get to know the residents not by an email address on a roster, but by knowing their name and face.”

While it is typically the primary responsibility of the residence hall student staff to build community within a residence hall setting, Hall Directors can contribute a great deal as well. Residents really appreciate seeing their Hall Directors in informal settings, which may be the only time they meet or interact with a Hall Director, and the student staff really appreciates seeing examples of quality programming from their supervisors. Giving away free food doesn’t hurt either! Even though PBJ Time is not the most elaborate program ever created, it is how I helped to build my residence hall community one sandwich at a time.
Feeling At Home, Away From Home: 
Impacting the Out-of-State Student’s Experience

By: 
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In thinking about my experiences transitioning from Texas and California to the many places I have studied academically and worked professionally, the identity affirmation experience of meeting someone who knew about the traffic on the 405 freeway in Los Angeles, enjoyed In & Out Burger, or detested Texas heat like myself, really made the difference. In all actuality moving from Northern California to attend the University of California at Los Angeles (UCLA), I had the same feeling; not knowing the culture, the people, the language, or other customs associated with Southern California living. Meeting someone from the Bay Area on-campus was a sweet relief! Though our conversations were about experiences, people and places within the same state, I remember feeling more at home in the student union just by shaking the hand of a fellow Northern Californian. This happens all the time informally as you strike up a conversation; concluding as friends, because you have been able to outline your six degrees (or fewer) of separation.

When charged with the task of developing an initiative to increase the retention of out-of-state students, the response was immediate; building connections and relationships. In it’s second year of implementation, the Out-of-State Student Contact program is designed to: connect residential out-of-state students to administrators and staff who also hail from their home state (or have a connection to the region), provide residential out-of-state students with resources to aid them in their transition to a new university and region, and to create a supportive community of people who share Monarch Pride, though their home is miles away from Virginia.

Housing & Residence Life did not undertake this endeavor solely; our department sought out assistance from divisional and institutional partners to connect with students from their home state. Volunteers agree to write personalized letters or messages on post cards and return them to Housing & Residence Life. Our office manages the sorting and distribution of letters to the out-of-state students. Housing & Residence Life also publishes an out-of-state student newsletter which provides information to assist students in their transition to ODU and the Norfolk area, resources on campus that may be beneficial, and spotlights on out-of-state students, staff and administrators. Lastly, we are now including sponsorship of an out-of-state social for our populations of out-of-state students, staff and administrators to meet and engage with each other.

In the first year, 35 volunteers reached out to 290 out-of-state students. Within a year’s time we have grown the program to 59 volunteers who contacted 409 out-of-state students! Results show our out-of-state students are pleasantly surprised by the cards and letters they received, and out of-state volunteers are equally surprised by the response they receive from their students. ODU Housing & Residence Life noticed that volunteers have been connecting to other volunteers from their home states and regions. The support we provide students is becoming the support provide to each other.

Last year, I wrote to students from California and Texas, as I consider both states home, and to students from Tennessee as I had worked professionally in Murfreesboro for some time. Within a week, eight of the 12 students I wrote to responded back via email and phone to follow up. Each student thanked me for thinking of them, and was eager to learn where in the state I was from and what I missed most. We all chatted about what brought us to Virginia, and each of them took me up on the offer for lunch! While free lunch was not a hard sale, the reality is nothing about the process was difficult to do. We reach out to students every day in our work as Student Affairs educators academically, behaviorally, socially, but why not include geographically?

Student retention and persistence will be an initiative on the radar of all institutions of higher education long past today. We focus enormous amounts of human, material and fiscal resources on programs and services designed to support student’s academic and social development as they matriculate at our respective institutions. These efforts should certainly exist and have proven success, but I still inquire, iWhat more can we do to help our students experience success?! It is questions like this that spark successful programming such as the Out-of-State Student Contact Program.
Many of us have collegiate rivalry institutions. Some of those rivalries are taken to heart and others are just invisible boundaries that we are personally ok to walk into. The Universities of Florida and Georgia have a historic rivalry, which started back in 1914 with athletics. But the University of Florida and the University of Georgia have a common bond now, and that is the National Housing Training Institute (NHTI). NHTI’s inaugural class started in 1991 at the University of Florida, where it was held for 10 years until it transitioned to the University of Maryland. This year a lot changed. Not only did two University of Florida staff members attend NHTI as participants, they were also a part of the inaugural class at the University of Georgia (UGA). UGA provided all faculty and participants with a common reading, which focused on Earnest Boyer’s principles of community. The six principles are purposeful, openness, just, disciplined, caring, and celebrative. Each of these principles certainly attributed to the community formed at NHTI.

The first principle that NHTI exemplified is that of being purposeful. The NHTI faculty and the University of Georgia took a significant amount of time and care to ensure that all the facets of the institute were taken care of. The sessions that were offered were well thought out and very informative. The faculty talked to us on our level of professional standing but also challenged us throughout the institute to grow to the next level of our professional journey. A wonderful example of this came during the presentation on budgeting when we were given an activity based on a real life example of budget cuts and we were challenged to balance the budget. Many of us had not had the chance in our professional journeys to do such a thing and our faculty members were very supportive through the process and answered our questions while giving us the feedback necessary to complete the task. Boyer mentions that a community should be one where “faculty and students share academic goals” and this was role modeled by our faculty through the impromptu one-on-one conversations with us as students and the honesty and genuine perception that they gave to each of us as participants. NHTI also presented us with the opportunity to help educate our peers through our sharing of experiences, insights, and stories so it truly made the learning community a privilege and responsibility for all of us at the institute.

The principle of an open community, as Boyer describes, is a place where free speech is protected and civility powerfully affirmed. During the institute the clusters and group openly challenged each other to think and understand where we currently are in our roles and what issues we will face in our future positions. We were provided a physical space but we as NHTI participants (and faculty) were able to create a safe environment to engage in civil discourse. Two examples of this would be affirmative hiring practices and supervision. When supervising it is important to understand generational differences and how one would supervise or communicate with a staff of differing generations. This is imperative when you are trying to achieve a common goal, when would you coach someone out of a position or challenge them to gain additional responsibilities.

Boyer also talks about the principle of a just community as a place “where the sacredness of each person is honored and where diversity is aggressively pursued.” NHTI was a wonderful place to feel appreciated for the work that we had done thus far in our professional journey. Through presentations, for example on fair hiring practices and supervision, participants had the chance to further develop into professionals who recognized colleagues and peers as unique individuals. NHTI also created a community where participants were not judged based upon what title they had, where they were from, or experiences.
they faced but rather as eager young minds sponging up what our faculty and colleagues had to share. This was also illustrative of how the faculty treated us, because though the faculty had many more years of experience than we did, they treated us as equals. As mentioned above, they challenged us and encouraged us to challenge each other and them.

Community that is considered to be disciplined is a place where individuals accept their obligations to the group and where well defined governance procedure guide behavior for the common good. Prior to arrival at NHTI, all participants are explained the expectations. It is going to be intense and you will need to be there mentally, emotionally and physically to get the most out of this experience. The other unwritten expectation for the common good is your professional etiquette and decision making for any professional. When you are at NHTI you are working with faculty and peers that could serve as a reference or potentially recommend you for positions. This is where you need to show personal discipline since you are representing yourself and your current institution.

A caring community, as Boyer describes, is a “place where the wellbeing of each member is sensitively supported and where service to others is encouraged.” From faculty members and fellow participants taking the extra time after an already long day to process with you about a session or an experience you have been going through to them giving you suggestions and personal experiences that could be applied to make you a better professional; NHTI role modeled a true locus of care. We as Student Affairs professionals remind ourselves daily that we do our jobs because we care about and for the wellbeing of our students. At NHTI, we were now the students and had a cohort and faculty team caring for us. Through the time and attention that our faculty members put into their presentations and our host school put into the institute, NHTI exemplified caring. Further, from the post-institute correspondence held between participants and faculty, NHTI exemplified caring. Not only did the material we learned that was aimed at helping us become better professionals contribute to better our field and home institutions, but through the standard set by NHTI regarding how to create a truly caring environment, we all were inadvertently challenged to create that same standard within the field and our home institutions.

Within the NHTI community at UGA, we also were immersed in several celebrative moments. Boyer defines celebrative as “a place where the heritage of the institution is remembered and where rituals affirming tradition and change are shared”. Rituals are very important within NHTI so this section will be brief. Understanding the founders, purpose, and assessment that has gone into the National Housing Training Institute is imperative to appreciate the wealth of knowledge and experience that feeds this institute’s success. There is no hazing, there is a common bond formed which is celebrated annually when each class is selected and graduates. Personally, we can say that we have a family that will be supportive in both our triumphs and our pitfalls. The celebration is not only for being selected as one of the thirty but now being even more equipped to contribute to the success of ourselves and our profession.

The rivalries of institutions were only a conversation starter at NHTI, which evolved into the supportive community that exists today. The principles of community developed by Earnest Bower which have been a foundation for many higher education institutions was also a part of fostering our experience at UGA. Rivalries may still exist amongst our larger society. But for these two gators, there is a special place in our hearts for NHTI and UGA.
Budget Basics for the Non-Finance Housing Officer

By:
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Understanding budgeting and finance in residence life and housing departments remains a valuable skill (Lovell & Kosten, 2000). From chief housing officers to paraprofessional staff members, possessing a working knowledge of budgets likely enhances productivity and decision making (Herdlein, 2004). To better understand finance and budgeting, this article outlines the basic concepts in residence life and housing budgets to provide a starting place for anyone trying to understand better this aspect of professional practice.

To provide the best information, the author surveyed Chief Financial Officers (CFOs) in residence life and housing departments in the Southeast. The information gathered yielded 50 responses (46% response rate) to open-ended questions about commonly-asked questions by residence life staff members about budget and finance issues. The issues that emerged from their comments included organizational structure, understanding income streams, occupancy rates, expenses, budget management logistics, and resources.

Organizational Structure Matters

One of the main differences between departments responsible for college and university housing remains the relationship with their institution. This relationship impacts how departments approach finance and budgeting in major ways.

If a department serves as an auxiliary, it must support its operations without funding from tuition dollars, commonly referred to as Educational and General funds. Funding in an auxiliary operation flows into the department primarily from room rates with any surplus at the end of a fiscal year remaining with the department, commonly referred to as reserve accounts. Typically, the institution will require that auxiliary departments contribute a certain amount back to the institution as well as maintain a certain percentage of its operating budgeting in reserve accounts. The institution’s governing structure makes decisions about establishing room rates but auxiliaries with direct fees (e.g., dining, housing, health centers) propose increases as a part of the annual budget cycle.

Departments not deemed as an auxiliary typically rely upon appropriations from central budgets to operate. These sources may come from real estate foundations, private partnerships, or tuition dollars. At the conclusion of a fiscal year, any surplus typically returns to a central treasury. Other structures include hybrid models that include both fees and tuition funding.

Departmental structures matter when looking at budgeting and finance. How the organizational chart flows usually indicates how budgets flow according to CFOs. Departments where facilities administrators report to the same administrator as residence education administrators will certainly differ in their financial make up from bifurcated systems where operational management occurs in a separate unit.

Understanding Income Streams

Once residence life and housing practitioners understand their department’s relationship with the institution, they might focus on understanding revenue sources other than fees (room or tuition). Other revenue sources might include room rentals, conferences, and summer housing. These opportunities have associated costs (e.g., cleaning, personnel) but help maximize space usage and add to the income total.

Most income originates from room fees. CFOs suggest residence life practitioners monitor hall occupancy. Other than looking at the percentage of residents living in a residence hall, administrators should pay attention to the room type (e.g., doubles, singles, doubles as singles) and differences in cost. For instance, a resident pays $2,500 per semester to live in a four-person apartment in Kowalski Hall. With 500 bed spaces, administrators might multiple 500 by the number of beds ($1,250,000). However, after accounting for the 10 paraprofessional staff members, practitioners must adjust the income report ($2,500 x 490=$1,225,000).
Residential attrition would have a major impact on residence hall income. Attrition may occur through medical withdrawals, disciplinary action, and other appeals to break housing. Administrators might monitor these considerations by looking at the history of these exceptions to obtain an average for each type.

**Occupancy Rates**

Budgeting income using occupancy rates needs serious examination because it projects the vast majority of income in a residence life budget. Assignments coordinators and enrollment management officials help chief housing officers and CFOs project occupancy rates. Setting an occupancy rate includes forecasting trends using existing policies and past history. For example, live-on requirements that institutions legislate certainly helps ensure projected occupancy rates. However, understanding admission goals such as changes in the numbers of transfer students and first-year students will assist in monitoring established occupancy rates.

CFOs also mentioned that spring occupancy typically represents a lower average than fall occupancy. Since attrition at most institution occurs during winter and summer breaks, practitioners should ensure this difference appears in their occupancy rate projections.

**Understanding Expenses**

Understanding income allows practitioners to make decisions about what expenses a department can afford. Depending on the department’s relationship with the institution, expenses will vary. For instance, a department with an allotted budget from a central unit to manage a residence education program might not need to budget for expenses related to maintenance and custodial costs because another office’s budget accounts for those expenses.

In most cases, CFOs commented that *debt service*, the mortgage on residence halls, constituted the most confusing aspect of expenditures for residence life practitioners. When institutions construct residence halls, they closely study operating expenses (e.g., debt service, personnel, maintenance, utilities, replacement costs), rises in costs (e.g., 3% increase annually to account for inflation), and income projections (including room rate increases and occupancy rates). A *pro forma*, projections of changes over a period of time, helps managers understand how the affordability and overall management of debt, according to CFOs. Residence halls without debt loads allow administrators more flexibility to contribute to expenses such as reserve accounts.

Reserve accounts serve several purposes but CFOs referred to them mostly as savings accounts. In the same way individuals might save for different purposes (e.g., vacation, down payments on major purchases, home improvements, catastrophic incidents), reserve accounts distinguish different goals including deferred maintenance, emergencies, down payments on renovations or new construction. Depending upon the institution, residence life departments might have responsibilities to maintain certain percentages of their overall budget in a reserve account as a contingency fund to insulate the institution from financial responsibility.

The institution may also require a lump sum payment to cover pooled costs. In many instances, pooled costs also occur within a department. For instance, each residence hall budget contributes to a main departmental account to cover overhead. The main department account covers personnel, travel, supplies, centralized services (e.g., marketing, technology), and the institution’s lump sum payment. Additionally, main department accounts might pay for costs associated with having a residential community such as new student orientation, grounds and landscaping, transportation, or mail services. Often these expenses have historical significance and political ramifications that need special attention to understand.

The most commonly understood aspect of a budget includes personnel costs and programming. Personnel costs include salaries, potential salary increases, fringe benefits, and professional development. Human resources or institutional-wide finance units typically set fringe benefit rates, monitor salary calculations, and adjustments therein. Programming costs might include allotments for paraprofessional staff member programs, signature events and initiatives, staff selection, recruitment, and training.

CFOs also suggest that budgets include unexpected expenditures and increases in past cost. Just as personal budgets should include projections for unexpected expenditures, residence life practitioners should account for special projects and inflation in their budgets (e.g., cost increases from vendors).
Budget Management Logistics

Understanding the ingredients of a sound budget in residence life and housing remains a daunting task for many practitioners but creation represents only the start of the management process. Practitioners must herd their budgets and narratives explaining the budgets through a specified approval process. Approval processes depend greatly on organizational structure and the department’s relationship with the institution. For instance, an auxiliary operation housed in a Division of Student Affairs may have a different process than a department funded solely by tuition dollars.

The budget process for the upcoming approval cycle often begins before the fiscal year ends. Practitioners should clearly understand expense areas that did not utilize all the available funding and those areas that needed additional funding. Practitioners should also have a strong understanding of the bottom line occupancy rate to maintain a sufficient level of income. Knowing these issues along with the level of surplus or deficit will help in evaluating priorities and needs in the next budget. CFOs often project potential surpluses or deficits each quarter or even monthly to help practitioners make decisions about expenditures.

Working with CFOs to understand income and expenditures regularly aides practitioners monitor the budget as a fiscal year progresses. CFOs preparing statements on budget progress and having conversations with practitioners can also result in correcting accounting errors as well as enhancing practitioner understanding of budgets and finance issues. Sharing budget progress with various levels of staff can also enhance morale and departmental commitment.

Resources

While nothing can replace studying budgets to understand expenses and income, several resources exist to help residence life practitioners better understand budget and finance issues. First, CFOs and supervisors remain among the best resources available. Inquiring with these colleagues about issues related to financial management will likely result in a better understanding. Second, ACUHO-I offers several professional development opportunities including a conference for Business Officers (http://www.acuhoi.org/EventsbrPrograms/tabid/935/Default.aspx). Third, you may want to enroll in a course to understand revenue streams, expenditures, and financial modeling. A basic course on the fundamentals of accounting would likely provide sufficient information. Finally, several other professional associations deal with similar budgeting and finance issues in higher education. These associations include: National Association of College and University Business Officers (http://www.nacubo.org) and National Association of College Auxiliary Services (http://www.nacas.org).

References


Andrew Wilson, PhD, Assistant Dean for Campus Life and Director of Residence Life.

Dr. Wilson oversees the educational and administrative initiatives of the Office of Residence Life. With over 4,200 residents and 250 student staff members, Dr. Wilson oversees initiatives including the First Year at Emory program, Second Year at Emory program, Faculty In Residence, and a residentially-based learning outcomes program. Prior to his appointment as the Director of Residence Life, Dr. Wilson served as the Director of Student Conduct at Emory for four years. Prior to arriving at Emory, he directed sorority and fraternity life at Virginia Commonwealth University and served as Founder and Director of the Social Justice Center and Umrath-Rubelman Residential College at Washington University in St. Louis.

In addition to serving on the editorial board of three journals, Dr. Wilson has also authored more than 20 publications and presented 35 educational sessions at professional conferences. He also serves as Lecturer at Emory University in the College of Arts and Sciences and Adjunct Assistant Professor in the College of Education at The University of Georgia. Dr. Wilson holds a BA in psychology and chemistry from Winthrop University (SC), a MA in Education from Virginia Tech, and a Ph.D. in Counseling and Human Development from the University of Georgia.
In these economic times, we are all looking for ways to cut operational expenses and increase revenue. What if there was a way to get back close to $200,000 of your maintenance budget over the course of several years AND improve your institution’s sustainability efforts at the same time? Regent University Student Housing (RUSH), thanks to the research and ingenuity of a staff member, has discovered just how this can be accomplished and implemented this energy and cost efficient strategy for the 2011-2012 academic year.

In the past, our residence hall common areas and rooms were lit by incandescent bulbs. These bulbs are cheaper than compact fluorescent bulbs (CFLs) but have a much shorter lifespan. For example, a single CFL bulb costs $9.50 and has a life 10,000 hours compared to a single incandescent bulb that costs $5.00 with a life of 2,000 hours. That is an 8,000 hour difference! There may be more of higher price tag on the CFLs upfront but in the long run your Housing/ResLife operation is saving some serious green and being green at the same time. See tables below for further data and analysis.

Are your maintenance workers being worked to the bone and having a hard time staying on top of work orders? The use of CFLs in residence halls will drastically reduce the workload on maintenance staff when it comes to replacing bulbs. Changing light bulbs in student rooms and common areas currently account for at least half of the time RUSH maintenance staff spends on work orders. The installation and use of CFLs will free up maintenance staff to so that they swiftly resolve other work orders and perform regularly scheduled preventive maintenance tasks with fewer interruptions.

Did you know there is a possible correlation between residence hall lighting and improved student emotional wellness? A final benefit to using CFLs is the fact that they produce light that is slightly brighter and closer to being full spectrum, which supposedly can aid in fighting depression related to S.A.D. (Seasonal Affective Disorder). The mental health of students is a topic of concern on every campus and in every residence hall. Student affairs practitioners need all the help and resources they can get in assisting students who struggle with depression and other conditions. Imagine being able to say that the lighting in your institution’s residence halls is environmentally friendly, cost effective and promotes student wellness? We in RUSH have “seen the light” and it is good.

*All data below reflects an anticipated $0.06 per Kilowatt hour for the 2011-2012 academic year.

### Common Area/Hallway Bulbs (qty. 384)

<table>
<thead>
<tr>
<th></th>
<th>CFL</th>
<th>Incandescent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of bulb</td>
<td>$9.50</td>
<td>$5.00</td>
</tr>
<tr>
<td>Life of bulb</td>
<td>10000 hrs.</td>
<td>2000 hrs.</td>
</tr>
<tr>
<td>Cost to replace all bulbs</td>
<td>$3,648.00</td>
<td>$1,920.00</td>
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<tr>
<td>Bulb cost over 10,000 hrs. (14 months at 24 hrs. per day)</td>
<td>$3,648.00</td>
<td>$9,600.00</td>
</tr>
<tr>
<td>Watts</td>
<td>23</td>
<td>120</td>
</tr>
<tr>
<td>Power used per day</td>
<td>212 KWH</td>
<td>1105 KWH</td>
</tr>
<tr>
<td>Power used over 10,000 hrs.</td>
<td>88,320 KWH</td>
<td>460,800 KWH</td>
</tr>
<tr>
<td>10,000 hr. cost at $0.06 per KWH</td>
<td>$5,299.20</td>
<td>$27,648.00</td>
</tr>
<tr>
<td>Total cost of bulbs and power over 10,000 hrs. (14 months)</td>
<td>$8,947.00</td>
<td>$37,248.00</td>
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</table>
**Regular A-19 60 Style Bulbs in Bedrooms/Ceiling Fans (qty. 870)**

<table>
<thead>
<tr>
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<th>Incandescent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of bulb</td>
<td>$1.46</td>
<td>$0.30</td>
</tr>
<tr>
<td>Life of Bulb</td>
<td>10000</td>
<td>5000</td>
</tr>
<tr>
<td>Cost to replace all bulbs</td>
<td>$1,270.20</td>
<td>$261.00</td>
</tr>
<tr>
<td>Bulb cost over 10,000 hrs (~5.5 years at 5 hrs. per day)</td>
<td>$1,270.20</td>
<td>$522.00</td>
</tr>
<tr>
<td>Watts</td>
<td>14</td>
<td>60</td>
</tr>
<tr>
<td>Power used per day (estimating 5 hrs. per bulb)</td>
<td>60.9 KWH</td>
<td>261 KWH</td>
</tr>
<tr>
<td>Power used over 10,000 hrs.</td>
<td>121,800 KWH</td>
<td>522,000 KWH</td>
</tr>
<tr>
<td>10,000 hr. cost at $0.06 per KWH</td>
<td>$7,308.00</td>
<td>$31,320.00</td>
</tr>
<tr>
<td>Total cost of bulbs and power over 10,000 hrs. (~5.5 years)</td>
<td>$8,578.00</td>
<td>$31,842.00</td>
</tr>
</tbody>
</table>

**Globe Style Bulbs for Bathroom Vanities (qty. 1080)**

<table>
<thead>
<tr>
<th></th>
<th>CFL</th>
<th>Incandescent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of bulb</td>
<td>$5.67</td>
<td>$0.93</td>
</tr>
<tr>
<td>Life of bulb</td>
<td>8000 hrs.</td>
<td>1200 hrs.</td>
</tr>
<tr>
<td>Cost to replace all bulbs</td>
<td>$6,123.60</td>
<td>$1,004.40</td>
</tr>
<tr>
<td>Bulb cost over 8,000 hrs (~5.5 years at 4 hrs. per day)</td>
<td>$6,123.60</td>
<td>$6,696.00</td>
</tr>
<tr>
<td>Watts</td>
<td>14</td>
<td>60</td>
</tr>
<tr>
<td>Power used per day (estimating 4hrs. per bulb)</td>
<td>60.48</td>
<td>259.2</td>
</tr>
<tr>
<td>Power used over 8,000 hrs.</td>
<td>120,960 KWH</td>
<td>518,400 KWH</td>
</tr>
<tr>
<td>8,000 hr. cost at 0.06 per KWH</td>
<td>$7,257.60</td>
<td>$31,104.00</td>
</tr>
<tr>
<td>Total cost of bulbs and power over 8,000 hrs. (~5.5 years)</td>
<td>$13,381.20</td>
<td>$37,800.00</td>
</tr>
</tbody>
</table>

**Total amount that RUSH can expect to spend over five and a half years:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Incandescent bulbs</td>
<td>$244,707.00</td>
</tr>
<tr>
<td>Compact fluorescents</td>
<td>$64,000.00</td>
</tr>
<tr>
<td>Savings</td>
<td>$180,707.00</td>
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</table>
Don’t Throw it Away and The BIG Sale

By:
RJ Oghren
Resident Director and Graduate Student
Appalachian State University

Think back to on campus move out last year. You might remember providing a dumpster for almost every building and watching students throw away truckload upon truckload of perfectly good bed risers, carpets, shower caddies, and whatever else they did not want to take home with them. Or, you might remember students or local organizations scrambling through these cast offs so they could either use or donate the goods themselves.

In a push to become more sustainable, Appalachian State University (Boone, North Carolina), realized how much students simply got rid of and sent to landfills at the end of the year. The event Don’t Throw it Away is a campus wide effort sponsored by the Appalachian Community Together (ACT) office and University Housing to reduce the amount of waste generated by the move out of approximately 5000 residential students. Now in its 11th year Don’t Throw it Away has become a part of the Appalachian culture, and students are more than willing to donate items. The event is full circle; collecting items sustainably and then selling the items to raise money for sustainable organizations.

Logistically Don’t Throw it Away is an effort that calls on all residence life staff and groups of volunteers through the ACT office. Residents are encouraged to donate gently used items one week before closing. ACT volunteers picked up the items from residence halls daily, utilizing university resources including a box truck and on-campus storage facility. At the storage facility, volunteers ensure that items were in working condition, clean, and ready for resale. Items were categorized: televisions, couches, printers, clothes, sporting goods, and kitchen gear. Once items are sorted they remain in storage until The BIG Sale.

At 8:00 a.m., the Saturday after freshman move in, students, faculty, staff, and community members begin lining up for The BIG Sale. The entire community scrambles for the rock bottom prices; such as shower caddies and bed risers for as low as a dollar or couches and TVs for as low as $10. However, when these sales get added together, the results are grand. This year The Big Sale raised $19,701 in donations to service local organizations and a student scholarship. Most importantly, the combined efforts of Don’t Throw it Away and The BIG Sale diverted 70 tons of waste from area landfills this year.

The BIG Sale, however, has not always been this fruitful. It has grown for over a decade, improving every year upon the year before. What started as one residence hall collecting their unwanted items and simply taking them to Goodwill has turned into a community wide, cooperative effort that makes a huge impact on not only the campus community but the high country as a whole.

To implement something like this on your campus, start small. Pilot it in a few residence halls, simply encouraging the collective donation of items to local organizations such as Goodwill or The Salvation Army. Continue expanding to other residence halls until it is no longer feasible to donate the items and then begin your own sale. The biggest logistical hurdle to an effective sale is locating storage for the items over the summer. Once storage is located, simply gather the volunteers and stop throwing it away.
**University of West Alabama**

Ms. Barbara Dial, long time Housing Services Coordinator, retired in September, and Ms. Leah Sornsin has been hired for that position. Hall Directors this year include Travis Moore (Hoover Apartments), Jeremy Sheffield (Reed and Patterson Halls), Ashley Brackin (Selden Hall), John Vaughn (Spieth Hall), and Kirstan Cunningham (Stickney and Sisk Halls). Also, things really are moving at the University of West Alabama, with the opening of an additional 96 beds at Hoover this Fall and the building of an additional 456 beds next year. Phase II of Hoover Apartments opened in August, and renovation of Phase I was completed. Gilbert Hall, a freshman residence hall, is currently under construction, with Amason Construction as general contractor, Hoar Project Management as project managers, and G & G Interior Design coordinating all interior design components. UWA Housing is expecting to hire its first full-time entry level professional to run the freshman residence hall. The new construction comes at a time when the university is expanding, with UWA welcoming a cohort of 43 Chinese students from Guangdong University of Finance this fall, an additional 60 Chinese students next fall, and additional International students choosing UWA because of its newly formed men’s and women’s soccer teams. In addition, starting in fall 2012, UWA will institute a freshman residency requirement. All of this creates a demand for on campus housing that hasn’t been seen in recent years, allowing for a greater number of residence life initiatives. It’s certainly an exciting time for UWA Housing!

**Florida Updates**

**Barry University**

Barry welcomes the following new employees: Reynaldo Soares, a Residence Coordinator who is joining us from Grand Valley State and Michael Fountain Jr., a Residence Coordinator who is joining us from Virginia Union.

Construction of a new 245 bed residence hall is well underway and is ahead of schedule for opening July 2012. This facility will house upper-class students. It consists of double and single rooms in traditional suite style rooms. There is a common area the has a shower room and toilet room separated and external sinks. There are no more than four students sharing a suite. The building is a three story building with lobbies and lounges on each floor for both study and social space. There is a housing office on the first floor, a two bedroom staff apartment, a MPR, and retail space that will be outfitted with a c-store and coffee/sandwich shop. There is also a mail room. There will be five RA’s designated to this building. The building is being built by MOSS/CANNON a design build by TiltWall construction.

Weber Hall a first year hall went under renovations for replacement of the HVAC system, a new roof and new hurricane impact resistant windows this summer.

Dalton & Dunsphaugh Halls first year halls had all
of the windows replaced with hurricane impact resistant windows this summer.

We are currently assessing our student conduct process, our residence hall curriculum, creating a committee for LLC’s and assessing the need for the creation of themed housing along with several other departments within the university.

We are having a lot of success with the now third year of our RHA and are attempting to send them to their first conference this year. The students are very energized and excited to be involved and take a leadership role within the university and housing.

We have seen an increase in our housing numbers for the third straight year. We are currently at 106% occupancy and have 60 students residing in a hotel off campus.

Florida State University

Adrienne Otto Frame has transitioned into the role of Director of University Housing.

Administrative Services at FSU announces that Jami Kerkstra, previously a Residence Coordinator at Florida State, has been promoted to Assistant Director of Housing for Contracts and Assignments. We have also just selected a new Housing Management Software, CBord. We are in the very early stages and will hopefully be implementing it for 2012-2013 applications.

Business Services at FSU announces that Maclain Benton is our new employee (accounting specialist). She is a CPA and will be very involved in developing the financial segment of our new housing system processes and procedures.

Facilities at FSU announces that Wildwood Hall, phase 2, an apartment-style hall that is exclusively 2 bed/1 bath is nearing completion. It will have 276 beds. The total cost of the project was $26,725,000.00. It will open in May of 2012.

Residence Life at FSU announces the following staffing updates:

Leadership Team
Chandra Myrick was promoted to the position of Associate Director, Residence Life.
Kendra Bumpus joins us from Clemson University as the Assistant Director, Westside.

Professional Staff
Jenna Brehm joins us from Portland State University as a Residence Coordinator, Smith Hall.
Patrick Heneghan joins us from Western Washington University as a Residence Coordinator, Kellum Hall.
Steven Kleuver has remained at Florida State University and transitioned as a Residence Coordinator, Broward, Landis, Gilchrist Complex.
Dante’ Pelzer joins us from Winthrop University as a Residence Coordinator, Salley Hall.

Graduate Assistants
Drea Blaine is the Assistant Coordinator, Wildwood Hall.
Zachary Davis is the Assistant Coordinator, Administrative Services.
Alex Dicenso is the Assistant Coordinator, Night Staff.
Eddy Galindo is the Assistant Coordinator, Rogers/McCollum and Leadership.
Kim Kolk is the Assistant Coordinator, SW Ragans Hall.
Jerusha Labady is the Assistant Coordinator, Kellum Hall.
Shawna Patterson is the Assistant Coordinator, Jennie, Reynolds, Bryan Complex.
Brittany Philbert is the Assistant Coordinator, Smith Hall.
Yih Tsao is the Assistant Coordinator, Conduct.
Mina Utt is the Assistant Coordinator, Broward, Landis, Gilchrist Complex.

Nova Southeastern University

Nova Southeastern University’s Office of Residential Life and Housing are happy to welcome Jered Lish as the Area Coordinator for Rolling Hills Graduate Apartments from Colorado State University. Also joining team is Desmond Daniels as the Area Coordinator for Founders, Farquhar, Vettel and Cultural Living Center from Pace University.

St. Leo University

Saint Leo is proud to welcome Heidi d’Ambrosio as our new Senior Coordinator for the Office of Residence Life. Our graduate students Melissa Guerrero and Erin Lucas have taken on expanded roles this academic year as they manage two residential areas each with the support of their Senior
Resident Assistants. Saint Leo unveiled the updated University mascot “Fritz” to the campus in August and this summer we celebrated the groundbreaking on our two new Residence Halls, set to open Fall 2012, which will include suite-style living and common facilities in both buildings that will include a new Residence Life office, theater, video gaming area, arcade, exercise room and “nap-pods.” Coinciding with this we have celebrated two successful “Pour Parties” at 3 and 4 am on different weeknights in conjunction with the concrete pours of the new residence halls: a “No Siesta Fiesta” with tacos, nachos and earplugs and a “Pour Me a Cup of Joe” with coffee, donuts and stress balls shaped like concrete trucks. With hundreds of students coming out to chant “concrete, concrete” we know our students are excited for the new halls!

University of Central Florida

UCF Housing and Residence Life recently experienced some restructuring and added some wonderful new team members. Christi Hartzler is now the Executive Director of Housing and Residence life with Dr. Jeff Novak, Director of Housing Operations and Residence Life (Assignments, Marketing, Assessment and Residence Life) and Peter Mitchell, Director of Administrative Services (Accounts Payable, Accounts Receivable, Conferences, Mail and Human Resources) rounding out the leadership team. Jimmy Moore is now serving in the new role of Assistant Director for Marketing, Assessment and Communications. We welcome Amanda Gaglio and David Pierlus to our Area Coordinator staff.

University of Florida

The University of Florida welcomes the following individuals to the Department of Housing and Residence Education. Susan Beebe joined staff as the Associate Director for Financial Services. Prior to coming to UF, she was an Associate Director of Housing and Residence Life at Florida International University. Greg Bowers joined staff as the Residence Director for Diamond and Tanglewood Villages. He received a Master of Education in College Student Affairs from the University of South Florida. Jason Fraser-Nash joined staff as the Residence Director for The Continuum. Prior to coming to UF, he was an Area Coordinator at the University of Tampa. Anthony “Dustin” Rollins joined staff as the Residence Director for the Lakeside Residential Complex. Prior to coming to UF, he served the Residence Life Offices at the University of Alabama and the University of Arizona.

The following individuals have changed positions with the Department of Housing and Residence Education: Sharon Blanett, former Assistant Director of Housing for Research & Organizational Development is now the Assistant to the Associate Vice President for Student Affairs. Norbert Dunkel, former Assistant VP and Director of Housing & Residence Education is now the Associate Vice President for Student Affairs. Scott Francis, former Assistant Director of Housing for West Campus is now Associate Director of Housing for Residence Life. Mark Hill, former Associate Director of Housing for Facilities Management is now Director of Housing for Facilities Management. JoCynda Hudson, former Coordinator for Residential Judicial Programs is now the Assistant Director of Housing for Conduct & Community Standards. Carolynn Komanski, former Residence Director for Springs Residential Complex is now Assistant Director of Housing for Administrative Services. Terry MacDonald, former Assistant Director of Housing for Facilities Management is now Associate Director of Housing for Building Services. Diane Porter-Roberts, former Assistant Director of Housing for Academic Initiatives is now Associate Director of Housing for Student Learning & Engagement. Joella Seay, former Assistant Director of Housing for Personnel and Payroll is now Associate Director of Housing for Personnel Services.

Valree Connell, former Associate Director of Housing for Financial Services has retired. Sherri Freedman, former Residence Director for Lakeside Residential Complex is pursuing other career interests.
Georgia Updates

Agnes Scott College

Agnes Scott College welcomed Anna Hobby as the new Director of Residence Life in mid-August. Anna previously served as an Assistant Director of Housing at the University of Tennessee-Knoxville.

Georgia College and State University

Lori Burns is the newest addition to our Georgia College University Housing family and is serving as one of our Area Coordinators. Lori came to Georgia College after attending and working at the University of North Texas in Denton, TX. While at UNT Lori served in various capacities within their housing department and we are excited to see what she can bring to Georgia College.

Southern Polytechnic State University

The Department of Housing & Residence Life at Southern Poly is growing and on the move! We have expanded both our housing facilities and our staff in the past year. Hornet Village Suites enjoyed a smooth first year of operation as did our Special Interest Housing, which includes seven fraternity and sorority houses. In terms of staffing, we welcome several new staff members aboard. Larry Cloud joined us from UGA in November 2010 and serves as our First-Year Experience Coordinator. Eddie Macham and Anjli Patel have stepped up in the department and are serving as Graduate Assistants. Finally, Chris Bruno is finishing his first month as our Director for Residence Life. We are excited to have such a great staff with us this year.

We have introduced several new programs this year: We formalized our Women’s Leadership Initiative and had sixteen female residents participate in our fall retreat, which is great given that female students account for less than 15% of our student population! We created Hornet Pride activities where we are partnering with athletics to promote school pride and student attendance to games. We have implemented a department-wide “Hornet Loot” program, which is an incentive program promoting resident involvement. Hornet Loot started with one of our RA’s last year who used this for her hall. It proved to be so successful that we implemented it department-wide this fall. We continue to do “knock and talks” and Pizza with the President as a way to engage our residents, get their feedback, and keep them updated and informed about campus happenings and improvements.

Several Southern Poly staff are involved at the state level. Jenny Brown was recently elected webmaster for GHO. Within GCPA, Jenny serves as the Assessment Chair and Larry Cloud serves on the program committee. SPSU also hosted the Georgia Resident Assistant Saturday Seminar (GRASS) in January. We had over 800 attendees from 27 schools! It was great to have so many schools and students on our campus.

Several SPSU staff have presented this past fall at various conferences:

New Professionals Conference:
- Graduate Assistant Round Table presented by Anjli Patel and Eddie Macham

Georgia Housing Officers Conference:
- So Much More than Social Media: Incorporating Technology into Student Affairs presented by Jenny Brown and Eddie Macham
- Knock and Talk: Taking Assessment to the Halls presented by Larry Cloud
- If They Only Knew... presented by Jenny Brown, Larry Cloud, Eddie Macham and Anjli Patel

We are looking forward to another great year at Southern Poly. Housing & Residence Life has some great initiatives on the horizon. Keep your eyes peeled. Go Hornets!

Young Harris College

Young Harris College promoted a current employee, hired three new staff members, and opened a brand new non-traditional residential community in a busy summer in the Georgia Mountains.

Stuart Miller, was promoted to Director of Residence Life in May. Miller, originally from Griffin, GA, received his Bachelor’s and Master’s in Education from LaGrange College in LaGrange, GA. Miller came to YHC in summer 2008 and served the
college in multiple capacities along with his housing responsibilities before this promotion.

YHC hired three new Resident Directors/Program Coordinators to serve on the growing campus. Brittany Hopson graduated from Auburn with a Masters in Higher Education Administration in May. Originally from Franklin, GA, Hopson obtained her undergraduate education at LaGrange College in LaGrange, GA. In addition to her housing responsibilities, Hopson will work with the Campus Activity Board in planning large scale events on campus.

Ja’lessa Morris returns to Young Harris College after graduating with her Bachelor’s in English. Part of YHC’s first class of bachelor degree recipients, Morris is originally from Morganton, NC and excited work for Alma Mater. Morris will be working with the Campus Activity Board in planning late night programming on YHC’s campus in addition to being a resident director.

Bill McKenney comes to Young Harris College from The University of Georgia where he was working on his Master’s in College Student Affairs Administration, which he will graduate with in December. Originally from Holly, MI and a graduate of John Carroll University in Cleveland, OH, McKenney will be working with game-day programming for YHC Athletics.

In August, Young Harris College opened its newest residential facility, The Village. An apartment-style community for upperclassmen, the furnished apartments in The Village is constructed on a rolling terrain with views of the surrounding mountains and campus athletic facilities. Constructed with 148 beds configured in apartments with four private bedrooms, each apartment includes a living area, kitchen, and washer and dryer. The Village atmosphere is facilitated by expansive porches, designated areas for grilling and abundant green space surrounding the apartments. The Village is designed and constructed to LEED standards and is targeting LEED certification.

Valdosta State University

We are excited to welcome several new staff members to Valdosta State University. Bonnie Brackett joined the residence life team as a Complex Director in August 2011. Bonnie is a graduate of Elon University and the University of Georgia, where she earned her Master’s degree. Bonnie is a former member of the SAACURH Executive Board and currently advises the NRHH chapter at VSU.

VSU has also welcomed several new graduate level staff. Our new hall directors for 2011-2012 include Joshua Gilbert and Ricardo Horne from Mississippi State, Jack Fischer from Western Illinois and Abbey Thompson from University of Wisconsin. Tisheika Snow, from the University of South Florida, and Matthew Parnell, from VSU, both joined the central office graduate assistant team this August as well.

Nichelle Lewis has been promoted from her role receptionist to administrative assistant to Dr. Tom Hardy. The VSU housing family also continues to grow with the addition of Thomas Jacob Hammond (T.J.), son of Associate Director Leighia Hammond and her husband Richard. T.J. is Leighia and Richard’s third baby and first boy.

VSU’s campus continues to grow and change. Langdale Hall is in the middle of three phase renovation. Phase II was completed in July 2011 and Phase III is scheduled to begin in spring 2013. Converse Hall has undergone several changes over the past two years as well. Half of the two-building facility has been reconstructed as a new academic building for the Psychology department.

Residential Education has implemented several new programming series at VSU to continue meeting our student’s academic and social needs. Our Survive Res Life Workshop and Roommate Workshop received record attendance, with just over 1300 students attending the Roommate Workshop. Both programs focus on key aspects of living on-campus, including how to manage living with a roommate and where students can go for help with living concerns.

VSU is also in the second year of planning a Success Strategies workshop series for residential students on academic probation. Participating students can elect to return to campus two days early to attend the series to improve time management and study skills, as well as learn more about navigating the academic system at VSU.

The Residence Hall Association at VSU is proud to host the SAACURH No Frills 2012 conference at Valdosta State University. The conference team, led by National Communications Coordinator Jacob Jones, bid for the conference at No Frills 2011 at Appalachian State University. The conference will take place March 16-18, 2012.
Alice Lloyd College

We at Alice Lloyd College are very excited about the changes in our housing department. The movement is “Intentional Residential.” We are an 80% residential campus, this being the case the administration challenged us to come up with ways to make our students want to live in the residence halls. This past year we met with several student groups asking one question, “If there was one thing you could change about our hall system with no resistance, what would it be?” We let them know this was our way of being intentional about making the changes they wanted and could benefit from.

The responses were very creative and do-able. They ranged from more visitation to access to the computer center after curfew. Alice Lloyd has a 12:00 p.m. curfew Sunday through Friday. The process led us to discuss with our colleagues about being intentional about making changes to our system. With the information from the students and the help of the Student Life Department the following changes have been approved and are now in place:

- Increased open houses from four times a month to four times a week.
- Created a hall educational/social programming system where each RA is required to plan and conduct two programs each semester.
- Created space and installed computer labs in each hall complete with printers.
- Worked with the Kentucky Prison System to refurbish all furniture that had damage.
- Worked with intramurals to bring activities to the halls, this was great because it increased the female participants greatly.
- Collaborated with Career Services to conduct career centered programs in the halls as part of the RA programming requirement.

So you can see, we have been very busy this past year and summer getting “Intentional Residential” off the ground.

Morehead State University

William Boerner is the new Assistant Director of Housing and Residence Education at Morehead State University in Morehead, Kentucky. Previously, he served as the Director in the Office of Residential Life at Mount Holyoke College. Boerner holds a Doctorate degree in Educational Leadership from Johnson & Wales University in Providence, Rhode Island and brings with him eleven years of residence life experience. In his position Boerner will rejuvenate the Resident Assistant program as well as provide leadership to various areas including the continuing professional development of Housing Office staff.

Boerner joins previous newcomer, Lisa Walker, a Student Life Coordinator for Mignon Hall and Mignon Tower, who has successfully completed her first year in residence life at Morehead State University.

Northern Kentucky University

Greetings, SEAHO, from Northern Kentucky University! We hope that your fall sessions are off to great starts. Ours has been eventful to say the least, and we are sure that you most of you are nodding your heads in agreement. To begin with, we would like to take a moment to welcome several new staff members that have joined our office since July. Kalin Holland is our new Hall Director in the Norse Hall Apartments. He has replaced former Hall Director Destiny Harper who left NKU for an employment opportunity in the greater Seattle area. Kalin joins us from Western Kentucky University, where he completed both his undergraduate (Broadcasting and Sociology) and graduate (Student Affairs in Higher Education) degrees. Kalin has brought with him a wealth of knowledge, enthusiasm and a unique perspective, allowing him to become an invaluable member of our team in a very short period of time. Jessica Hare, a twice-graduated NKU alumna, has joined our office as the new Hall Director in the Woodcrest Apartments. Most recently, Jessica completed her Master’s of Science in Community Counseling degree as well a two-year assistantship as a Graduate Assistant Hall Director in Callahan Hall. Jessica has moved to the Woodcrest Apartments to fill a vacancy as former Woodcrest HD, and new Kentucky and Commonwealth Halls HD, Laura Mals, changed professional assignments to fill the vacancy created by the departure of four-year NKU veteran Wayne
Centers, who left to fulfill a new role in Academic Counseling at the University of Kentucky. Jessica continues to bring many positive attributes to the staff and has made a seamless transition to becoming a full-time professional.

We would also like to welcome two new Graduate Assistant Hall Directors to our team! Kyle Brosmore is the new GAHD in Callahan Hall, and Billie Jo Wood is the new GAHD in Kentucky and Commonwealth Halls. Both are 2011 alumni of NKU, each with three years Resident Assistant experience. Kyle has entered the Masters program in Community Counseling, and Billie Jo has begun her work towards a Master’s degree in Public Administration. Beyond our professional and graduate live-in positions, there has also been some transition in our upper leadership as well. Dr. Zebulon Davenport, former Vice President for Student Affairs, has departed NKU for a new opportunity at IUPUI, and serving now as the Interim Vice President is Dr. Lisa Rhine. With Dr. Rhine’s move, former Director of University Housing Peter Trentacoste has assumed the role of Interim Assistant to the Vice President, allowing former Associate Director of University Housing Arnie Slaughter to take on the Interim Director of University Housing position.

Lastly, NKU had a fair amount of representation at the KAHO conference, including two presentations from Hall Director Lisa McElfresh (The Writing of a Script: Building a Nursing LLC from Scratch and A Behind the Scenes Tour of Conference Services); and the abovementioned Jessica Hare co-presented with Brian Sheeley from Thomas More College (The Two Streets of Supervision).

**Sullivan University**

Sullivan University recently expanded its residence hall, Gardiner Point, by opening a new wing with 108 beds for the fall Quarter. This brings our total capacity to just over 500 residents. Also, Director of Housing and Residence Life, Chris Williams, has been selected for the second consecutive year to be on the SEAHO Awards & Recognition committee.

**Western Kentucky University**

Western Kentucky University has been busy this fall creating a premiere living-learning environment for our students. We broke ground early this summer on an apartment building that will house about 25 apartments. The building will have a wrap-around parking structure that will house the University Police Department, the WKU Bookstore, and a convenience store. The building is set to open in the fall of 2012.

WKU recently started utilizing MAP-Works for first year students and is looking forward to assessing the benefits of the program within our residential student population. Hall directors worked diligently over the first seven weeks of the semester to create bonds with students in order to prepare for the launch of the survey. WKU Housing and Residence Life set the bar this year with getting responses from students. We were able to get over 80% of our first-year residential students to participate in the MAP-Works initiative. WKU and HRL look forward to the benefits these connections and this effort will bring.

We have experienced a lot of turnover this year as we have welcomed several newcomers to our staff: WKU welcomes Tori Holmes as a new Assistant Hall Director on staff this year. She is originally from Ada, Michigan. In 2008, Tori attained her undergraduate degree in Earth Science and Biology at Michigan State University where she was an RA for two years. In 2009, to complete the MSU teacher certification program, she taught 8th grade Earth Science at Pinewood Middle School in Kentwood, Michigan. Presently, she is taking Student Affairs classes in preparation for admittance into WKU’s Counseling and Student Affairs Master’s program in fall 2012.

Brad Kerschner is a newly hired Hall Director at WKU who originally hailed from Centerville, Minnesota. Brad went to school at the University of Wisconsin-River Falls where he was an RA for two years and a Hall Manager for one. Brad double majored in Chemistry and Biology with an Ethnic Studies minor. He is currently working on my Master’s in Public Administration.

Shawn Clark is originally from West Chester, Ohio and earned her Bachelor’s degree in Diplomacy and Foreign Affairs at Miami University, Oxford. After completing her undergraduate degree, Shawn went on to study College Student Affairs Leadership at Grand Valley State University in Allendale, Michigan. She has also had the opportunity to work with Arizona State University and their Camps and Conferences program in Tempe, Arizona. Currently, she is working as a Coordinator for Housing and Residence Life at Western Kentucky University.

Samantha Hartman is starting her first year at
University of Louisiana – Lafayette

Currently, the University of Louisiana at Lafayette is constructing four suite-style residence halls, one of which is scheduled to open each semester for the next four semesters. This fall semester, we are very excited to implement our first true living learning community in our new on-campus housing facility – Baker Hall. A group of 24 to 26 incoming freshmen enrolled in the College of Business Administration will take three courses together: a freshman intro course, an economics course, and a finance course. We plan to assess the effectiveness of this initiative and implement more living learning communities as our housing project continues to develop.

A parking garage is also under construction to provide parking accommodations for the increased number of on-campus residents. This parking garage will house the Federal Credit Union and our Parking & Transit office when it is completed this summer.

An all-inclusive laundry system will be implemented in all residence halls. Software will be available to residents for them to see which washing machines or dryers are open and which are in use. The system is also capable of sending text messages to students alerting them when their laundry is done. Residents pay for this service in their room and board.

Louisiana Tech University

We are continually changing with the times. While construction on residential facilities is finished, renovations and additions to the Lambright Intramural Center are nearing completion. Residency in the apartment complexes remains steady at 100% occupancy with a waiting list of both current and future students anticipating assignment. Residential Life joined together with Building Services in the fall to create a more cohesive bond as well as better serve the students. Excitement has continued to spark with the addition of McAlister’s Deli in the student union, Tolliver Hall. Aramark has been a great partner for Louisiana Tech, constantly creating a fun-filled environment at the campus. Barnes and Noble also joined forces with Tech to manage the campus bookstore. Renovations, new apparel, and an added selection of reading material for all ages have been at the top of their list. Louisiana Tech is very grateful for the relationship with these partners, and we look forward to enhancing the collegiate experience for our students.

University of New Orleans

We are currently renovating our married and family housing, Lafitte Village. The facility is scheduled to re-open for the fall 2011 semester. It has been shuttered since being heavily damaged by Hurricane Katrina. Lafitte Village is a 120-unit facility consisting of both one and two bedroom apartments. The facility will be open to full-time enrolled married or single students with dependent children. Each unit is unfurnished and will include utilities, cable television, pest control and maintenance service. Coin-operated laundry services will be available on-site. UNO is anxiously awaiting the re-opening of Lafitte Village.

Tulane University

We have recently hired a new Chief Housing Officer, Dr. Ross Bryan (from the University of Alabama) who will serve as Assistant Vice President...
of Student Affairs for Housing and Residence Life. In addition, this upcoming fall we will be opening our second residential college (259 bed space) with live-in faculty. We are also working with University architects on the design/plan of our third residential college which is scheduled to begin construction in the spring of 2012.

**Mississippi Updates**

**Mississippi Association of Housing Officers Annual Conference**

The Mississippi Association of Housing Officers (MAHO) Annual Conference will be held November 16-18, 2011 at the Mississippi Gulf Coast Community College in Gulfport, MS. The keynote speaker will be Elsie Lynn Ervin who is the former director of residence life at Delta State University. There will be a vendor social on the evening of the 16th and the conference will be comprised of programming sessions, the annual business meeting with elections, awards, and a graduate case study competition.

**News of the SEAHO 2011 Host Committee**

Chris Crenshaw has accepted a position as the Director of the Physical Plant at The University of Southern Mississippi and Ann Morgenstern has accepted a position with StarRez. With both of the past conference co-chair positions vacant, Calvin Mosley who is the President of MAHO will be filling the role of the past co-chair. Feel free to contact Calvin Mosley or Stephanie Messer who is the State Representative with any SEAHO 2011 questions.

**Mississippi Association of Housing Officers**

MAHO had a successful state meeting. The annual Mississippi Association of Housing Officers conference was held November 16-18 on the Mississippi Gulf Coast Community College in Gulfport, Mississippi. New officers were elected, awards were announced, the business meeting and several programming sessions were held and there was a large vendor event with 10 vendors who assisted with the conference sponsorship. This year’s conference was a two-day conference rather than a one-day drive in conference. Registration costs were adjusted to promote participation for graduate students and a registration cost reduction incentive is in place for those registrants who propose to present a program at the conference. Additionally, each CHO who attends was granted one free graduate student registration or one free new professional registration in an effort to promote CHO involvement. There was also a graduate case study competition.

The new officers for the upcoming year are:

- President—Sirena Parker (Mississippi University for Women)
- President Elect—Courtney Douglas (The University of Southern Mississippi)
- Past President—Calvin Mosley (Mississippi State University)
- State Representative—Stephanie Messer (The University of Southern Mississippi)
- State Editor—Jeannese Alexander (Jackson State University)
- Secretary—Jennifer Kay (Mississippi University for Women)
- Treasurer—Deandre House (Hinds Community College)

The following awards were presented during the conference as well:

- Graduate Case Study Award Winner—Stephen McCay (The University of Southern Mississippi)
- Graduate Student of the Year—Amelia Treptow (Mississippi State University)
- Program of the Year—Lorinda Krhut (University of Mississippi) “It’s More Than Just Housing A Residential College Point of View”
- Community College Professional of the Year—Deandre House (Hinds Community College)
- Tony Cawthon Award—Vera Jackson (Jackson State University)

MAHO Service Awards:

- Rosie Edwards—The University of Southern Mississippi
Congratulations to all of our participants and winners!!!

Hinds Community College

Hinds will have two new residence halls open in Fall 2012

Mississippi Gulf Coast Community College

Jamal Jones is a native of Waynesboro, MS. He attended The University of Southern Mississippi where he attained a Bachelor of Arts Degree in Mass Communications in 2003. While attending USM he worked various roles in Residence Life. After college he worked as a production assistant for Comcast Spotlight where he was in charge of short form and long form programming for the local cable division. He became the Residence Hall Supervisor for Moran and Harrison Halls at the MGCCC Perkinston Campus in August.

University of Mississippi

Natalia Fernandez, Area Coordinator, left Ole Miss to take a position at Fordham University in New York. Ground Breaking took place for the building of 865 new beds in a three building complex. The complex will house the STEM (Science, Technology, Engineering and Math), Global Connections (International, Chinese Flagship, Languages), Honors College, and Fast Track Living Learning Communities and The Well (Wellness) and Foundations (Leadership) Freshman Interest Groups. Nels Strickland was hired as the Associate Director for Housing Operations.

Mississippi State University

Mississippi State will be opening two new residence halls in the fall of 2012.

The University of Southern Mississippi

Adam Swanson was recently hired as the Residence Life Coordinator for Century Park. Latonia Ward was hired as the administrative assistant for Residence Education. Southern Miss currently has an opening for a Residence Life Coordinator who would be working with freshmen women.

Tarra White Thomas was recently hired at The University of Southern Mississippi as a Residence Life Coordinator for Hillcrest Hall. Tarra completed her undergraduate and graduate degree work at William Woods University and has professional staff experience from the University of Alabama. Tarra is currently working with upper-class and sorority women in her role at Southern Miss as well as serving as the advisor to the Resident Assistant Advisory Board.

Tangee Carter has recently begun her employment with The University of Southern Mississippi as a Residence Life Coordinator for Jones and Roberts Hall. Tangee did her graduate and undergraduate degree work at Southern Miss; she served in the capacity of a probation officer prior to being hired as a full-time staff member. Tangee is currently working with first-year men in her role at Southern Miss.
East Carolina University

Trapper McLean is a new Hall Coordinator at ECU and will be working in Belk Hall. Trapper received his Master’s degree in Higher Education and Student Affairs from the University of South Dakota and undergraduate degree in Social Studies from Viterbo University. Trapper has been serving as a Hall Director at the University of South Dakota.

Verónica Rivera is a new Hall Coordinator at ECU and will be working in Greene Hall. Veronica received her Master’s degree in Higher Education and Student Affairs and undergraduate degree in Journalism and International Studies both from Iowa State University. Veronica has been serving as a Graduate Hall Director at Iowa State University.

Michael Rager is a new Hall Coordinator at ECU and will be working in Garrett Hall. Michael received his Master’s degree in Higher Education and Student Affairs from Iowa State University and undergraduate degree in Communication Studies from Colorado State University. Michael has been serving as a Graduate Assistant in the Office of Judicial Affairs at Iowa State University.

University of North Carolina – Greensboro

Andrew Busam - Graduate Assistant for the First Year Experience theme community. Anna Patton - Coordinator for Residence Life in Weil Winfield Hall and co-advisor for the Residence Hall Association. Bianca Faison - Assistant Coordinator for Residence Life in Guilford Hall. Candice E. Jackson - Program Coordinator for the Make a Difference House theme community. Emily Strandwitz - Coordinator for Residence Life in Tower Village and advisor for the National Residence Hall Honorary. Jerry Staples - Assistant Coordinator for Residence Life in South Spencer Hall. Megan Delph - has been promoted to the Assistant Director for Residence Life. Megan previously served as a Coordinator for Residence Life and Co-Advisor for the Residence Hall Association. Myles Robinson - Graduate Assistant for Lofts on Lee. Tim Johnson - Director of Housing and Residence Life. Tim Silva - Coordinator for Residence Life in Grogan Hall Will Dodson - Residential College Coordinator for Mary Foust Hall. Zulela Smaak - Coordinator for Residence Life in Moore Strong Hall and co-advisor for the Resident Advisor Association. We are pleased to have Eric Scott, Bryan Botts, Regina Gavin, Marianne Honrath, Jamie Nelms, and Elizabeth Sellers return to the residence life professional and graduate live-in staff.

North Carolina State University

Woody Joseph, Community Director for Residential Leadership and Conference Services, joins us from the University of South Florida in Tampa, Florida, where he was a Graduate Advisor at the Center for Student Involvement. Woody received his undergraduate degree in Finance and his Master’s degree in Curriculum and Instruction with a focus on Student Affairs, both from the University of South Florida.

Brian Peters, Community Director for the Quad and Honors Village, comes to NC State most recently from the University of Tennessee where he served as residence director. Brian received his Bachelor’s in History at Virginia Tech, and his Master’s in Higher Education Administration at William and Mary College.

Ryan Collins, Residence Director in Bowen Hall, comes to us from the University of North Carolina at Chapel Hill, where he graduated with a degree in Political Science and Economics. Ryan was recently the President of the Residence Hall Association at the University of North Carolina at Chapel Hill. Ryan will be pursuing a Master’s degree in the Higher Education Administration program.

Metcalf Hall’s new Residence Director is Sarah Mitchell, a home-grown candidate from NC State University, where she graduated with a degree in Biological Sciences. Sarah was a Resident Leadership Development Consultant for Pi Beta Phi Fraternity. She will pursue a Master’s degree in the Higher Education Administration program.

Nolan Patouillet, the new Tucker Hall residence director, graduated from Geneva College in Pennsylvania with a degree in Student Ministries. Nolan was employed as Director of Youth Ministries with a Presbyterian church in Pennsylvania. He will be working toward a Master’s degree in the Higher Education Administration program.
Bragaw Hall’s Samuel Byrd is the new residence director there, coming to us from Appalachian State University, where he graduated with an undergraduate degree in Education. Samuel has served as a Resident Advisor and worked in a residence hall security position at Appalachian State University. Samuel will be pursuing a Master’s degree in the Counselor Education program.

Wolf Village has a new residence director. Sara Vogel, Wolf Village Apartments’ residence director, graduated with a degree in International Relations and Global Studies from the University of West Florida. Sara recently served as a residence hall director at the University of West Florida. She will pursue a Master’s degree in the Counselor Education program.

Brooke Bailey, who will serve as residence director in North and Watauga halls, graduated from Appalachian State University with a degree in English. Brooke served as an Exceptional Children’s Teacher in the Warren County, North Carolina, public school system. Brooke will work toward a Master’s degree in the Higher Education Administration program.

Sullivan Hall’s new residence director is Sueji Smith. She graduated with a degree in International Relations from Kent State University in Ohio. Sueji worked at Chungbuk National University in the Republic of Korea teaching English as a second language. Sueji will be pursuing a Master’s degree in the Higher Education Administration program.

Nicholas Highe is the new residence director in Wood Hall. Nicholas graduated from Jacksonville State University in Alabama with a Master’s degree in Counselor Education, while also holding a Bachelor’s degree in Communication from the University of North Carolina at Chapel Hill. Nicholas worked as a School Counselor in the Charlotte-Mecklenburg School District and served previously as a Family Independence Case Manager for the Division of Family and Child Services in Georgia. Nicholas will be pursuing a Ph.D. in the Counselor Education program.

Marcus Gibbs joined the Facilities staff as the new Office Manager. He recently worked at the State Employee’s Credit Union, and received his undergraduate degree from NC State in 2006.

Erica Gladden recently joined the Apartments’ staff as Office Manager at Western Manor. She served most recently as a temporary employee at Western Manor, and previously as a residence advisor at NC State. Erica has an undergraduate degree in mathematics from ASU and a Master’s degree in operations research from NC State.

Facilities Newcomers Joseph Lux is part of our Facilities electricians’ team. He worked most recently at UPS and previously as an electrician apprentice at M.C., Dean, Inc. Joseph earned an undergraduate degree in liberal arts from State University of New York at Brockport.

David Edmundson, formerly with NC State Facilities Motor Pool, has joined the Housing painters team. He attended UNCW and Mount Olive College in Mt. Olive, NC.

Brian Fansler most recently came to Housing as a temporary worker. He has joined the Housing staff as a permanent employee.

Katherine Hodge joined the Facilities Labor Crew. She attended Guilford Tech Community College in Jamestown, NC from 1999-2002 studying architecture technology and carpentry.

North Carolina Wesleyan College

North Carolina Wesleyan College has had a busy summer with renovations. Four of our lobbies have received face lifts that include new lighting, drywall hung over cinder block, paint, carpet, drop down ceilings, and new furniture. Additionally, one of our women’s floors received a complete face lift. One of the exciting items in the women’s rooms is the new faux wood tiles that will be put down in the rooms instead of carpet or traditional flooring. Our goal is to make the hall feel more like home versus a “dorm.”

I would also like to announce two new staff members to NCWC. Courtney Quinn is an Area Director and is no stranger to North Carolina as she has called NC home her entire life with a brief stint at Eastern Illinois University while obtaining her Master’s Degree. Also, Humza Ismail is an Area Director/Coordinator of our Recreational Services. He is also from NC with the exception of the time he spent at Austin Peay in Tennessee while he completed his Masters Degree.
Clemson University

We are happy to have Coretta King as the Hall Director for the Manning/Mauldin Community, a First Year Experience Community at Clemson University. Coretta joins our team from the University of West Georgia, in Carrollton, GA where she recently completed her M.Ed. in Community Counseling and served as a Resident Director.

We are pleased to have Jillian Sturdivant as the Hall Director for the Byrnes/Lever Community, a First Year Experience Community at Clemson University. Jillian joins us from Radford University in Radford, VA where she recently completed her M.S. in Community Counseling while serving as a Resident Director.

Mary Erin Morrissey, Associate Director for First Year Experience joins us from Ball State University in Muncie, IN where she served as a Residence Hall Director for 4 years. She completed her Bachelor of Arts in English at the University of Wisconsin, Osh Kosh, and her Master of Arts-Student Affairs Administration in Higher Education at Ball State University. We are pleased to have her working with our First Year Experience communities and staff!

Stacey Garrett, Associate Director for Fraternity/Sorority Housing joins us from Longwood University in Farmville, VA where she served 2 years as a Residence Education Coordinator. She completed her Bachelor of Business Administration and Marketing at the College of William and Mary, and her Master of Education in Counseling; concentration in College Student Personnel Administration at James Madison University. We are delighted to have her on board in our Fraternity/Sorority communities!

Eric Pernotto, Associate Director for Academic Initiatives joins us from the University of Dayton in Dayton, OH where he has experience as an Area Coordinator for the past two years. He completed his Bachelor of Arts at Roanoke College, and his Master of Education at the University of Notre Dame. We are excited to have him working with our Living-learning communities, collaborating with faculty and supporting the Faculty in Residence program!

University Housing has recently welcomed several new graduate students to its staff:

Bart Upah serves as a Graduate Hall Director. He is a graduate of University of Northern Iowa.

Jacob Meritt serves as a Graduate Hall Director. He is a graduate of University of Texas – Austin.

Marjorie Blicharz serves as a Graduate Hall Director. She is a graduate of The College of NJ.

Wes Hutchins serves as the Graduate Assistant for Assessment. He is a graduate of Virginia Tech.

Zachary Blackmon serves as the Graduate Assistant for Advising. He is a graduate of Queens University of Charlotte and Wingate University.

Colleen Marquardt serves as the Graduate Assistant for Selection and Training. She is a graduate of Purdue University.

Anthony Williams serves as the Graduate Assistant for Fraternity and Sororities. He is a graduate of Wake Forest University.

Savana Stewart serves as the Graduate Assistant for Fraternity and Sororities. She is a graduate of Missouri State University.

Tavianna Williams serves as the Graduate Assistant for Fraternity and Sororities. She is a graduate of Elon University.

Taylor Salstrand serves as the Graduate Assistant for Fraternity and Sororities. She is a graduate of Clemson University.

Winthrop University

Winthrop University welcomed several new staff members this year: Steve Wood, Residential Learning Coordinator and Academic Associate in Lee Wicker Hall. Steve comes to Winthrop from UNC-Chapel Hill where he spent three years as a Community Director. He completed his Bachelor of Arts in Psychology at University of Massachusetts and his Master of Arts in Higher Education and Student Affairs at University of Connecticut.

Karolyn Raffaele, Residential Learning Coordinator and Academic Associate in Wofford Hall; Karolyn completed her Bachelor of Fine Arts in Graphic Design at Oregon State University and her Master of Science in Student Affairs in Higher Education at Colorado State University.

Emily Totherow, Assistant Director for Residential Services, joined the Winthrop team in
Austin Peay University

The state association held its annual meeting on Friday, October 14 at Coastal Carolina University. Over 10 schools attended and 3 program sessions were offered with a great variety of programs. Lani SanAntonio, Clemson University, was selected as the Best Of Program and she will be presenting her program at SEAHO.

State Elections were also held during the state conference and the following positions were filled:

President Elect - LaMar Coleman, South Carolina State University
Vice President/South Carolina State Rep – Steve Wood, Winthrop University

SCORE

Winthrop University will be hosting the SCORE conference February 24-25. The theme will be “Together We Can Rebuild”.

SAACURH

University of South Carolina’s “Night Without a Home” won the Program of the Year Award at the annual conference. Winthrop University won the Small School Banner Competition.

Tennessee Updates

Austin Peay University

Austin Peay State University community has watched the demolition of three student residence halls that have been a mainstay on the campus for more than three decades. Now, months after the new Castle Heights residence hall opened on campus. Construction for the second phase of the student housing complex is under way on Drane Street – and it has the potential to change the layout of the campus.

Three new residence halls – to be built where Cross, Killebrew and Rawlins once stood – will form APSU’s first residential mall, defined by a traditional collegiate “commons” or “quad” lawn. This new lawn, which replaces existing parking lots, will complement the existing major outdoor spaces on campus, one adjacent to the Browning Administration Building and the next other next to the Morgan University Center.

The $29 million project, scheduled to be open at the beginning of the 2013-14 academic year, is envisioned to provide a cohesiveness to all the housing on the west side of campus and a renewed identity for the residential portion of the campus.

Specifically, the design for Phase II includes modifications to Drane Street that will promote pedestrian traffic. The thoroughfare will be maintained with traffic-calming provisions to enhance the pedestrian nature of the new campus lawn. The three new halls will house a total of 404 students. The rooms for the three new residence halls will be double occupancy. Each of the three new halls also will have study rooms, meeting rooms and a kitchen on each floor. A food court also will be included in the residential mall.

SEAHO 2012

Planning for I “Heart” SEAHO, the 2012 annual conference in Chattanooga, TN is progressing steadily now. After hosting the Mid Year meeting from October 23 – 25, both the host committee and Governing Council are excited about our gathering from February 14 – 17, 2012. Registration is now open at http://seaho.org/registration/delegate. We are looking forward to seeing you all in just a few short months!

Southern Placement Exchange

Southern Placement Exchange 2012 will be held February 23-25, 2012 in Memphis, TN.

On behalf of SACSA, SEAHO, and SWACUHO, the University of Memphis is proud to host the eleventh annual Southern Placement Exchange for our colleagues in Student Affairs. The members of the
planning committee could not have been more excited about the enthusiasm in which employers and potential candidates supported the previous placement exchanges. We are extremely thankful and anticipate even greater success this year. We look forward to seeing you in Memphis in February!

Registration is open at www.southernplacement.com. Early registration ends Friday January 19, 2012. After that date the candidate fee will increase from $40 to $50 and the employer option 1 and 2 registration fee will increase by $50. Online registrations end for Employers and Candidates on February 16, 2012. Everything after that date will occur on-site in Memphis.

TACUHO 2011

TACUHO, in conjunction with the Tennessee chapter of the Association for Student Conduct Administration (ACSA), recently hosted its 2011 annual conference from November 6 – 8 in Gatlinburg, TN. The theme of the conference was “Shaping a Civil Community,” and several quality programs were presented by both residence life/housing and student conduct professionals alike. Sylvia Gray from the University of Tennessee - Chattanooga was awarded TACUHO’s “Best of” program titled “Bystander Training,” and will be presenting the content again at SEAHO 2012 in Chattanooga. Aretha Milligan (Memphis) finished her one-year term as TACUHO President and will be succeeded by Eddie Lovin (Cumberland University). Geoff Fenlong (Memphis) completed his two-year term as Tennessee State Rep and will be followed by Ben Wicker (Maryville College). TACUHO honored three recipients with its state awards: the outstanding graduate student award was presented to Tina Ottey of the University of Tennessee – Chattanooga. The outstanding new professional award was given to Carling Stepaniak of the University of Tennessee – Chattanooga. The TACUHO service award was presented to Geoff Fenlong of the University of Memphis. It was a great conference and a successful collaboration between ASCA and TACUHO.

Virginia Updates

Averett University

Hello from Averett University!!! Something very special is happening in Danville, VA this Fall; our residence life department opened training in August with RAs being challenged to complete 5 random acts of kindness in our local community in less than 90 minutes. What began as a service learning opportunity to launch our training has materialized into a campus and community initiative, with the staff making a commitment to continue the project by designating 1 day a month throughout the year as random acts of kindness day. The experience and impact has been so wonderful, that faculty, staff, and students across campus are now eagerly planning their own acts of kindness and shaping our community by doing the little things that make a big difference.

We hope our story inspires you to pay it forward on your campus!

College of William and Mary

The College of William and Mary welcomes Rodney Franks, Area Director for Jamestown and Ludwell. Rodney was previously a Resident Director at Western Carolina University.

This fall, Tribe Square opened a new mixed-use apartment complex. The building houses 56 residents in 14-four bedroom apartments. In addition, four student-oriented businesses will occupy the first floor.

Old Dominion University

This has been a year of tremendous growth for Old Dominion University’s Housing & Residence Life department. We recently filled numerous positions and will be adding even more in the coming months. We would like to announce those who have most recently joined us: Chi’Mur Knight joined the department in June as the new Data Systems Administrator for Housing & Residence Life and will serve all IT functions for the department. She most recently worked at Elizabeth City State University in North Carolina. Charles Lowman joined the department in July as Assistant Director for Residence Education for the First Year Residential Communities. He most recently worked as a Residence Life
Coordinator at the University of South Carolina. Erin Houlihan is the new Residence Hall Director for Gresham Hall. She joined us in June from St. Louis University in Missouri. Ken Peifer is the new Residence Hall Director for Rogers Hall and Nusbaum Apartments. He joined us in June from Bloomsburg University in Pennsylvania. Nathan Fronczek is the Residence Hall Director for the Scotland and England Houses. Nathan joined us in August from University of Pittsburg, Bradford. Matthew Wilson is the Residence Hall Director for the Dominion, France, and ODU Inn residence halls. He joined us in August from the University of Tennessee, Chattanooga. We would also like to welcome our new graduate assistant staff: Jennelle Burden, Katherine McCarthy, Justin Clark, Chantal Matthews, Sherrell Hendrix, Taia Reid, Noura Allen, and Alexis Knight.

James Madison University

Elizabeth Campbell from ORL’s Community Development area has accepted a new position in the Health Care industry in Winchester, VA. We wish Elizabeth the best as she embarks on her new career!

Jenny Mantz has moved from ORL’s Community Development area and taken on new responsibilities as the fiscal technician within ORL’s Business Operations area. Jenny will provide support in the management of the operating budgets and will manage some building access for the residence halls.

Sober in October/Remember November – The Office of Residence Life was fortunate to receive a grant for $5,000 to support a new program called Sober in October/Remember November.

The program has 3 goals:
1) To promote an alcohol free lifestyle to those college student who sometimes choose to go out and consume alcohol. To do this, we have created fun, alcohol free events on campus that serve as an alternative to going off campus and drinking.
2) Support and recognize those students who already live an alcohol free lifestyle.
3) To support other offices that host night and weekend programs on-campus. We do this by promoting their events directly to the residents already participating in Sober in October/Remember November.

In the month of October we had over 450 residents sign the pledge to be sober during the months of October and November!

Roanoke College

Roanoke College is saying goodbye to one of our Area Coordinators, Chad Quinones. Chad came to RC four and a half years ago from Eastern Illinois University. We are so sad to see him trade “Sunny Salem” for sunny Malibu!!! Chad will now serve as the Assistant Director of Alumni Services at Pepperdine University. Good Luck Chad! We will miss you!

University of Mary Washington

The University of Mary Washington Office of Residence Life welcomes Elisabeth Burick and Aaron Chandler to our staff in the roles of Assistant Director and Area Coordinator respectively.

VACUHO

The VACUHO Governing Council meeting on October 18 was full of great updates about our organization and Virginia institutions of higher education!

We hosted a couple great professional development opportunities this past summer and fall. Our drive-in conference at Randolph College drew over 75 professionals from across the state, and the CHO Summit hosted at Lynchburg College saw 35 of our chief housing officers meet to develop relationships over deep dialogue. We’re looking forward to great attendance at the VACUHO RA Conference at Norfolk State University November 4-6, and our current registration for the Virginia Student Services Conference – a joint conference of VASPA and VACUHO – is nearing 200 participants for the November 16-18 event in Wintergreen, VA.

The Governing Council is also excited to announce that VACUHO will be funding 4 SEAHO registration scholarships this year.

Virginia Tech

We at VT have seen an extremely busy summer and fall full of exciting transition and new initiatives! We have continued the merger of Housing and
Residence Life from two separate departments into one. After much anticipation, the doors to our incredible Honors Residential College in East Ambler Johnston Hall were opened. We founded our first Strengths Quest-based living-learning community in Pritchard Hall. A new partnership with New Student Orientation resulted in a transitions program for students in Hokie Camp to live together in a shared community in Slusher Tower. Recently, we broke ground on Phase IV of our Oak Lane Greek Housing project. Our VT Corps of Cadets also welcomed its largest class in years, filling our halls to the brim.

This fall, VT welcomed 8,676 students back to the residence halls (102.8% occupancy!). In addition, we welcomed many new staff members. Dr. Eleanor Finger joined us from Washington State University as Director of Housing and Residence Life. Dr. Robert Stephens of VT’s History Department now serves as the first Faculty Principal for our first residential college. We welcomed new Student Learning Coordinator Caleb Keith and Residential Learning Coordinators Alex Brucker, Kevin Wogenrich, Tara Kerniet, and Hannah Grissom. Todd Pignataro joined the team as Assistant Director for Facilities, and Jeff Zoller joined as Assistant Director for Project Management. We also welcomed five new Graduate Assistants – Jordan King, Patrick Jones, Kaitlin Heenehan, Diana Jones, and Britt Maffett. Although not new to the team, Tricia Smith has moved from her Assistant Director role into the Associate Director of Residence Life role.

Dr. Leon McClinton has recently accepted the position of Director of Residence Education at Old Dominion University. Erin McClinton, our Assistant Director for Housing Services, will be leaving us in November to join him. We’re saddened to say goodbye to our excellent colleagues and friends, but we are excited for their next adventures!