From You and Me to We: Creative Sanctions in the Context of Community
Beth Paris, Florida Gulf Coast University
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Sherrelle Thorpe, Florida Gulf Coast University

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Megan Townsend, Young Harris College
Jalesha Turner, Kennesaw State University
Hannah Leopold, Virginia Commonwealth University

Next SEAHO Report submission deadline is July 11, 2017.

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

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

As I write this, I am reflecting upon an incredible annual conference in Chattanooga, Tennessee. As I mentioned to you at the closing luncheon, this conference is a time to reconnect with friends and make new ones from across the region while we learn from each other about the amazing programs, staffing ideas, events, and good work happening on our campuses. For me, it’s also a time to rejuvenate and refresh my perspective on the work I do on my own campus. I hope you left feeling just as energized as I did!

This year’s conference once again brought some new elements to the experience. Our pre-conference institute was amazing and hosted a great group of colleagues from across the region; the cyberhub was a wonderful place not only to recharge electronics but to connect with others as you waited; and the freeform sessions offered quick glimpses into meaningful topics and much more!

Congratulations to all of our award winners at this year’s Awards Show. What an honor to recognize incredible work that makes our region shine. This year’s winners can be found in this edition of the SEAHO Report and online. Take a look if you want to know who won and maybe give them a call and talk about their experiences within SEAHO, their institution or across the region. Sharing of information is how we continue to excel as an association. And what an honor to highlight the accomplishments of 6 individuals with Resolutions of Appreciation who have given their life’s work to the betterment of the housing profession. They are: Deb Boykin, William and Mary; Gerry Kowalski, University of Georgia; Jackie Simpson, UNC-Charlotte; Ann Bailey, Mississippi State University; Cindy Cassens, Wofford; and Vickie Hawkins, Appalachian State University.

As we look to the future, we are excited that a committee groups of folks have been diligently working to identify locations for the next three years of our annual conference. After SEAHO 2018 in Biloxi, we will be heading to Jacksonville, FL in 2019, Louisville, KY in 2020 and Charleston, SC in 2021.

Special thanks to Jerry Adams for his leadership of our association over the past year. What an incredible job he did balancing his role at University of Tennessee and continuing the positive trajectory of SEAHO. His dedication to doing the work of the association is evident to everyone who meets him. Thanks, Jerry! Thank you for the opportunity to serve as your SEAHO president. Looking forward to a great year and seeing you in Biloxi in 2018!

Donna P. McGalliard
SEAHO President
Greetings SEAHO!

It is so great to be back! I have finally resumed my post as SEAHO Report Editor after a 7 month hiatus from both work and SEAHO while I sought cancer treatment. I am happy to say that thanks to some amazing doctors at MD Anderson and the incredible support of my colleagues at Ole Miss, I am now cancer free!! I have to give huge thanks to my wonderful family (Brian, Jeremy, and Violet – aren’t they cute?) for keeping me sane, my supervisors/mentors Lionel Maten and Jerry Adams for providing guidance and encouragement, and the phenomenal Ben Wicker for keeping this publication going in my absence. SEAHO really is a place where members are treated with respect and unwavering support. Not sure what I would do without this professional family to provide purpose, inspiration, and motivation even in the hardest of times. Sincere thanks to you all.

Back to the business at hand: one of the things I love about the SEAHO Report is that it provides us the opportunity to stay connected throughout the year (#SEAHOAllYear) and brings professional development beyond the annual conference. If you were like me and couldn’t attend the festivities in Chattanooga this year, you will have no problem getting caught up on all the action as you peruse this issue. Our new President, Donna McGalliard, makes her SEAHO Report debut, and all the award winners and updates can be found in our News section. Be sure to check out all those smiling faces from the Awards Ceremony and congratulate your colleagues on their exceptional work this past year.

I am delighted to say we have a great selection of eight Feature Articles that should appeal to everyone, regardless of your interest area within the housing profession. Great articles exploring curriculum implementation, creative sanctioning, capitalizing on relationships with facilities, and partnering with faculty are just a few of the rich topics available for your edification. State and institution reports wrap up our edition, as usual, and we received some great contributions from several states who have quality programming, facility upgrades, and hiring announcements to share.

The hope of each SEAHO Report edition is to inspire the Housing professionals in our region to keep the professional conversation moving. Once you have read through this edition, please take the time to visit seaho.org to submit your own ideas for our next installment. The submission deadline for the summer edition of the Report is just around the corner on July 11th, so go ahead and add time to your calendar to sit down and share your thoughts with your SEAHO colleagues!

Thanks and, as always, a huge shout out to our amazing SEAHO Report editorial team: Janine, Colin, and Doug for taking the time to edit articles, compile information, and serve as resources – you are the best!

Jeannie Hopper
SEAHO Report Editor
seahoreport@seaho.org
#SEAHOAllYear
2017 Governing Council

At the 2017 Conference, two new members of the Governing Council were elected. We are excited and honored to introduce the newly elected members of the SEAHO Leadership:

President Elect:
Chandra Myrick,  
*Florida State University*

Director of Committees:
Calvin Mosley,  
*University of Florida*

These newly elected members join a phenomenal group of professionals who together make up the full 2017-18 SEAHO Governing Council:

Donna McGalliard *(Wake Forest University)* – President  
Jerry Adams *(University of Tennessee, Knoxville)* – Past President / Nominations Chair  
Chandra Myrick *(Florida State University)* – President-Elect / Awards & Recognition Chair  
Lisa Diekow *(University of Florida)* - Sage  
Countess Hughes *(University of Virginia)* – Treasurer  
Andy Petters *(University of Virginia)* – Secretary  
Calvin Mosley *(University of Florida)* – Director of Committees / RELI Co-Chair  
Nyerere Tryman *(University of Georgia)* – Director of State Reps  
Zach Blackmon *(Wake Forest University)* – Technology Coordinator  
Bryan Ensel *(University of Miami)* – Webmaster  
Jeannie Hopper *(University of Mississippi)* - SEAHO Report Editor  
Gavin Roark *(Virginia Commonwealth University)* – SEAHO 2017 Conference Coordinator  
Shylan Scott *(College of William & Mary)* – SEAHO 2018 Conference Coordinator  
Dei Allard *(University of North Florida)* – SEAHO 2019 Conference Coordinator  
Falon Thacker *(Georgia State University)* – Research & Information Committee Chair  
Kaila Kowalski *(Florida Gulf Coast University)* – Marketing & Org Promotion Committee Chair  
Matt Sinclair *(Vanderbilt University)* – Educational Programs Committee Chair  
Rich Schofield *(College of William & Mary)* – Corporate Partners Committee Chair  
Shannon Coleman *(University of SC Upstate)* – Graduate Issues & Involvement Committee Chair  
Stephanie Carter *(Wake Forest University)* – Career Support & Services Committee Chair  
Ashley Gaddy *(Virginia Commonwealth Univ)* – Diversity, Equity, & Inclusion Committee Chair  
Lauren Taylor *(Samford University)* – RELI Co-Chair  
Aubree Adams *(Louisiana State University)* – Program Committee Chair / State Rep LA  
Holly Banning *(University of Alabama-Birmingham)* – State Rep AL  
Ryan Winget *(University of Florida)* – State Rep FL  
Alex Becking *(Georgia Tech)* – State Rep GA  
Christina Reyes *(Eastern Kentucky University)* – State Rep KY  
Heather Dearman *(Mississippi Gulf Coast Community College)* – State Rep MS  
Janine Weaver-Douglas *(Duke University)* – State Rep NC  
Kat Mortensen *(Coastal Carolina University)* - State Rep SC  
Ryan Hall *(University of Tennessee Chattanooga)* – State Rep TN  
DeAndre Howard *(Averett University)* – State Rep VA  
Kathy Hobgood *(Clemson University)* – Archivist / Legacy Fund Champion
2017 SEAHO Award Winners

The Awards and Recognition Committee solicited nominations from across the SEAHO membership and presented these awards to the following individuals.

**SEAHO Founder’s Award** – Connie Carson, Furman University

**Charles W. Beene Memorial Service Award** – Ben Wicker, Maryville College

**James C. Grimm New Professional Award** – Jake Hartfield, University of South Carolina

**PEACE Award** – Ashley Gaddy, Virginia Commonwealth University

**Outstanding Graduate Student Award** – CJ Adcock, Virginia Commonwealth University

**Housing and Academic Collaboration Award** – University of Kentucky, Living Learning Community Program

**SEAHO Report Article of the Year Award** – Ambiversion: The Lost Personality Type by Maggie Gillespie, University of North Carolina at Greensboro

**Educational Program Grant Recipients** – Dr. James Bridgeforth, University of South Alabama, African American Male Housing Retention Program; Michael Jones and Sarah Dodge, University of Virginia, Transfer Student End of Year Garden Celebration; Hazael Andrew and Ciji Heiser, UNC Chapel Hill, First Year Global Immersion Trip to Trinidad; Robin Peacock, Columbus State University, Fire Safety Week

**Mid-Level Professional Award** – Megan Thurston, Virginia Commonwealth University

**Outstanding Corporate Partner Award** – Angela Powell, On Campus Marketing

**Best of SEAHO” Program Award** – Gabe Solomon and Demarcus Merritt, Diversity Self-Care Health Check Up: You’re Not Alone
Resolutions of Appreciation were also awarded to:
   Jackie Simpson, UNC Charlotte
   Cindy Cassens, Winthrop University
   Vickie Hawkins, Appalachian State University
   Deb Boykin, College of William & Mary

Recipients of the 2016 SEAHO Registration Fee Waiver Scholarships sponsored by SEAHO were:
   Megan Townsend, Young Harris College
   Carlie Hinson, Columbus State University
   Jalesha Turner, Kennesaw State University
   Samantha Brandeberry, University of South Alabama
   Margaret McIntyre, Columbus State University
   Hannah Leopold, Virginia Commonwealth University
   Jessica Coons, Florida State University
   Austin Rayford, Mercer University
   Krystal Nicholson, Florida State University

ACUHO-I Facilities Best Practices
Be Recognized for your Facilities Management Best Practices!
ACUHO-I has recently launched the Best Practices/Model Strategies in Facilities Management Pilot Program that will:
   - Serve as a catalyst and resource for those seeking to improve delivery of services;
   - Benefit the expertise and success within our industry; and,
   - Advance the global campus housing profession through cultivating knowledge into meaningful content and expertise.

Best Practice or Model Strategy submissions are being sought from ACUHO-I members that address one or more sub-topics within the Facilities Management Knowledge Domain, which include:
   - Facilities Assessment
   - Master Planning
   - General/Preventative Maintenance
   - Capital Project Management
   - Sustainability
   - Inventory Control & Materials Handling

Submissions will be reviewed by a panel of experts to determine whether they are a Best Practice or Model Strategy. Successful submissions will be featured in ACUHO-I publications, online resources, conferences, and other educational venues. We encourage you to submit a program and share your successful efforts with your peers!

For further information and a link regarding this initiative, please see:

If questions, please contact Grant Walters at Grant@acuho-i.org or Hank Colker at HColker@comcast.net
Diversity, Equity, & Inclusion Committee Update

SEAHO DEI Dives into SEAHO History!

Wow, what a year! I’m still riding a high of smiling satisfaction from our shared time together in Chattanooga, Tennessee.

Our Diversity, Equity, and Inclusion committee certainly looked to infuse the “From Good to Great®” mantra as an altitude and attitude throughout its preparation and engagement of the SEAHO Conference. DEI dove into SEAHO History with quite a number of firsts for our regional conference and had the “#SEAHOAllYear” hard work and heart work of its committee members highlighted with recognition and highly revered awards.

One of the most monumental strides was the preparation and implementation for the first ever Pre-Conference Institute. It was a collaborative effort of those working with the DEI Committee and the Programming Committee. With over 60 delegates from nearly 10 member institutions registered to be the first cohort of this pre-conference, the intentional space was kicked off with a phenomenal keynote speech and opening presentation by Calvin Mosley, Director of University Housing at the University of Florida. Calvin unselfishly shared his 16 years of wisdom and experience to talk about the power and purpose to “Finding Our Why” in this work that we do and pour so much of ourselves in to. The remaining body of the pre-conference consisted of a series of short sessions based between the topics of “Theory to Practice: A Real Example for Multicultural Competence” (by Tierza Watts of UNC Charlotte and Byron Green of UNC Chapel Hill) and early exposure and exercising of content to one of SEAHO’s slated live streamed sessions, “So You Wanna Be an Ally? How to Make Allyship Active” (by Ashley Gaddy of Virginia Commonwealth University and Demarcus Merritt of University of North Carolina Greensboro). Participants shared informal and formal feedback of their appreciation for the genuine and much needed space to be carved out for knowledge base to be shared and genuine, actual practice of best practices presented throughout the pre-conference!

From the pre-con, DEI continued to make its mark throughout the SEAHO conference with the following:

- Hosting of the highly anticipated Minority Mixer
- Partnering with Local Arrangements Team and University Laundry to host the SEAHO Serves at the Chattanooga Area Food Bank to work to improve and dialogue around the various food insecurities
- Hosting the first ever SEAHO Brave Space Freeform Session to dialogue around areas of social justice from our conference, our respective campuses, and general societies
- Having over 45 delegates present to communicate interest in serving on the DEI Committee; which is the largest turnout in the committee’s history

I am very thankful for the blessed and humbling honor to be presented with this year’s SEAHO PEACE Award. I still stand in awe of the overwhelming joy from streaming support and heart touching words gifted from colleagues throughout our region and particularly those from those I have the opportunity to grow forward with on a daily basis at VCU. Again, I thank all of you.

I’d be remised if I did not mention and re-share the amazing news for two colleagues and two of my committee co-chairs, Gabe Solomon of Florida State University and Demarcus Merritt of UNC Greensboro. The fruits of the labor sprung into full harvest when their “Diversity Self-Health Check-Up: You’re Not Alone” presentation was selected as SEAHO’s BEST of Program! I was nearly brought to tears when I heard you all’s name called; particularly because I am fully aware of how much you all invested over the past year of hard work and continuous role model research. Your roles as award winning SEAHO Diversity Doctors have proven to really leave an imprint on our region. I’m so proud of you all! I know it will have an equivalent or even greater impact when you all represent our region and the DEI Committee at the ACUHO-I Annual Composition & Exposition in Providence, Rhode Island this summer.

As we reach forward and continue to give more and more of our authentic selves to the work that we do and to our globally stretching communities, let’s be sure to try to extend the greatness that SEAHO exists as and thread it into the fabric our various campuses and communities. It is imperative that we make the time and space to continue the dialogue as we reach for resolutions for a more inclusive state of being. As we look around to see who is and who is not at the table, let’s ponder upon the perspective of how the table can be removed.

Ashley Gaddy,
Chair of SEAHO Diversity, Equity, & Inclusion Committee
From You and Me to We: Creative Sanctions in the Context of Community
By Beth Paris and Sherrelle Thorpe, Florida Gulf Coast University

Overview
Students reluctantly file into the classroom, and cautiously look up to the front to ensure that they are in the “right place.” As they shrink to attempt to sit in the farthest row, the facilitator requests their presence at a front table to sign in and make their own name tag. The screen identifies this as a workshop (emphasis on the work), and yet, the participants are already expecting a lecture. Having been documented through the conduct process, many of these participating students are invited to the room to develop an understanding of the impact that their behavior has on their community, and how decision-making can influence their success as students.

Like many other hearing officers, we were searching for a means to engage students in active learning. We wanted something between the passive reflection of a paper, and a severe (and cost-prohibitive for many) assessment, for behavior that extended beyond the reach of just one student’s experience. Thus, the Community Standards Workshop came to life several years ago, and has since grown into a standard sanction for our hearing officers and department.

The workshop begins with a clear set of expectations for decorum and participation, including a request for active involvement. With 70 of 90 minutes involving participants in discussion-based or partner-based activities, the session does not succeed with extended silence. Almost immediately, students are brought to their feet to walk along a continuum, reflecting on a variety of ethical dilemmas that range in “greyness,” and are specifically tied to ambiguous policy interpretations. They spend a majority of the session discussing the following themes and constructs:

- Values-based and ethical decision-making
- Boyer’s Principles for a Community of Learning
- Civility

Beyond identifying the values that most affect their daily life, students are challenged to connect those values to the behavior that brought them to our conduct process. How does their choice reflect those values? Are they living with integrity? And if their behavior does not reflect their values, where is the disconnect? We share the Principles of a Community of Learning as a representation of the values that are important to our community and institution, and challenge students to acknowledge where their values connect to the institution, and where they conflict. We’ve also taken strides to increase student involvement in the session, and create more opportunities for participants to connect personally with the information in order to make the ideas actionable as soon as they leave the space.

What We Do
As our workshop enters its seventh year on our campus, we implemented some new strategies to create a learning experience that was more engaging; less proctored, and made better use of the technological resources available on our campus. More emphasis was directed toward student-led reflection and discussions about the processes that underlie their behavior. Participants work in teams to complete a case study that challenges them to walk through an ethical decision-making model in the context of a hypothetical (and yet intentionally chosen) policy violation, and ultimately to connect their responses to a value that had been previously selected. They anticipate potential consequences and outcomes, identify choices for response, and narrow down their choices based on legality, opportunity, and their personal values.
As they discuss their role on campus, we review the bystander effect, and how such opportunities for intervention present themselves on a university campus, and in the residence halls. We review the ways in which complicity to a policy violation or concern reflects their values, and can present challenging ethical dilemmas. Acknowledging the social impact of reporting policy violations is also important, and participants often discuss how to focus on removing themselves from situations without breaking trust of their peers or risking their social relationships. Most importantly, students are given a space to share with peers what's important to them, what motivates them to be on-campus, and how the decisions they make matter. There is no prompted discussion about the behaviors that resulted in their documentation through conduct, which contributes to an open and judgment-free environment, but the students are able to demonstrate their learning through reflection in an assignment after the workshop ends.

Implementing at Your Campus
As a practice, the Community Standards Workshop served an unmet need on our campus in the sanctioning process. This year, we strived to bring this model to colleagues as an opportunity to provide something new for their hearing officers in the sanctioning process by presenting our workshop at the Florida Housing Officers annual meeting and the SEAHO Annual Conference. We designed a step-by-step guide for the planning process, ranging from a structural analysis of conduct on campus to as assessment of sanctioning gaps in current practice.

1. Structural Analysis
What does conduct look like at your institution? Who is responsible for approving updates to processes, such as sanctioning? Understanding where a new sanction fits in your process is important before you put too much work into a project that may not be implemented by your organization.

2. Needs Assessment
What kind of feedback do you collect about conduct? Are new sanctions needed? Do hearing officers have autonomy in assigning sanctions for their cases, or does your process require a certain sanction for each behavior? Your hearing officers may have interesting perspective regarding how the process is (or isn't) working, and what infractions seem to be overlooked or missing in the available sanctions.

3. Roles and Responsibilities
Using your structural analysis as a guide, determine who should be involved in planning and implementing the workshop. What kind of staff are available for hosting or conducting the sessions? It's also important to consider whether or not you have a dedicated presenter or rotating staff to share the responsibility.

4. Training
What kind of training do your hearing officers receive? How are they guided through the sanctioning process, and how does your department ensure that sanctions are meaningful and relevant? If you are going to encourage your hearing officers to become involved in presenting the workshop, plan to allow enough time in training to help them become effective facilitators and familiar with the goals and content.

5. Implementation
Once you have a plan for who needs to be in the room, you can start building a foundation for the content and delivery. Are there human or departmental resources on your campus for curriculum design, campus reservations, and assessment? Set yourself a deadline and an intended schedule to work toward for hosting your first session.

6. Assessment
As with any student affairs program or initiative, assessment is necessary. Good assessment begins with a plan before the first interaction with students. What are your learning outcomes? What resources do you have avail-
able for assessment (campus survey software, online learning management systems, etc.)? More importantly, what makes your institution unique? If you have a vision statement or core values that are important to students, build them into the workshop.

**Why It Matters**
The Community Standards Workshop provides a creative sanction opportunity for both hearing officers and sanctioned students alike. It is a very flexible sanction as it can be used for a variety of incident types or behaviors exhibited by the charged student. Since sanctions are mandatory, most students attend and are given the opportunity to meet with peers and challenge their beliefs, values and ethical decision-making amongst peers.

Feedback we have received from the Community Standards Workshop shows that students find it to be useful and helpful to their role as a member of the larger Housing community.

“Everyone there had a good attitude and was surprisingly open.”

“I enjoyed the acceptance of my peers and the opportunity to hear the perspectives of people in the same situation.”

“My biggest take-away was realizing exactly which values I live my life by.”

“I think everyone should have to take this course to understand themselves better.”

Through assessment, we found that recidivism is slightly lower, though not significantly so, for those who have completed the Community Standards Workshop compared to those who are sanctioned to more traditional sanctions like a Reflection Paper. We are working on evaluating how frequently and for which cases the sanction is consistently assigned, as well as how we communicate the intent of the workshop to hearing officers who are determining case outcomes.

**Conclusion**
In the seven years we’ve utilized the Community Standards Workshop, it has been a great sanction option for students who have made initial or multiple contacts with our office. It works for us and it can most certainly work for your department, should you find a need for it. We have a plethora of resources as well as an implementation guide available for use. If you would like more information on this creative sanction opportunity, please reach out at to us at OHRLconduct@fgcu.edu.
Help Me, Help You, Help Them: Communication and Collaboration with Facilities
By Katie M. Lewis, Georgia Institute of Technology

“I don’t trust them.” “They just don’t understand.” “It’s like we’re on two different planets.” “They do their thing and we do ours.” All phrases I’ve heard from both parties. I’ve been fascinated with how the physical building of a residence hall can help or hinder the student experience since I was an undergraduate student. I lived in three different residence halls that gave off three different aesthetic vibes. During that time, I connected with facilities workers in those halls as well as residence life staff – and so my curiosity about this partnership began.

After numerous conversations with residence life and facilities colleagues, along with a seemingly endless number of Google and academic journal database searches, I was stuck. I found four short articles that were quasi-related to communication and collaboration between residence life and facilities. Four. Sure, there might have been some department workshops and conference presentations skimming the surface of this topic, but not enough to the level this topic deserves for our teams and our students. We pride ourselves on partnerships, yet we often take for granted our day-to-day partner: a partner with a shared mission of providing safe and pleasing environments. It’s about time we explore what communication and collaboration currently looks like between residence life and facilities teams. Only then can we implement ways to create a stronger bond.

Dave Sagaser, Director of Facilities at Florida State University, and I developed a questionnaire for our 2017 SEAHO presentation about current relationships between residence life and facilities teams. What we found was informative, yet unfortunately not surprising to us. I want to highlight four major themes regarding challenges with communication and collaboration between residence life and facilities teams.

**Communication is minimal at best.**
More than 20 percent of responses included the words ‘none’ or ‘nothing’ concerning current communication practices. When communication does occur, it tends to happen over the phone or email, rather than face-to-face. Residence life typically communicates through a developmental lens, whereas facilities usually speaks in a technical and direct fashion. This made me think about the times where I’ve called or emailed a facilities worker; I can pinpoint areas that were ‘lost in translation’, creating a lack in effectiveness and efficiency in the problem at hand. With over 70 percent of responses expressing strong interest in improving communication pitfalls, this is clearly the first area that deserves our focus.

**Adequate training is absent.**
Residence life lacks training on facilities and facilities lacks training on residence life. In the questionnaire, an astonishing 31 percent of respondents stated they never received facilities-related training and another 33 percent stated they only train annually. Furthermore, only 44 percent of respondents indicated that they received training on an ‘as needed – when issues arise’ basis. From my experience, once professional staff members received training on common issues we face while on-call, I noticed a dramatic decrease in the number of emergency maintenance calls that were made and an increase in the number of incidents staff felt competent handling. When asked about training for residents or student staff members, respondents overwhelmingly stated that there was ‘none’ or that training was limited to ‘how to submit work orders’. Some facilities-related training and tips I often pass along to students include addressing finicky locks, clogged toilets, beeping smoke detectors, and issues with HVAC units. Through professional and student training, we saved time, energy, money, and frustration – a win-win for us all.
Organization charts matter.
Where each team is ‘housed’ in relation to one another contributed to significant differences in perceptions of the partnership. 27 percent of respondents indicated that their facilities teams were within the residence life department, 55 percent indicated that their facilities team was organizationally outside of residence life, and 18 percent had no idea where their facilities teams were housed. In sum, respondents that stated their facilities teams were within residence life departments had a more positive working relationship on their campus. They were more familiar with the facilities workers in their areas, they worked with facilities on a more frequent basis, and they felt more competent handling facilities-related issues. Now, this does not mean that the partnership cannot be strong or an excuse for the partnership to remain weak. However, it does mean that more intentional and continued efforts need to be made for collaboration to overcome challenges. Of course, the ideal solution might be the consideration of reorganization; on a more practical level, sharing expectations of who responds to what or training on more low-risk facilities-related issues that residence life staff can address could also work well.

They just don’t understand.
Existing misconceptions between residence life and facilities influence current and future working relationships. Respondents were asked to rank how knowledgeable they were regarding facilities’ roles and responsibilities. Over 85 percent of respondents indicated they were familiar the work they do. Conversely, over 65 percent of respondents believe that facilities are less familiar with residence life’s roles and responsibilities. When reflecting on this data, I thought about the few hours residence life and facilities spend together physically seeing what the other does. I wonder if each team, on an individual personnel level, truly understands the complex roles and responsibilities of the other. Or, do we simply think we understand?

Where do we go from here? While more exploration can be valuable regarding this topic, what has been discovered thus far can guide our current and future relationships. Realistically, there are opportunities for residence life staff at any career level to put into practice. One recommendation might include on-going meet-and-greets with facilities teams for professionals, student staff, and residents – not just at the kick-start of the year. With so many people coming and going, both residents and campus staff alike, it never hurts to host more than one. Second, invite facilities to participate in professional and student staff training. To feel competent responding to duty situations or residents’ questions, hands-on practice can be helpful to understand and mitigate issues. I would recommend gathering data on the most common facilities-related issues that occur within your communities. Then, explore how professional and student staff members can help to resolve those issues. On the flip side, participate in on-boarding processes of facilities members. You can ask to present on a topic pertaining to residence life, such as student development theories or effective communication in the residence hall setting. A simple, yet effective, practice of sharing team members’ roles and responsibilities can reduce confusion and tension. When I told the facilities workers in my hall the various situations I commonly handle outside of programming, they were amazed and jokingly said, “nah, that’s all you!” Of course, I shared a similar response to the work they often encounter. Nonetheless, these conversations helped us relay relevant information for us to do our jobs better. By laying out expectations of one another, we can better determine who the point-person is for which type of work and for what circumstances (e.g., did you know that electrical is different from mechanical, which is different from preventative maintenance, which is different from custodial, etc.). If possible, ask to shadow a facilities worker for a day, or sit in on a capital planning or renovations meeting. Ask to join a meeting with contractors or set up an informational interview with the capital project coordinator. Both are great options to expand your facilities knowledge base, especially if you get to take part in collateral assignments during the summer.

Lunch-and-learns or coffee chats are on-going opportunities to improve the relationship; arrange reoccurring times to discuss current issues or foreshadow upcoming issues, and how the teams can work together. Just as
you might schedule one-on-ones with your student staff, set up consistent hall walk-throughs with your hall’s facilities supervisor. This is a great way to tailor questions specific to your building, learn from those that work in the hall with you, and get to know them on a personal level. You can add a personal touch to the community by posting pictures of facilities members in your hall and on the Housing website; this can help residents see just how many wonderful staff members help make our halls feel like home. Finally, feedback loops and pieces of appreciation can go a long way. You can do so by incorporating questions into already established surveys or creating one specifically regarding facilities. Thank you emails, hand-written cards, breakfast gatherings, birthday recognition, and door decorations are simple, yet effective, ways to show you and residents care. Each time I make a door decoration, or host a breakfast for the facilities team in my hall, they swing by my office to express their genuine gratitude. We end up chatting for quite some time about work, family, personal interests, and all topics in between. We were making our relationship that much stronger.

This is, by no means, the be-all end-all of what we can learn about current working relationships between residence life and facilities. However, it is a starting point and reminder that sometimes the partnership that needs the most attention is right under our noses. With all this shared, I hope you take away two things from this article: that you will reflect on the current partnership with the facilities team in your community and you will begin nurturing a relationship that is long overdue.

Want more on this topic? Check out our SEAHO 2017 presentation:
http://prezi.com/prtkyy3mnw1l/?utm_campaign=share&utm_medium=copy

I would like to give a very special shout-out to the folks that contributed to my passion on facilities: Dave Sagaser, Daniel Sheets, Ken Francis, Dr. Barry Olson, Veronica Cooley, Charlie O’Neill, Terry Todd, Joshua Holder, Dr. James Bridgeforth, Matt Bloomingdale, Andrew Wright, Donnie Lloyd, Sam Oliver, Doug Watson, John Steiner, Derrick Dunn, Milton ‘Stokes’ Stokley, Felicia Clark, Margarita Martinez, Chandra Walker, Sheila Jackson, Hillius Rooks, Ed Dufresne, Steven ‘Brent’ Wooten, and our field’s rockstar facilities teams!
Enhancing Residential Community through Intentional Leadership Development for Resident Assistants: The Kilgo Effect
By Charlie Clausen and Deb LoBiondo, Duke University

Campuses across our region work hard to make their on-campus housing options not just a desk and a bed, but a home. Though a simple concept, achieving such a goal requires navigating many challenges. At Duke University, we’ve developed an approach that has been statistically supported to have yielded significant increases in resident satisfaction and assignment retention while decreasing policy violations, damage billing, as well as frequency and severity of student of concern cases.

Background
At Duke, all undergraduates are required to live on campus for three years. East campus is the first home for all first-year students while West and Central campuses house our Sophomores and Juniors. Freshman arrival is a grandiose well-oiled-machine where 1,700+ students are welcomed and moved into their respective buildings in just over 6 hours. Vehicles full of matriculating first-years and their belongings are met by staff welcomes and student volunteer move-in crews that bring all belongings from the curb to the student’s room while they park and pick up their key. It is a truly fantastic welcome. East campus has only one cafeteria-style eatery, minimal classrooms, and is a mile from main campus, enabling the new class to have high interaction with each other, build relationships, and form community.

The Challenge
Recruitment for student-perceived elite social organizations (Greek Life and Non-Greek Selective Living Groups) begins in January and coincides with a student’s housing assignment for their Sophomore year. As a Sophomore, students are assigned either Central Campus (apartments) or West Campus (residence halls). The Counseling and Psychological Services (CAPS) office regularly notes increased anxiety reported in appointments over these recruitment processes and housing assignments with the prevailing student belief being their social life is over if not accepted into an organization.

All assignments are to what Duke refers to as a house (a section of a building, not a standalone unit itself) in the 5-year old “House Model”. One building is comprised of up to 12 houses. There are three types of houses: (1) Administrative – students apply to a program administered by another office (e.g., Women’s Center) and live in community with those in the program, (2) Selective Living Group (SLG) – housing-based organization which could be a Greek-affiliated organization or a locally Duke organization that self-selects it’s members/hallmates, and (3) Independent – housing for students unaffiliated with the aforementioned programs/organizations. Students perceive the use of the word “Independent” as a pejorative, viewing it as left over housing. The hope for these houses is to develop identities, traditions, and community.

Upperclass move-in is incredibly underwhelming, especially for Sophomores given their first-year experience. The culture of West Campus is that there are no rules and if you are in an SLG you are “in” and if you are not then you are “out”. Upperclass students are the volunteers who move in first-years so, by necessity, they need to be approved to move in before actual opening day, along with athletes, executive council members of other organizations that wish to have a head start, summer school students who don’t leave, etc. On actual opening day, it’s not uncommon for 40%+ of a building to already be moved in with no special welcome.
Therefore, the Independent Sophomore student transition and integration experience lends itself to be most challenging, often resulting in low satisfaction and sense of belonging, loneliness, isolation, intensified and compounded anxiety and mental health struggles. The social culture focused on elite social organizations contribute to (if not exacerbate) these issues. Residents believe (and thus act like) their social life is over and treat housing as a bed and desk, which enables untrained and non-persistent RAs to think and act the same which affirm resident’s believes, etc. This forms a vicious downward culture cycle. A major paradigm/culture/perception shift is needed to combat deep-rooted status quo. This could not be solved with a one-time, quick fix, product but only an ongoing, long-term, process.

A New Approach
For the 2015-2016 school year, Graduate Resident Elliott Smith and Residence Coordinator Charlie Clausen implemented an alternative approach to the RA program in Kilgo Quad given their knowledge and previous experiences. Clausen had implemented leadership development programs for college students in camp ministry and residence life capacities for eight years. Smith had experience spanning the same areas as well as outdoor education for twelve years.

The RA role was framed as a leadership program with a mission to “Make living in Kilgo a quality living experience” because they believed everyone is at their best when they have a home to come back to, Kilgo in their student’s case. As a result, it was understood and explained to RAs that “RA Training” was a long-term, ongoing, experiential process, which lasted all year since leadership skills should be learned and developed beyond the 10 days of “Formal RA Training”. It was stressed that the business of difference making and impacting is not a short-term, one-time, copy and paste product. To make a difference for students, you must care, which can’t be faked, and show that care consistently and in all the different ways students need. With this as the mindset, they neglected to focus on or chase a specific number of programs, specific survey results, etc. They believed community building, resident satisfaction, and house identity are byproducts of RA leadership development. That is, unless Kilgo RAs are cared for first, unless Kilgo RAs are at home in Kilgo, unless RAs are invested in, they will not be able to provide those things for residents. One way they did this was by greeting RAs when they arrived to campus and helping them move in. Move in is the first interaction with staff so modeling what was to be expected was important, because, when in Rome, we do as the Romans do. If RAs are to be welcoming and caring from the beginning, RAs are to be welcomed and cared for from the beginning. This was especially impactful for Sophomore RAs who had only experience First-year move in and been told about how unhelpful everyone is for Upperclass move in.

Moving into the school year, HDRL charged quads with building up and rehabilitating Independent house identities. Talking with students who live in the building, one could hear how often a significant loss in ‘sense of community’ is reported in the transition from East to West. An objective for Kilgo was to recapture this lost sense of community by creating what was called an “East on West” environment in Independent houses. Targeting incoming Sophomores, the strategy was to harness and perpetuate their momentum and energy returning to school. The newer the resident to West campus the easier it would be to establish Kilgo—like East Campus—as a welcoming community, serious about community.
First Fruits
Our department annually administers the Resident Feedback Survey (RFS) to gauge student satisfaction. The RFS contains 21 RA performance-related questions. East campus Neighborhoods, as you might expect given its setting, routinely have the highest results on these, however some exceptions exist. The graph below shows West Quads that had a higher percentage of the best answer (e.g., Strongly Agree) than East Neighborhoods. The number of houses in the graph represents how many of the four East Neighborhoods scored lower than the listed West Quad. Kilgo had a higher percentage than at least one East Neighborhood in 11 of 36 questions, while other West Quads scored higher than at least one East Neighborhood in only four questions.

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<th>Question</th>
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<td>34: How often have you participated in programs/activities organized by your RA?</td>
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<td>35: How often have you interacted with your RA since the beginning of this semester in addition to organized programs/activities?</td>
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<td>36: I have a good relationship with my RA</td>
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<td>37: My RA is available to residents</td>
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<td>41: My RA has made an effort to get to know me</td>
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<td>42: My RA has connected residents of my house with each other</td>
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<td>43: My RA has shown an interest in how I am doing</td>
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<td>44: My RA has followed up with residents about concerns</td>
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<td>51: My RA has organized activities for residents</td>
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<td>52: My RA has helped to build a sense of community</td>
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<td>54: Overall, how does your RA’s performance compare with your expectations?</td>
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The Spread
Upon discovering the success of the new approach, Clausen shared a report of his findings with Associate Dean for West Campus Deb LoBiondo in an effort to see how the strategy could be expanded to enhance the residential experience of more residents. During the summer of 2016, LoBiondo requested Clausen work with another Residence Coordinator to devise and articulate a set of strategies for other staff members to use in the upcoming year. This included the development of an RA manual and an intentional focus on team building and development. Further, LoBiondo
approved bringing in a consultant from Clausen’s camp experience to discuss leadership development and facilitate team building during Graduate Resident training. This change would allow Graduate Residents to be familiar with strategies to better support their students and help them help Residence Coordinators in the implementation of an alternative RA and House Council program.

**Second Fruits**

After training our staff and implementing during Formal RA Training 2016, we anecdotally noticed that our communities seemed closer, warmer, and more cohesive. Returning RAs commented about how much more engaging training was and how more connected with teammates they felt than in previous years. Towards the end of the semester, we again administered the RFS and what we found was encouraging. When looking at our questions and the percentage of response with the best answer (e.g. Strongly Agree), we saw a marked difference in 2016 compared to relatively the same response the two previous years. The graph below shows the increase.

![Graph showing increase in responses from 2014 to 2016](image)

**Conclusion**

Our overall concept and new approach to RA leadership development through experiential learning positively impacted their ability to develop meaningful relationships with their residents. We were able to show significant improvement in student sense of belonging and community connection, thus closing the gap between our first-year student experience and our west campus sophomore experience. Our next step will be to continue to enhance our current approach and monitor satisfaction, involvement, and behavioral trends.

**Suggested Readings:**


Meeting the Students Where They Are: A Curricular Approach to Cultural Competency

By: Dr. Ashley Brown, Randy Brown, Dr. Zduy Chu, and Justin Hua, Georgia State University

Working with and developing students has been a core component of our mission as student affairs professionals, but have we been as effective as we think? Have you ever heard the phrase, “meet the students where they are?” At Georgia State University (GSU), we have innovatively combined assessment and a creative curriculum to truly meet students where they are. Utilizing the Intercultural Development Inventory (IDI), University Housing at GSU created a 12-week course to develop cultural competency. In the four years that the course has been offered, we have been able to truly gain access to a student’s cultural lens and how they interact with the world around them. This article will explain how Georgia State University Housing created an environment for students to enhance their cultural competency skills through the course: Panther Ambassadors for a Culturally Competent Campus (PAC3).

Georgia State University, founded in 1913, has a mission of excellence in teaching, research, and service. Located in the heart of downtown Atlanta, Georgia State University is the Southeast’s leading urban research institution and has an enrollment of 53,000 undergraduate and graduate students in seven colleges making it the largest university in the state of Georgia. Georgia State continues to be recognized as one of the most diverse universities in the nation as evidenced by the 2016 “America’s Best Colleges” edition of U.S. News & World Report magazine; ranking Georgia State among the country’s most diverse institutions. Georgia State students represent 150 counties in Georgia, all 50 states and more than 190 different nations. Newly represented in the student body this year are students from Guadeloupe, Iceland, and Tajikistan.

Although GSU has a diverse student population, many students felt that the campus was culturally siloed and that students do not engage with each other cross-culturally. In the fall of 2013, the GSU student body demographically identified as the following:

Native/Indigenous/American Indian (0.3%), Asian Pacific Islander Desi/American (12.8%), Black/African/American (36.8%), Latino/a/x (7.9%), Multiracial (4.3%), and White (39.6%). Individuals who chose not to report racial/ethnic identity (6.2%). In 2011, Dr. Dhanfu Elston wrote his dissertation on the diversity threshold of White students in relation to their disengagement at Georgia State University. Within his research, Dr. Elston found that White students disengaged when it came to traditional student organizations and events predominately represented by students identifying as a racial/ethnic minority by a minority race. Dr. Elston’s research also suggested that the student population as a whole exhibited balkanized behaviors in which students self-segregated, especially in student groups and organizations. Moreover, there seemed to be a competition of resources and leadership opportunities among racial groups at GSU that sometimes lead to uneasy intercultural interactions (Elston, 2011).

The PAC3 program was designed to address residential students’ concerns around cross-cultural engagement on campus through first increasing residential students’ individual intercultural competency, and then by increasing cross-cultural awareness, engagement, and competency on campus. The PAC3 program was designed to address residential students’ concerns around cross-cultural engagement on campus by increasing residential students’ individual intercultural competency first, with a secondary goal of increasing cross-cultural awareness and
campus engagement. The seminar teaches skills and techniques to increase residential students’ intercultural competency, thereby allowing them to be more successful in their interactions with peers, particularly those who they identify differently. The seminar also explores diversity and inclusion topics such as: power and privilege, oppression, intersectionality of identity, race and ethnicity, gender, sex, sexual orientation, socio economic class, ability, age, and education level.

PAC3 has an interdisciplinary approach, incorporating theories, models, and frameworks from communication, student development, learning, and intercultural competency development to achieve its program objectives and desired learning outcomes for residents. The following is a list of the major theories, models, or frameworks and how they are used in the program:

- **Communication**: The Shannon and Weaver Model (1949) is used to teach residents the structure and process of communication, with a particular focus on effectively sending and receiving messages in their communication with others. Additionally, we focus on enhancing their active listening skills through exercises and techniques that convey understanding and comprehension.

- **Student Development**: Self-Authorship (Baxter Magolda & King, 2004) is used as the foundation for coaching residents and helping them to identify intercultural development goals that build their confidence and belief in themselves to effectively interact and communicate cross-culturally with others who they perceive to be different than themselves. We also use the Social Change Model of Leadership (Komives & Wagner, 2009) to teach the 7 C’s of Leadership (Astin & Astin, 1996).

- **Learning**: The program curriculum design uses active learning techniques to engage the residents, such as discussion, case study, role play, and simulation. Additionally, a peer learning model is used during class sessions to develop residents’ interpersonal relationships through a cohort experience. Additionally, we use adult mentoring and coaching to reinforce residents sense of self-efficacy and to assist them in developing and achieving their goals for increasing their intercultural competency.

- **Intercultural Competency Development**: The Intercultural Developmental Continuum developed by Dr. Mitchell Hammer (adapted from the Developmental Model of Intercultural Sensitivity, Bennett, 1980) is the framework for how residents are taught intercultural competency development, and the IDI is used to assess residents cultural competency.

There are several innovative pieces of the PAC3 program that, when compounded together, create a holistic experience for residents. We utilize a pre and post assessment through the IDI to learn where the resident rests on the continuum in order to assist in creating goals and to help develop action plans for growth. Students also participate in coaching sessions with a qualified administrator to review goals and increase intercultural competency. The PAC3 program also uses experiential learning approach. In this model, participants first learn the skills needed to become more culturally competent, apply it, reflect on their experience, and try again. Through role playing, dyads, and fish bowls, residents have continuous opportunities to practice different skills such as active listening and emotional regulation. Students were able to process through their feelings, thoughts, reactions, and level of engagement with cultural conflict after participating in an activity.

Over the past three academic years that the program has been in existence, University Housing has seen a steady increase in the cultural competency levels of its participants as measured by the IDI. Our data suggests that students finish the class at a higher place on the orientation scale of cultural competency, they have a higher self-efficacy around interacting with individuals who may identify differently than they do, and they have a higher level of cultural self-awareness. In 2015, the PAC3 program was awarded “Gold Honoree” for the NASPA Excellence Award in the ‘International, Multicultural, Cultural, Gender, LGBTQ, Spirituality, Disability, and Related’ category. Georgia State University Housing is proud to have developed a program.
that allows us as student affairs administrators to tackle the old adage of “meeting students where they are” by focusing on each of their respective cultural lenses.

References


http://scholarworks.gsu.edu/eps_diss/75


Attempting to Set a Scholastic Standard: A Story about Bridging the Academic Affairs and Residence Life Gap

By Maggie Gillespie, University of North Carolina – Greensboro

Introduction

As the Coordinator for Residence Life for Grogan Residential College, I have unique connections and exposures to the faculty who partner with us to work with students on their scholastic and personal growth.

As mental health issues continue to increase alongside the financial cost of earning a degree of higher education, it is progressively important to derive new and creative ways to support students. Studies show that higher levels of satisfaction and higher retention rates are observed among students who make a connection with at least one adult during their first year on campus (Astin, 1978). As residence life professionals, we understand the value of providing an environment that is conducive to sleep, study and connection to other students, but it is also our responsibility to connect students to professionals.

Student and faculty interaction outside the traditional classroom setting is considered an essential characteristic of a vibrant intellectual life. Pascarella & Terenzini (2005) indicate that faculty-student interactions in residence halls, community centers, and in the dining facilities provide a bridge between formal academic programs and out of classroom learning and development activities for students. This research suggests that students benefit from such out-of-class interactions, including increased intellectual orientation, growth in autonomy and independence, increased interpersonal skills, and gains in general maturity and personal development.

I have learned, not only through research, but through first-hand experience, that connecting students to faculty
is critical, and furthermore, is not difficult, although does require intentionality and time. The below outlines a few transferrable and sustainable ways that residence life at UNC-Greensboro has been successful in partnering with our faculty.

**Immediate face-to-face interaction**
Get the Scoop on the Staff: For the past two years, we've hosted an ice cream social the day after Grogan Halls’ move-in. Faculty who teach with the Grogan Residential College are invited to join the Resident Advisors in serving ice cream and toppings to students. Before the ice cream line opens, faculty have the opportunity to share a little about themselves, including academic background, personal interests and courses they teach. As students add to their sundaes, interaction continues. Optional: have games like “human bingo” ready to go should conversations lag. Typically, our faculty are excited about the opportunity to engage with students, and therefore are able to keep students engaged in conversation. Eventually, students feed off the energy and the excitement becomes mutual, prompting students to ask questions to learn more about faculty experiences and interests.

**Adopt-A-Prof Program**
UNC-Greensboro has strong collaborations with departments across campus, and as a result, Housing & Residence Life has been successful in matching residence halls to specific individuals from other offices. These programs include Adopt-A-Cop, Counseling Liaison and Campus Ministry Liaison. These models allow residents in particular communities to become familiar with faces around campus, not just offices are departments. These individuals are the designated point people that residence life staff reach out to and include in programming. Each liaison has a poster in Grogan’s lobby that includes pictures, professional and personal interests, and contact information. Students become familiar with these advocates and reaching out becomes easier.

Grogan's faculty serve as our “Adopt-A-Prof” liaisons. These faculty not only teach in the Grogan classroom, they are invited to facilitate and guest speak at Resident Advisor programs. As a result, student interaction with professors outside of the classroom increases. Students benefit from learning about an expertise area, and faculty benefit by gaining insight to student perspectives and ambitions.

**Incorporating faculty into your programming model**
The majority of residence life departments actively seek ways to strengthen learning environments within their halls via programming. While exposing residents to resources like Career Services and the Student Health Center are important, going one step further to bring faculty into residential spaces allows all parties to establish more in-depth relationships based on common interests.

Depending on your current programming model, consider adjusting so that each student staff member is expected to involve a faculty member in at least one program per semester or academic year. As faculty schedules fill up fast, this would require some forethought and planning, but then again, any good program should include both anyway. Student staff should consider that sometimes, faculty are hesitant to come into the halls – some are nervous the turnout will not be worth their time, others do not feel comfortable coming into where students live. Residence Life staff should be cognizant of these concerns while establishing relationships; staff should take the time to explain who the intended audience is, what marketing will be done to attract students, what the program objectives are and re-iterate that the chosen space is meant for community learning. Intentionality behind these conversations will pay off, as meaningful interaction between students and faculty is essential to high quality learning experiences (Kuh, 2008). Furthermore, faculty guidance, recognition and approbation yield an increase in student motivation to exert greater effort (Kerssen-Griep, 2003).
According to Kuh (2005), these interactions are critical to student engagement and retention, as “regular contact can reduce the psychological distance between faculty and students and increase perceptions of accessibility.” Once faculty understand the circumstances around your program, determine the best topic.

Ideas for in-hall programming include:

- **Film Series**: While many focus areas work, Grogan capitalizes on one of the professional majors featured in Grogan’s Residential College program – education. For this series, “Teachers in Hollywood,” Grogan education faculty members take turns screening popular education-related movies, such Freedom Writers or Good Will Hunting. The movie is followed by a discussion around the film’s themes.
- **Coffeehouse Conversations**: Coffee bar supplies are relatively inexpensive – find someone with a Keurig, purchase some k-cups and flavored creamers, and students will congregate. Encourage students to “BYO mug” – you’ll save even more money and role model environmental consciousness. Either students or faculty can pick a starter topic, and let the conversation flow as needed.
- **Expert Panels**: Another featured major in Grogan Residential College is science; areas of study include biology, chemistry, kinesiology and public health. While some students have explored potential career paths in the field of science, many have not. Inviting experts from a variety of science related professions allows students to hear about uncommon opportunities, like Food Chemist, Zoo Endocrinologist or Storm Tracker. Students quickly realize that options are seemingly endless, and have experts on hand to answer questions like “I love science but I hate blood. What are my options?” Panels are happy to answer these questions, in addition to inquiries about necessary qualifications and recommended internships for potential paths.

Ideas for out-of-the-hall programming include:

While there are numerous benefits to bringing faculty into the residential community, interactions are not limited or confined to our hall’s walls.

- **Meals**: We’ve all heard “everybody has to eat,” and the concept applies here too. Many Resident Advisors already go to weekly or monthly meals with residents; why not invite a faculty member to join? Conversation can be informal or guided. Just as faculty have concerns about entering the halls, some have hesitations around eating where students eat. To ease concerns, encourage Resident Advisors to get lunch or dinner one-on-one with the faculty member first. Show the faculty around the dining facility – what are the food options? Where are the fountain drinks? Where do trays go? Once faculty feel comfortable in the dining space, they can come back with the RA and residents, and mentality can shift from unfamiliarity to conversation with residents. Students can see faculty as people who have lives and hobbies outside the classroom, and vested interests in student growth.
- **Faculty vs. student athletic games**: Any game works; for Grogan, it’s Ultimate Frisbee. As students formed an informal team in the beginning of the year, games were naturally occurring, and easy for faculty to jump in. In this setting, friendly competition trumped conversation, as students and faculty alike showcased their athletic abilities, celebrated points earned and brainstormed creative team names. Games are not long, but offer an impactful opportunity for casual interaction.

**Thinking Bigger:**

House Calls is an annual campus-wide program sponsored by UNCG’s Housing and Residence Life. Each August, faculty and staff come together for an opportunity to interact with first year students who live on campus. By going door-to-door, faculty, staff and campus leadership are able to provide valuable information about UNCG programs and services, and help ease the transition of first-year students to the university experience. Students get their questions answered and receive a UNCG bag that contains campus information and some small school supplies. The program requires advanced planning and faculty buy-in, but engages students imme-
diately and allows them to see how much UNCG cares.

**Benefits to student staff**
While it may be easier for a Resident Advisor to plan, host & assess a program on their own, bringing in a faculty member offers many benefits to student staff development. Grogan Resident Advisor Marley Moneta reflected on her experience working with a faculty member to co-host a program: “the process taught me to think intentionally about my communication with the professor; eventually, it became second nature to respectfully communicate in a professional and informative way. After approaching the professor in person to probe the idea, I continued communication via email. I explained who I was and what my role in Housing & Residence Life was, as well as my intentions and objectives for the program. I also shared who the intended audience was and information about the physical space in which he would interact with students, along with other details. I enjoyed hosting the professor and being the connector to residents on my floor. At the end, I learned about the value of recognizing through my follow-up thank you note; which he appreciated.”

Like Marley, the majority of student staff members gain:
- Experience in communicating with a professional.
  - Email etiquette is not often taught in high school, or college. Working with their supervisor, student staff should learn important elements of effective written communication, like being concise yet informative, composing appropriate subject lines, being polite, watching for tone and proofreading.
- An established personal relationship with the selected faculty member.
  - Too often, students wait until their junior or senior year to establish a relationship, which is usually driven by the need for a recommendation letter or reference. Resident Advisors have the opportunity to connect with faculty early, showcase their organizational and communication skills, which may result in a recommendation, internship, research assistantship, reference for graduate school.
- Increased confidence.
  - If the Resident Advisor is enrolled in the faculty’s course, familiarity with the faculty will likely raise their confidence in the classroom, as speaking with them is less intimidating.
- At least one enhanced skill sets.
  - Team work and collaboration are skills nearly every employer looks for. Students who learn to professionally communicate and collaborate with others, in addition to defining objectives and assessing effectiveness, are better prepared to efficiently contribute to any given field.

Resident Advisors who are struggling to identify a faculty member with whom to partner should reflect on professors who are:
- Engaging in the classroom.
- Interesting personally or professionally.
- Good at telling stories.
- Imparting valuable life lessons on students.
- Relatable.
- Involved in an interesting hobby.

**Incorporating residence life into the academic curriculum**
We often think about how we can bring faculty into our world, but let’s consider the alternate – getting engaged in their world. Ideally, these “worlds” aren't separate, but in order to get to a place where we live in one big happy collaborative world, we have to be intentional about working together.
This year, I had the opportunity to attend the Institute on Project-Based Learning at Worcester Polytechnic Institute with several members of the Grogan faculty. Upon return to UNCG, we began incorporating project-based learning, as opposed to individual paper writing, research, presentations and projects, into the curriculum. As students who live in Grogan Residential College are required to enroll in at least one Grogan course, faculty could truly integrate the concept holistically. As a partner in student learning, I was invited into their classes as a guest teacher. My role was rather specific – it was helping the pre-formed teams work more productively together. Throughout various presentations, I asked students to reflect on previous group projects that were both successful and unsuccessful, and then asked them to identify why. I led students in the MBTI Personality Assessment (I am a Certified Practitioner) and then facilitated activities to help them better understand how their preferred styles compared to their group members’ styles. We did group consensus activities. We discussed the different types of conflict. We looked at Bruce Tuckman’s Tuckman’s Stages of Group Development. It was important that we discussed conflict resolution styles, and the concept that conflict is inevitable. Ideas about recognizing and working through conflict were shared before moving into conversations about group contracts, expectations and goals.

You don’t have to work with a Residential College to create this relationship. There are likely faculty all over your campus who assign group projects to their students. Find them. Engage in conversation with them. Share your interests in closing the Academic and Student Affairs gap. Talk about the benefits of living on campus; help them find value in our work. Let them know that you have experience and expertise in helping students manage conflict. You probably have more knowledge and practice than you think you do – just consider all the roommate conflicts you’ve mediated, or conduct cases you’ve adjudicated. The benefits are numerous – face time with students, teaching experience, networking with faculty and more.

**Advising**

Another way to connect with students is through advising. Academic advisers seek to efficiently communicate information to a large population of students – in particular, first year students. The residence halls are a great venue to reach out to students. In Grogan Residential College, each floor has an assigned major or concentration; for example, second floor is nursing, fourth floor is education, fifth floor is kinesiology, seventh is theater/art/music. Given our focused populations, students not only have their like-minded Resident Advisor and each other, they also have the benefit of their academic advisor coming into their respective community room to engage in both one-on-one and group advising. Two weeks in the fall are dedicated to advising – Monday is Education, Tuesday is Visual Arts, Wednesday is nursing, Thursday is Health and Human Sciences, and so on. More general information like add/drop dates, accessing a degree audit and general FAQs are shared via building-wide emails.

**Advising applicability**

For halls that do not operate under a residential college curriculum, there is still opportunity to run hall charts or administer surveys to learn what majors are prominent in the hall, and working with respective advisors to host an advising event. By inviting advisors into the hall, we are bringing an essential service to students, where they can “see their advisees as holistic individuals” (Acheson & Rybski, 2009). As students are more comfortable in their own space, tension is lower and interaction is higher; advisors have the opportunity to “facilitate students’ social (and perhaps academic) involvement with other students, with faculty members, and with their institution” (Pascarella & Terenzini, 2005, p. 421). While promoting social and academic success is a primary objective of residence life staff, partnering with advisors further promotes cross curriculum learning in and out of the classroom.
Faculty-in-Residence Program
Research has shown that faculty programs in residence halls benefit students and the university as a whole. Students who have contact with faculty outside the classroom have higher retention rates leading to graduation (Bean, 1980), are more satisfied with college (Pascarella, 1980), and exhibit higher levels of achievement (Centra and Rock, 1971).

Not only is student-faculty interaction constructive for students, it is correlated with positive faculty attitudes, therefore greatly benefiting the institution as a whole. Wilson, Woods, and Gaff (1974) discovered that faculty who interact more frequently with students outside of the classroom develop an enhanced sense of enjoyment and accomplishment in teaching. Faculty also gain an increased “knowledge of students’ academic strengths and weaknesses in areas of core concerns in the liberal arts education” (p. 90).

Sarah Carrig, UNCG Faculty-in-Residence, offered, “as a Faculty-in-Residence with four years of experience, I have enjoyed many and varied interactions with students: dinner and conversation in my apartment; trips to the theater; documentary viewing in the student lounge; lectures and presentations around campus; workshops on deaf culture, police/student interaction, social justice issues. I believe that all of these interactions have enhanced both my teaching and my job satisfaction, as students’ interests, energy, and optimism have informed the way I plan and deliver my classes, my faculty-in-residence programs, and the way I feel about my role in their university experience. I believe, too, that my presence where they live has contributed to students’ having a more positive view of professors’ concern for students’ educational and personal welfare” (S. Carrig, personal communication, April 4, 2017).

Faculty-in-Residence have many opportunities to create an educational focus in the residence halls where they live through coordinating, hosting or supporting campus-wide programs during the academic year. While the goal of the Faculty-in-Residence program is for faculty to pay special attention to the residential community in which they reside, Faculty-in-Residence at UNCG are also encouraged to work with FIRs in other residential areas to provide programming, mentoring, and resources in an effort to establish a comprehensive community rich in social and intellectual content. The FIR who live in the residence halls understand the benefits of living and learning in community, and as a result, maintain what Wilson, Woods, and Gaff define as “social-psychological accessibility,” defined as “faculty beliefs and attitudes, which support a view of education as an interactive process and faculty behaviors which appear to invite discussion both within and beyond the classroom” (p. 81). Pascarella, Terenzini, and Hibell (1978) confirmed the significance of faculty social-psychological accessibility, and added that institutional programs that increases students’ likelihood of interacting with faculty informally (i.e., faculty-in-residence) is essential to student retention efforts.

While research clearly shows that Faculty-in-Residence programs are beneficial, it’s not a model that every campus can sustain, as it requires planning, designated facilities and dedicated staff, not to mention financial commitment. If a Faculty-in-Residence program is not currently feasible at your institution, consider getting faculty involved in other ways.

Recognition
It is important to appreciate the faculty who take time to interact with students. At UNCG, each faculty member who participates in House Calls receives a personal note from the Vice Chancellor of Student Affairs. Faculty who collaborate with Resident Advisors receive a thank you note from the staff member and participating residents. These faculty are also highlighted in monthly reports, which is information ultimately reported by the department. In Grogan Residential College, we host a “Faculty Appreciation Night,” where professors are recognized for contributing to the social and scholastic growth of students with a dinner. Regardless of how, it is important to recognize those who contribute to the development of students.
Conclusion
The significant role student-faculty interactions play in increasing student satisfaction and retention is readily apparent. As Student Affairs practitioners, it is important that we recognize the importance of connecting students to faculty, whether in formal or informal settings. We should strive to make these interactions happen regularly, so that they are the rule, not the exception to it. If we are able to successfully create an environment in which faculty-student interactions are valued and mutually sought out by both parties, satisfaction with institutional experiences – across the board – will almost indefinitely strengthen.

References
University Housing: A Strategy for Improving Students of Color Retention at Predominately White Institutions

By Dr. James S. Bridgeforth, University of South Alabama

There is a racial crisis today in American higher education that contributes to African American undergraduates and other students of color facing high levels of attrition (Smith, Altbach & Lomotey, 2002). It is widely known that student affairs professionals have played a major role in supporting students of color and encouraging their academic persistence (Estanek, 2002; Sandeen, 1991). However, at many institutions across the southeastern United States the retention rates among African American undergraduates greatly lag behind their peers. For example, data from the National Center for Education Statistics (2016) projects that the retention rates for African American students pale in comparison to their Caucasian peers. In many cases scholars point out that some students of color are simply not prepared for the academic rigor at the university, specifically those enrolled at predominately white institutions (PWIs) (Massey, Charles, Lundy & Fisher, 2003); however, it can be argued that the challenges facing African American students enrolled at predominately white institutions center around the lack of cultural competence and cultural capital that exist at these colleges and universities. Indeed if institutions, particularly PWIs, are interested in advancing retention among African American students then colleges and universities must create a more welcoming environment for African American students. To that end, housing and residence life professionals can play a major role in supporting retention and academic success for African American students and other students of color at PWIs.

It has been historically noted that students who live in campus housing have a greater rate of retention, demonstrate a deeper sense of belonging on campus, and show greater gains in the area of academic persistence than those students who live off campus (Schroeder, Mable & Associates, 1994). Living on campus must be viewed by students and parents as a long-term investment as the return on that investment (ROI) is actualized in students’ social development, advanced life skills, cognitive growth, and long term financial outlays. For example, the U.S. Department of Housing & Urban Development (2015) reports that students who live on campus are more likely to earn a college degree, as data (Hsu, 2011) suggests students who earn a baccalaureate degree have more earning potential than those persons who did not. Yet, in many cases the role of the university housing is often overlooked and undervalued in regard to advancing student retention. Housing professionals often demonstrate a high level of cultural competence as well as a firm understanding of diversity and multiculturalism that can help students of color feel more welcomed on campus. This approach to diversity and multiculturalism can lead to a greater sense of belonging and well-being on campus.

Additionally, housing professionals often times, serve as the premiere student advocate for many first generation undergraduates who are disadvantaged, which creates a sense of social justice and equity on campus. Colleges and universities that are serious about creating an inclusive campus environment for students of color must include housing and residence life professionals when developing long-term retention goals. Housing professionals, unlike many other areas of the academy, manage multiple resources that are necessary for creating an academically appropriate inclusive environment. For example, the Chief Housing Officer oversees physical resources (i.e. buildings, grounds, etc.), human resources (i.e. people, staff etc.), and fiscal resources (i.e. revenue funds, budgets, etc.); when managed appropriately these resources can be used to create the kind of community where diversity is celebrated, which may lead to an increase in retention for students of color. Additionally, university housing is often the largest revenue-generating department within student affairs, which allows for a greater opportunity to support programs and services for students of color. Moreover, housing professionals, typically those in middle management or above, are acutely aware of the challenges facing students and are skilled at identifying the appropriate resources and services to support students of color.
Housing professionals can also support the retention of students of color through student development theory. In order to be successful at engaging and retaining students of color colleges and universities must implement a strong theoretical framework as its foundation. This is particularly critical for retaining African American students at large PWIs as research suggests these environments can appear to be insensitive to the needs of students of color, which may result in higher levels of attrition (Glasker, 2002). Implementing a theoretical model can improve student success; in many housing programs across the United States there is a corporate theoretical model (CTM) in place where all staff members are trained as the CTM serves as a guideline for supporting students and the staff who work with them. Departments that do not have a CTM as its underpinnings may be placing their students of color at risk as without a framework in place staff may lack direction and a foundation to work with and understand students. It can be extremely powerful for housing professionals to collaborate with academic affairs staff to implement a shared vision and theoretical model as this too can support student growth and retention.

Finally it is critically important that housing professionals create the kind of student experience that celebrates diversity. Most students of color will have difficulty persisting in college if the climate does not celebrate diversity and a respect for multiculturalism. Therefore, it is paramount that housing professionals, now more than ever, ensure that diversity and multiculturalism is transparent throughout all units reflected within university housing (e.g. residence education, housing services, facilities, operations, summer conferences, etc.). If not, students will actualize this as a negative experience and move off campus or even leave the institution resulting in high levels of attrition. In fact it can be argued that students are likely to remain in college if they feel valued and appreciated. In many cases, if students of color feel that the ideals and values of the institution do not reflect their own values they will likely leave the institution. Nonetheless, so many institutions and housing programs alike fail to consider the issues and challenges surrounding students of color during the decision-making processes of the institution (e.g. campus programming, financial policies, campus symbols, etc.). In recent years there have been numerous issues concerning racism at public flagship universities that have resulted in student protests, changes in policy and in some cases even resignations of top campus leaders; evidence of these issues have occurred at the University of Mississippi, University of Missouri, and the University of Oklahoma just to name a few (Bridgeforth, 2016).

University housing can make a significant impact in retaining African American students as well as students of color, particularly at PWIs. Housing professionals have the access to resources, training, and expertise to engage students of color in a manner that can create the kind of environment that will advance student success and retention. It is crucial that housing professionals establish a sense of cultural competence among staff and a level of respect for diversity throughout all of its departmental units; if not students of color will likely go elsewhere. Indeed the campus environment has the most significant impact on student retention as the environment is designed, developed, engineered and executed by the employees who serve at the institution. This can be expressly true of campus housing. Student retention is critical to the success of the university; yet, so many colleges and universities are in need of vast improvement in regard to the practices and strategies in regard to retaining students of color. Housing and residence life professionals are in the best position to impact campus retention almost more than any other department on campus. If involved in the processes early housing professionals can help to advance retention for students of color in a manner that will have long-term positive effects for the institution.

References
Making the Most out of 30 minutes: Appreciative Advising and Student Development through Residential Conduct

By Sean Sukys and Sherrelle Thorpe, Florida Gulf Coast University

What Is Appreciative Advising?
As professionals, we are trained ad-nauseum on how to confront a student in various situations and gain experience on this topic throughout our undergraduate and graduate careers. As soon as we arrive on campus as a new professional, policies and procedures are among the first components of our onboarding and training. We feel somewhat confident and prepared to deal with these situations as we enter our first duty week. Weeks go by and a student arrives in a new professional’s office for their conduct meeting, now what? So rarely do we discuss the soft skills that support the policies and procedures of conduct case management. When thinking about conduct I often refer to an advising session or a session with a counselor. You have a few distinct parts to the meeting that you can plan and prepare for, a preparatory phase, a meeting phase, and a follow up phase. These phases can be broken down even further using a model commonly found in academic advising called Appreciative Advising. At its core, Appreciative Advising is a model for how to have a productive conversation with a student and help them succeed. The phases of the Appreciative Advising model are Disarm, Discover, Dream, Design, Deliver and Don’t Settle. “Appreciative Advising is fully student centered and shows great promise in helping students from a wide variety of backgrounds to achieve academic success” (Howell, 2010). At Florida Gulf Coast University, we are moving towards training our professional staff on how to hear conduct cases utilizing this model. It has proven useful to the hearing officers who are currently utilizing it and has provided new and growing professionals with a tangible framework for how to approach a conduct meeting, especially for those whom may not have received formal conduct training in the past.

Phase I: Disarm
Preparing for a conduct meeting begins before a student ever sets foot in your office. The first phase of the Appreciative Advising centers around disarming the student by creating a safe and welcoming place. One phrase I
like to implement in leading my life in Student Affairs is, “Believe in the goodness of each student who walks through your door. Treat them like you would want your son/daughter/best friend to be treated” (Bloom & Martin, 2002). Key ways to live out this phrase is by meeting the student in the waiting area or in your doorway as well as welcoming the student and giving a proper introduction of yourself and your role. One consideration often overlooked is the presentation of your office. Before any hearing, or at the start of the year, brainstorm five things you can do to make your office more disarming. An exercise you can use to assist with this is to sit on the other side of your desk and simply look at your space from the student’s perspective. Are you creating a welcoming sight? Alternatively, is your space bare or uninviting? Is your desk neat and organized or is it cluttered and messy? Do you have things that interest you around your office or do you have bare walls? Every object present in an office is an opportunity to start a conversation with a student, so consider putting something that interests you somewhere in view of a student so that it might catch their eye, allowing them to start a conversation with you. Once the conversation has started, capitalize on that conversation topic.

**Phase II: Discover**
The opportunity to capitalize on the conversation you have with your student happens in the second phase, Discover. The Discover phase covers a bulk of the conduct process, as you need to discover information not only about the student but also about the incident. Once the student has sat down, build rapport through conversation. Get to know them and why they are attending the school. Not only does it allow you to tailor sanctions to their needs and interests, it allows you to better understand them as a person and student. Some important hearing officer behaviors during this phase are affirming and summarizing what the student has shared, as well as feeling it out and digging a little deeper past surface level responses. Questions to consider asking are: Where are you from? Have you always lived in the southeast? What were you involved in in high school? Have you attended any programs in your Residence Hall? Who are the most important role models in your life? Since attending the institution, what have you accomplished? The purpose is to make the student feel comfortable opening up to you a little more so that they can feel more relaxed in discussing the incident at hand. Going through this phase is extremely important as it allows you to learn more about the student’s strengths, fears, and passions.

**Phase III: Dream**
The next phase is the Dream phase and it can be interspersed with the Discover phase. This phase allows you to figure out what the hopes and dreams of the student are and how you might assist them in reaching those goals. An important hearing officer behavior during this phase include continuing to listen purposefully and making connections between the Discover phase and this phase. Questions you might ask a student during your hearing are What do you believe and hope accomplish by being in college? and What do you want to do in the future? This is the perfect opportunity to learn more about the student’s drive. Based off what you have learned during the previous phase, it is important to connect the dots with them as well as encouraging them that there are many means to an end. Often, as the hearing officer, at this point in the hearing, I hand the student a wand (pen) and ask, “If you could do anything you wanted without any limitations, what would you do or what would you become?” Students are usually taken aback by this activity, but more often than not, what they want to become is very tangible. With the information gathering during this phase, I set out to the Design phase and assist in mapping out a plan.
Phase IV: Design
After the student has identified their dreams, it is important that you co-design a plan that will set the foundation of making their dreams a reality. This brings us to the next phase: Design. The Design phase is where buy-in from the student becomes crucial. As you are discussing possible sanctions, begin talking about its applicability to reaching the dreams you identified together. You are at the part of your hearing where it is time to put the information gathered and sanctions discussed to paper. At Florida Gulf Coast University, in discussing sanctions, we inform our students that all sanctions discussed are ‘possible’ sanctions and that we use the information that they have provided to us as a guide. Use this time to discuss how their actions and continued behavior will impede their goals and ask what you could do as their hearing officer to assist in making those dreams come true. Outside of sanctioning, would that student benefit from a mentor? Can you mentor them? If you cannot, to whom can you refer them for continued progress and tracking? For instance, if a student is an uninvolved business major looking for an internship opportunity and in need of friends with similar interests, could a sanction to your Office of Student Involvement for Involvement Advising, specific to Business Organizations/Fraternities benefit that student?

Phase V: Deliver
In training hearing officers, we make a point to share that being a hearing officer does not stop when the student leaves the hearing. Most of the work that needs to be completed happens after that student leaves your space. Often times, students are caught in the day-to-day of what it means to be a college student and as a result, sanctions are forgotten. I find that what helps to avoid this are the connections that are forged during the first four phases, as well as this phase: Deliver. The Deliver phase is simple and is our ultimate goal—that the student delivers on the plan you both worked on in Phase II. A few ways in which we can guide, motivate and ensure that our students are delivering is by following up. Once the student leaves your space, send them a thank you email with a reminder that should they have any questions prior to their outcome, if there is one, that you are there to help them. On the back end in receiving sanctions, if you believe they did a phenomenal job on that reflection paper, tell them that you enjoyed it and even insert a blurb referencing something that they wrote. What is most important here is that the student knows the support is still there.

Phase VI: Don’t Settle
In our not-so-perfect world, when students submit a subpar sanction or no sanction at all, the final phase is Don’t Settle. Our job is to continue to challenge students, despite their occasional reluctance to participate in the conduct and/or sanctioning process. This ethic of care is demonstrated by, not accepting sanctions that do not fit the criteria or standard of that specific sanction. By settling and accepting subpar sanctions, we are showing the student what caliber of work we are willing to accept which will in no way help to raise the student’s expectations of self. The most important part of this phase is providing both challenge and support.

Conclusion
As we begin to wrap up our academic year and look towards summer Hearing Officer training, we cannot help but think that Appreciative Advising would be a great guide in Residential conduct. The applicability of each phase to what we already do is quite similar, so training on this model would be a refresher for most with some highlights on how to take your conduct hearings to the next level. Now, we are aware that not all conduct hearings lend the opportunity for this model to take place, but it is important to note that despite the students’ acceptance of our efforts, like anything else housing related, we cannot give students the opportunity to say we did not try.

For more information on Appreciative Advising, visit any of our resources below or reach out to us after July 2017 to see how training on this model worked here at FGCU. Thanks for reading!
The SEAHO Experience: From Good to Great

The following professionals and graduate students applied for and received SEAHO Conference fee waivers to attend the Chattanooga meeting. They were asked to share their experiences in a reflection piece for the SEAHO Report.

Megan Townsend, Young Harris College:
I was absolutely thrilled to receive the fee waiver scholarship for SEAHO 2017! I couldn't think of a better conference for me to attend during my first year of professional work in higher education. I had heard amazing things about the conference through my coworkers, and I can confidently say that the conference exceeded my expectations. Every session I attended was incredibly enlightening. Being able to listen to other professionals talk on behalf of their experiences, and connecting with other Resident Life Coordinators in the sessions were highly valuable. As a new professional in the field of Residence Life, it helped me find an even deeper love and passion for my field of work. To see everyone come together to lend advice, strategies, and ideas gave me a new understanding of the term “family in higher education”. SEAHO 2017 gave me the opportunity to bring back ideas for my Resident Assistant staff and the school. I now have further knowledge on budgeting, RA training ideas, and roles to provide to my RA staff that will help them professionally. Also, I was able to attend sessions that allowed me to further my knowledge in Residence Life, and work to better myself, so that I can give my all to the students at YHC. This may have been my first SEAHO, but it definitely will not be my last!

Jalesha Turner, Kennesaw State University:
As a first time SEAHO attendee, I was very impressed with my first experience. Being a Tennessee native, I have always appreciated the atmosphere that the great city of Chattanooga provides. It was exciting to be able to experience my first SEAHO in a familiar place that is close to home. Tennessee will always be home to me; so, it was very convenient to be welcomed into the SEAHO Family while in my home state. In addition, I was able to spend four days with hundreds of professionals who truly love Student Affairs, especially Housing and Residence Life. SEAHO 2017 provided me with the opportunity to engage, connect, and build relationships with other professionals who share similar and unique passions in this field. Personally, SEAHO 2017 fostered an environment that allowed me to learn and grow as a new professional.

From the moment I arrived on Tuesday afternoon, I instantaneously felt the atmosphere of Chattanooga being amplified by the SEAHO family. Attending the SEAHO Next and Newcomers Social, as well as the Minority Mixer; revealed to me the welcoming, genuine, and loving nature of the SEAHO community. Each person I met spoke highly of their SEAHO experience, and that alone was very exhilarating for me.

I was very appreciative of the quality and quantity of presentations at SEAHO. Each presentation and roundtable that I was able to attend reminded me of how important it is to remain student-focused in all the work that we are blessed to do on a daily basis including supervision, advising, mentoring, and community building just to name a
few. I was also impressed that there were sessions that placed an emphasis on the wellbeing of professionals.

Even months later, I can rejuvenate myself professionally and personally by remembering the tips, tricks, advice and lessons I have learned at SEAHO 2017. Each word of encouragement, each answer to a question, each casual conversation, and each professional networking opportunity did not go unnoticed by myself. For that, I must thank each member of the SEAHO Family.

I am very grateful to have been a recipient of the SEAHO Fee Waiver Scholarship. This opportunity was nothing short of amazing. I came expecting to get the same experiences that my colleagues have received in the past. However, I was blessed to have my own story to tell about my SEAHO experience. I am beyond excited to see where my Student Affairs career leads me, and to see the part that SEAHO will play in that. I guess you can say, I have caught the “SEAHO Bug”. Until next time in Biloxi, Mississippi!

**Hannah Leopold, Virginia Commonwealth University:**

In March, I attended the SEAHO 2017 Conference in Chattanooga, Tennessee. As an aspiring student affairs professional in my first year of graduate school, this was an opportunity I was eager to take advantage of, and I was fortunate enough to be awarded a scholarship to help make it possible. As the conference date grew closer, I felt a mixture of nervousness and excitement; this was my first professional conference and I wasn’t quite sure what to expect. I had heard from VCU hall directors and other professional staff who had attended earlier conferences that this was going to be an experience I’d never forget. I’m glad to say they were right.

Residential Life & Housing at Virginia Commonwealth University serves our students through our CIRCLE values: collaboration, inclusion and diversity, resident-centered, learning, and excellence. Attending the SEAHO conference allowed me to see how our values and the work we do compare to what other schools are doing. As I looked over the packed schedule of presentations, I was pleasantly overwhelmed with the educational opportunities that each session afforded me. I chose to attend presentations which I felt would be the most beneficial for my professional development as a future hall director, such as those centered around authentic and strengths-based supervision, creative conduct sanctions, and building an identity as a staff.

I was paired with my mentor through the SEAHONext program. This provided me with a resource outside of my school and my state who I could turn to for advice and a new perspective, as well as the opportunity to build another professional relationship with someone in my region. The best part is that it also meant that I had one more familiar face at the conference who I could turn to if I had questions or exciting news to share. The case study competition was another opportunity I was able to take advantage of during the conference. I collaborated with two other graduate students as we worked to find a creative solution to the given prompt. What I appreciated most about the case study was that we were able to draw from our own experiences working in student affairs and learn from one another while we solved a problem that we could potentially face at our future jobs. It also introduced me to two new friends, ones that were second-year graduate students who could give me advice on anything from job searching to other professional development opportunities they’ve taken.

One of my favorite things about the conference was that it gave me the chance to reconnect with two former VCU RAs and hear about their journey into student affairs. It was also exciting to watch my coworkers enthusiastically welcome back their peers and former colleagues with open arms, whether they were bonding during socials, presenting together, or just stopping to talk in the hallway at the Convention Center. This showed me that I’ll continue to have a strong support system after graduation next year regardless of where this career takes me. It made me see that the student affairs field truly is a family, one that I grow more and more excited to be a part of each day.
Columbus State University

Columbus State University Residence Life expanded their annual Fire Prevention Week this year and hosted its first Safety Week, October 31 - November 4, 2016. Residence Life collaborated and built strong relationships with the Columbus Fire Department, CSU Logistics, CSU Police department, CSU Counseling Center, Take back the Night, and many other organizations to make this week a success.

The week was filled with activities and information about cooking safety, fire safety, sexual assault, giveaways, self-defense, and fire drills in each of our Residence Life areas. Students also enjoyed spending time with the CSU Police Department during a cookout to open up the lines of communication and get to know each other.

Our three main events of the week were the Mock Dorm Burn, Take Back the Night and the “After the Fire” documentary with guest speakers. The Mock Dorm Burn showed students first hand why fire safety practices and evacuating in the event of a fire alarm are important. Narrated by the Columbus Fire Department, the burn told the story of the life of a fire from ignition to the time it takes the fire department to arrive and extinguish the fire. Most students do not realize how fast a fire takes place.

After the fire: A Story of Heroes and Cowards is a documentary based on the book and reporting of the lives of Shawn Simons and Alvaro Llanos how were severely burned in the Seton Hall University dorm fire in January 2000. The event consisted of students watching the 50 minute documentary followed by guest speakers Shawn Simons and Alvaro Llanos. Students also were able to ask questions during the event. Shawn and Alvaro are great guest speakers and stayed after to meet and take pictures with any student that approached them. We own the rights to a copy of the documentary and use it as part of our judicial education for fire safety violations.

Our new event for this year was Take Back the Night. Take Back the Night was a presentation and vigil that took place to provide information to students about the topics of sexual assault, intimate partner violence, suicide prevention and self-harm prevention. Representatives from various departments came and presented on resources available to students. Student led expressive poetry performances. Our guest for the event was Ali Miller, Founder of the I AM Movement, she came and shared her story and how students could get involved in that movement. Students were also encouraged to speak to counselors on hand.
Kentucky Updates

Morehead State University
Morehead State University welcomed back Savannah Anderson as a Graduate Student Hall Director for the Spring 2017 semester. Savannah is a recent graduate of Morehead State and most recently served as a Graduate Assistant at Morehead State’s Craft Academy for Excellence in Mathematics & Science.

This past November, Morehead State University officially opened its newest residence hall, Andrews Hall. Named for Wayne and Sue Andrews, MSU’s current President and his wife, the 550-bed suite-style hall will provide MSU students with a premier living experience, including private bathrooms, full-size beds, multiple common spaces per floor for studying and/or socializing, and kitchen areas on each floor.

Spalding University
Spalding University finds itself renovating one if its two residence halls for fall 2017. Our renovation affects 100 beds, and come fall all first-year students will live in our renovated facility. The renovation testifies towards our administration’s commitment strengthening residence life and student housing.

Kentucky Association of Residence Halls
This past February, Bellarmine University hosted the KARH 2017 Annual Conference. With a theme of KARH Wars: Kye Awakens, the nearly 100 delegates in attendance showed of their Star Wars-themed school spirit and pride in a variety of ways. During the conference, the following individuals and groups were recognized for their outstanding work during the previous year:

• Outstanding Service to KARH Award - Bryan Beals, Murray State University
• First Year Student of the Year Award - Jacob Bruce, University of Kentucky
• NCC of the Year - Hailee Bernard, Western Kentucky University
• Adviser of the Year - Tyler Priest, University of Kentucky
• Student of the Year Award - Liz Yeske, Bellarmine University
• President of the Year Award - Mallory Ackles, Murray State University
• Resident Assistant of the Year - Amanda Royer, Murray State University
• Recognition Chapter of the Year Award - WKU National Residence Hall Honorary
• Program of the Year - 9/11 Memorial Walk, Eastern Kentucky University
• Institution of the Year Award - University of Kentucky

In addition, the organization elected its State Board of Directors for the 2017-2018 year:

• President – Bryce Thweatt, University of Louisville
• Association Director for Administration – Dana Jetter, Northern Kentucky University
• Associate Director for Affiliation and Technology – Kaylan Boyd, Western Kentucky University
• Associate Director for Recognition – Sierra Hawkins, Northern Kentucky University
• RA Representative – Clarissa Baker, Eastern Kentucky University
• Advisor – John Michael Haky, Morehead State University
• Recognition Advisor – Wade Vierheller, University of Louisville
Mississippi Updates

**University of Mississippi**
The University of Mississippi is excited to welcome Ellen Kaasick as the new Community Coordinator for Residence Hall 1 and Northgate Apartments! Ellen comes to us from Missouri Western State University where she worked as a Residence Hall Director, and she holds two master’s degrees in Student Affairs Administration and Accountancy.

We would also like to welcome Rachael Zaborowski as our summer ACUHO-I Intern! Rachael joins us from Grand Valley State University where she currently works as the Graduate Assistant for the Community Service Learning Center while she completes her master’s degree in Higher Education College Student Affairs Leadership.

North Carolina Updates

**NCHO and NCARH Strengthening Relationship**
Over the past few months, the North Carolina Housing Officers (NCHO) and the North Carolina Association of Residence Halls (NCARH) have taken important steps to strengthen the relationship between the two organizations. As those involved in student leadership may be aware, the National Association of College and University Residence Halls (NACURH) recently passed a resolution to disassociate itself and its affiliates (including SAACURH) from state-level organizations like NCARH. While this has presented challenges for these organization, NCARH has taken it as an opportunity to strengthen its commitment to residential leadership in the state of North Carolina.

At NCARH 2017, with support from the NCHO Executive Council, representatives from the 14 member institutions of NCARH voted to approve changes to their governing documents that would formally designate NCARH as an affiliate of NCHO. While this has presented challenges for these organization, NCARH has taken it as an opportunity to strengthen its commitment to residential leadership in the state of North Carolina.

At NCARH 2017, with support from the NCHO Executive Council, representatives from the 14 member institutions of NCARH voted to approve changes to their governing documents that would formally designate NCARH as an affiliate of NCHO. Similar changes to the NCHO Governing Documents will be offered for approval by the NCHO Membership at their annual conference in Asheville this October.

This change will create many beneficial opportunities for both organizations. The most immediate and significant change was a decision by the NCARH leadership to close the organization’s existing bank account and open a new subaccount under NCHO. In addition to no longer having to pay nearly $170 in service fees annually due to its relatively small pool of financial assets, NCARH will also be able to take advantage of NCHO’s recent classification as a 501c(6) nonprofit organization. We hope that this will enable us to seek sponsorships for future conferences, thereby reducing the costs to schools and enhancing the experience for students.

Moving forward, we hope to identify many more opportunities to work together. This July, we will host our second annual Advisor Resource Training (ART) Conference to provide training for RHA, NRHH, and Hall Council advisors. As the NCARH Advisor, I also plan to facilitate interactions between the student leaders on the NCARH State Board of Directors and their counterparts on the NCHO Executive Council. My hope is that our students and professionals can engage in a continuous exchange of ideas to better the residence life profession and residential student experience throughout the state.

In closing, we are excited about the new opportunities for collaboration and the future of both organizations. We believe that stronger relationships between student and professional associations are a great solution for states that wish to continue with state-level student organizations. If you have questions about our process or would like to talk further about supporting residential student leadership at the campus or state level, feel free to contact NCARH Advisor Ryan Collins at ncarhadvisor@gmail.com.
**Maryville College**

Maryville College would like to welcome **Raeann Bray Reihl** as the new Housing Coordinator and Resident Director for Gibson Hall. Raeann transitions from a part-time RD position in another building on campus to this full-time position. She is a three-year veteran of our staff, but is making the a move after transitioning from an off-campus full-time job. She is also a 2011 alumna of Maryville College. We are glad to have her all to ourselves now, and look forward to the energy she brings to the position.